



Chalfont St Peter Infant School Skills Progression

Subject area: Music

National Curriculum Aims

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Year R Pupils should be taught:

ELG Expressive Arts and Design

Being Imaginative and Expressive- Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Key stage 1 Pupils should be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

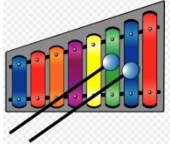
Inter-related Dimensions of Music

- **Pulse-** the steady beat of a piece of music
- **Pitch-** the melody and the way the notes changes from low to high and vice versa
- **Rhythm-** is the pattern of long and short sounds in a piece of music
- **Dynamics-** loud and soft
- **Tempo-** fast and slow
- **Timbre-** the type of sound- whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **Texture-** layers of sound (number of instruments or voices playing together)
- **Structure-** the way the music is laid out e.g verse, chorus, verse

Chalfont St Peter's Progression of Listen and Appraise			
Skills	Year R	Year 1	Year 2
Explore and express ideas and feelings about music using movement, dance and expressive and musical language 	To talk about whether they like or dislike a piece of music To move in time to music	To talk about how music makes you feel or want to move Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	To respond to different moods in music and explain thinking about changes in sound Listen to and interpret features in recorded or live music using dance, art or drama Move to the pulse of familiar music, coordinating movements and recognising changes in tempo
Listen with concentration and recall sounds within increasing aural memory 	To understand why listening is important (LAU) To be able to follow directions (LAU) To accurately anticipate changes in music Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	To identify and recognise repeated patterns and follow a wider range of musical instructions Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures 	To distinguish and describe changes in music and compare pieces of music	Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short) Listen to sounds in the local school environment, comparing high and low sounds.	To understand how musical elements create different moods and effects Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it affects the music

To know how music is used for particular purposes 	To think abstractly about music and expresses this physically or verbally To associate genres of music with characters and stories	To listen to short, simple pieces of music and talk about when and why they may hear it e.g a lullaby	To listen to pieces of music and discuss where and when they may be heard explaining why, using simply musical vocabulary e.g it's quiet and smooth so it would be good for a lullaby
Chalfont St Peter's Progression of Singing			
Importance of vocal health 		To begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases and projecting out voices.	To understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases and projecting out voices.
Use voices expressively 	To match pitch To sing the melodic shape of familiar songs	Explore vocal timbre, recognising how sounds can be changed Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control Respond to visual performance directions and musical instructions and symbols Control simple dynamics and tempo when singing Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)
Singing songs 	To begin to build up a repertoire of songs To sing entire songs To sing and perform nursery rhymes Sing a range of well know nursery rhymes and songs.	Sing simple songs, chants and rhymes as a class Copy simple pitch patterns accurately (e.g. singing call and response songs) Respond to visual performance directions (e.g. start, stop, loud, quiet)	To sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm To learn how to follow a leader/conductor Sing songs and play singing games, copying pitch patterns accurately

	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.		Sing short phrases independently as part of a singing game or short song
Chalfont St Peter's Progression of Playing Instruments			
Looking after instruments 	To develop class rules and understand the need to have rules Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)	To treat each instrument with respect To start to use the correct techniques to play them	To treat each instrument with respect To use the correct techniques to play them
Play tuned and untuned instruments 	To experiment with different instruments and their sounds To create musical patterns using untuned instruments To follow a musical pattern to play tuned instruments To create own compositions using tuned instruments	Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms) Play pitch patterns on tuned instruments Explore instrumental timbre, recognising how sounds can be changed	Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion Control simple dynamics and tempo when playing Play simple melodies and accompany songs using tuned percussion
Chalfont St Peter's Progression of Improvisation and Composition			
Create musical patterns 	To create musical patterns using body percussion To create musical patterns using untuned instruments To create own compositions using tuned instruments	Combine sounds to tell a story, choosing and playing classroom instruments or sound makers Create simple rhythm patterns	Create music in response to a non-musical stimulus Compose or improvise simple descriptive sounds to match a mood, character or theme Create rhythmic patterns from various stimuli, eg spoken words

			Compose simple melodies using a given range of notes
Explore, choose and organise sounds and musical ideas 	To explore the sounds of instruments	Create simple pitch patterns Use music technology Experiment with different ways to create sound (e.g. body percussion, vocal sounds) Explore percussion sounds to enhance songs and storytelling	Recognise and explore how to change and combine sounds to create simple effects Explore musical structures, choosing and ordering sounds Recognise and explore how to change and combine sounds to create simple effects Use music technology to capture change and combine sounds
To make improvements on work 		To think about and make simple suggestions about what could make their own work better e.g playing faster or louder To discuss performances offering feedback and comments about others	To identify what improvements could be made to own work and makes these changes, including altering use of voice, playing and choice of instruments To discuss performances offering feedback and comments about others Collaborate with others, trying out musical ideas and make improvements where necessary
Notation 	To use pictures to create musical patterns using body percussion, untuned and tuned instruments	Recognise how graphic notation can represent created sounds, exploring and inventing own symbols Follow pictures and symbols to guide singing and playing	Invent graphic notations to represent simple features of music (e.g. dynamics and tempo) Use graphic notation to represent rhythmic or melodic patterns Use graphic symbols to keep a record of a composed piece Follow graphic notations to guide singing and playing

Chalfont St Peter's Progression of Perform and Share

Rehearse and perform with others



To sing and perform nursery rhymes

To perform a song in the Christmas Play, Easter Concert and Year R Gradation

To join in with whole school singing assemblies

Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

To begin to work together as an ensemble

To practise, rehearse and present performances with awareness of an audience

Perform short copycat rhythms patterns accurately e.g, word pattern chants

Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)

To work together as an ensemble

To practise, rehearse and present performances with awareness of an audience