



Music Subject Progression Tracker

Interrelated dimensions of music

	Nursery	Reception	Year 1	Year 2
Listening and evaluating	<ul style="list-style-type: none"> • Listens to a wide range of music- music from their homes newly introduced music during the session • Explores and talks about different sound- body percussion, junk, percussion instruments and tuned instruments. • To use words, art, and dance to explore music • Anticipate phrases and actions in rhymes and songs. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. • Moves and dances to music and it's beat (tempo) • Claps or taps to the pulse of the music he or she is listening to. (Tempo) • 	<ul style="list-style-type: none"> • Listening appropriately to someone leading a short musical phrase, song or rhyme. • Exploring spontaneous movement with different parts of their body in response to music. • Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). • Identifying and imitating sounds from a variety of music. • Considering whether background music and sound effects can enhance storytelling. • Listening to music from a wide variety of cultures and historical periods. 	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat- tempo) • Beginning to move in time with the beat of the music (pulse) • Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud) (timbre) • Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated) (duration) 	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. (Pulse) • Beginning to keep movements to the beat of different speeds of music. (Pulse and tempo) • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). (Timbre) • Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). (Duration)



			<ul style="list-style-type: none"> • Recognising simple patterns and repetition in pitch (e.g. do re mi). (Pitch) • Talking about the tempo of music using the vocabulary of fast and slow. (Tempo) • Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. (Dynamics) • Talking about the pitch of music, using the vocabulary of high and low. (Pitch) 	<ul style="list-style-type: none"> • Recognising simple patterns and repetition in pitch (e.g. do re mi). (Pitch) • Talking about the tempo of music using the vocabulary of fast and slow. (Tempo) • Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. (Dynamics) • Talking about the pitch of music, using the vocabulary of high and low. (Pitch) • Stating what they enjoyed about their peers' performances.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening and evaluating</p>			<p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. (Tempo)</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent (Dynamics)</p> <p>Appreciating music from a wide variety of cultures and historical periods.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p>	<ul style="list-style-type: none"> • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. (Tempo) • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. (Pitch) • Appreciating music from a wide variety of cultures and historical periods. • To recognise and name the following instruments: up to three instruments from • To know that sections of music can be described as



			<p>To know that sections of music can be described as fast or slow and the meaning of these terms. (Tempo)</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics)</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch)</p>	<p>fast or slow and the meaning of these terms. (Tempo)</p> <ul style="list-style-type: none"> To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamic) To know that sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creating Sound</p>	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Explore a range of sound makers and instruments and play them in different ways. Play instruments with increasing control to express their feelings and ideas. Creates sounds in vocal sound games, songs and stories Pitch match Sing melodic shapes (up and down and down and up) in familiar songs (pitch) Experiments with ways of playing instruments, eg. Loud and quiet. (dynamics) 	<ul style="list-style-type: none"> Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song (pulse) Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. (Pulse) (Group A.) 	<ul style="list-style-type: none"> Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. (Pitch) Competently singing songs with a very small pitch range (two notes that are different but close together). Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response songs, attempting to match the pitch and tempo they hear. (Pitch) 	<ul style="list-style-type: none"> Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. (Pitch) Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). (Pitch) Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. (Dynamic and tempo)



The Mead Infant & Nursery School – Maths Subject Progression Tracker

	<ul style="list-style-type: none">• To explore different sound characters such as tapping a tambourine/shaking a tambourine (timbre).• Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.	<ul style="list-style-type: none">• Finding a comfortable static position when playing instruments or singing.	<ul style="list-style-type: none">• Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) (*Not covered in Year 1 if following our condensed curriculum)• Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) (Dynamics)• Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. (Group A.)• Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)• Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)• Starting to understand how to produce different sounds on pitched instruments. (Group C.)• Maintaining a comfortable position when sitting or standing to sing and play instruments.	<ul style="list-style-type: none">• Singing part of a given song in their head (using their ‘thinking voice’).• Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)• Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) (Dynamics)• Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. (Group A.)• Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)• Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)• Starting to understand how to produce different sounds on pitched instruments. (Group C.)• Maintaining a comfortable position when sitting or standing to sing and play instruments.
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Notation	<ul style="list-style-type: none"> • To know that green means play, and red means stop. • Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> • To know that green means play, and red means stop. • Developing an awareness of high and low through pictorial representations of sound (pitch) 	<ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Recognising pitch patterns using dots. (Pitch) • Using pictorial representations to stay in time with the pulse when singing or playing. (Pulse) • Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).(Duration) • To know that notation is read from left to right. • To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. (Pitch) • To know that pictorial representations of rhythm show sounds and rests. (*Not covered in Year 1 if following our condensed curriculum) (Duration) 	<ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).(Pitch) • Using pictorial representations to stay in time with the pulse when singing or playing. (pulse) • Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). (Duration) • Beginning to read simple rhythmic patterns which include two half beats (quavers).(Duration) • To know that notation is read from left to right. • To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. (Pitch) • To know that pictorial representations of rhythm show sounds and rests. (Duration)
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Composing and Improvisation	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Create their own songs, or improvise a song around their own favourite songs and poems. Merges elements of familiar songs with improvised singing. Adds sound effects to stories using instruments. Experiments with ways of playing instruments, eg short and long notes (duration) Creates own patterns in music making (duration) Experiments with ways of playing instruments, eg. Fast and slow (tempo) Creates his or her own songs, often with a real sense of structure, eg a beginning and an end (structure) 	<ul style="list-style-type: none"> Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling. 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experiments with creating loud, soft, high and low sounds. (Pitch, dynamics, texture) Selecting objects and instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experiments with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
Performing	<ul style="list-style-type: none"> Copy actions for action songs Enjoy joining in with action and favourite songs and rhymes 	<ul style="list-style-type: none"> Beginning to say what they liked about others' performances. Facing the audience when performing. 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances.



The Mead Infant & Nursery School – Maths Subject Progression Tracker

	<ul style="list-style-type: none"> Enjoys singing songs - nursery rhymes, pop songs, songs from TV programmes, songs from home. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Changes some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to 	<ul style="list-style-type: none"> Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. 	<ul style="list-style-type: none"> Keeping head raised when singing. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. (pulse) Showing awareness of leader particularly when starting or ending a piece. 	<ul style="list-style-type: none"> Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>		<ul style="list-style-type: none"> To know that pulse is the regular heartbeat within music. To know that notation is read from left to right. To recognise and name the following instruments: up to three instruments from Group A and B. To understand that the pulse of the music can change. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that my voice, body and instruments can show fast and slow beats. To know that dynamics can change how someone listening feels about music. 	<ul style="list-style-type: none"> To know that pulse is the regular heartbeat within music. To know that notation is read from left to right. To recognise and name the following instruments: up to three instruments from Group A and B. To understand that the pulse of the music can change. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that my voice, body and instruments can show fast and slow beats. 	<ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. To be able to recognise and name up to three instruments from Group A and B. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.



The Mead Infant & Nursery School – Maths Subject Progression Tracker

		<ul style="list-style-type: none">• To understand that music can be represented by pictures or symbols.• To know that an instrument or rhythm• pattern can represent a character in a story.• To know that the voice can whisper and shout to help tell a story.• To understand that music can be represented by pictures or symbols.• To recognise and name the following instruments: up to three instruments from Group A and B.	<ul style="list-style-type: none">• To know that dynamics can change• how someone listening feels about music.• To understand that music can be represented by pictures or symbols.• To know that an instrument or rhythm• pattern can represent a character in a story.• To know that the voice can whisper and shout to help tell a story.• To know that sounds within music can be described as high or low sounds and the meaning of these terms.• To know that sounds within music can be described as high or low sounds and the meaning of these terms.• To recognise and name the following instruments: up to three instruments• from Group A and B.• To know that notation is read from left to right.	<ul style="list-style-type: none">• To know in all pictorial representations of music, representations further up the page• are higher sounds and those further down are lower sounds.• To know pictorial representations of rhythm, show sounds and rests.• To know notation is read from left to right.• To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
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