



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills

Music



Singing			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Enjoy singing familiar nursery rhymes. • Joining in when singing repetitive songs, remembering some of the words. • Explore the different noises they can make with their voices and bodies. • Sing a variety of seasonal songs. • Begin to sing songs expressively, developing enthusiasm for what they are singing. 	<ul style="list-style-type: none"> • Enjoy confidently singing a wide range of nursery rhymes and familiar songs correctly and expressively, with enthusiasm. • Develop the ability to start and stop singing when being led by someone. • Show awareness of volume, loud and quiet. 	<ul style="list-style-type: none"> • Sing simple songs and chants with actions • Sing with awareness of pitch and volume • Sing with an awareness of steady beat/ pulse of the music. • Enjoy joining in with singing games with enthusiasm. • Sing confidently and expressively as part of a group. • Explore making long and short sounds with their voice. • Use voice to create sounds (humming, whispers, clicks and whistles) 	<ul style="list-style-type: none"> • Sing simple songs and chants (with actions) building rhythmic and melodic memory. • Explore singing the same song but in a variety of different ways • Enjoy singing different parts of a song. • Sing songs using expression and in tune within different levels of pitch. • Develop an awareness of phrase length and knowing when to breathe to best support sound production when singing.
Vocabulary			
Loud, quiet, beat, rhythm, pattern of sound, start, stop, clap, bang, tap, click, hum	Loud, quiet, beat, rhythm, pattern of sound, start, stop, clap, bang, tap, click, hum	Volume, loud, quiet, pitch, pulse, steady beat, long, short, sound, chant, melody, rhythm, voice, hum, whisper, whistle, click, percussion, instruments, patterns	Volume, loud, quiet, pitch, pulse, steady beat, long, short, sound, phrase, chant, melody, rhythm, voice, steady, percussion, instruments, patterns, breathe

Listening and Appraising

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Enjoy listening to a piece of music, describing if it is fast, slow, loud or quiet. Enjoy listening to music and begin to talk about music they enjoy. To say if they like or dislike a piece of music. To move rhythmically when music is played. Enjoy moving to music and responding appropriately to when it is played. 	<ul style="list-style-type: none"> Enjoy listening to a piece of music and begin to comment on it. Discuss how a piece of music makes them feel and why. Explore steady beats by clapping, patting, tapping etc Explore sounds by matching them to common instruments. Name some common instruments by object and sound. 	<ul style="list-style-type: none"> Listen to and discuss basic features of a piece of music. Talk about music heard with appropriate vocabulary. Begin to explore how music can affect emotions Recognise how music enriches our lives Name some genres of music. Confidently and accurately exploring the pulse/steady beat. Develop the ability to differentiate between instruments when listening to them and discuss the texture. Hear feel the pulse in music. Compare two contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions 	<ul style="list-style-type: none"> Listen to a piece and confidently discuss the interrelated dimensions of music – texture, timbre, structure etc. Talk about music heard with appropriate vocabulary. Recognise changes and compare different phrases in a piece of music. Begin to explore how music can affect emotions. Name different common genres of music and their features. Recognise how music enriches our lives. Compare two contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions.

Vocabulary

Fast, slow, loud, quiet, sad, happy, excited, rhythm	Fast, slow, loud, quiet, sad, happy, excited, rhythm	Pulse, steady beat, genre, type, emotions vocab, composers, pitch, tempo, similarities, differences	Pulse, steady beat, genre, type, emotions vocab, composers, pitch, tempo, similarities, differences
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Playing and performing			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Respect instruments and understand how to look after and handle them safely. • Explore and enjoy playing basic percussion instruments freely. • Develop playing and stopping on direction. • Enjoy playing simple rhythms with instruments and everyday objects. • Explore body percussion and making sounds in different ways by banging, tapping, shaking etc. 	<ul style="list-style-type: none"> • Respect instruments and understand how to look after and handle them safely. • Explore sounds that instruments, voices, everyday objects and bodies make. • Develop the ability to play and handle an instrument with control, care and confidence. • Develop playing and stopping on direction. 	<ul style="list-style-type: none"> • Explore copying a simple beat • Explore using simple graphic notation such as pictures to record what they are playing. • Select instruments for different purposes. • Keep a steady beat and copy simple rhythms • Start and stop together on direction. • Enjoy playing an instrument with a part of a song they perform. • Identify some simple groups of instruments • Begin to use correct technique when playing a range of percussion instruments. 	<ul style="list-style-type: none"> • Enjoy confidently playing a wide variety of tuned and un-tuned instruments. • To handle instruments correctly and confidently. • Choose instruments that fit a brief and to identify different groups of instruments. • Use more complex graphic notation such as symbols to record what they are playing • Start and stop together on direction. • Begin to use correct technique when playing a range of percussion instruments. • Keep a steady beat and copy simple rhythm patterns
Vocabulary			
Loud, quiet, gentle, tap, scrape, bang, click, shake, ring, beat, pattern	Loud, quiet, gentle, tap, scrape, bang, click, shake, ring, beat, pattern	Beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns	Beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns

Creating and Composing

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Explore the way basic musical instruments sound. • Explore instruments freely and with curiosity, playing and improving. • Create patterns of sound by clapping, tapping, shaking etc • Create sequence of sounds using a selection of instruments. • Select their own instruments to make a simple sequence of loud and quiet sounds • Recognise a piece of music and name the piece of music/singer/composer. 	<ul style="list-style-type: none"> • Explore instruments freely and with curiosity, playing and improving. • Create repeating rhythmic patterns. • Explore composing patterns that they can play with on their own or with a partner. • Select instruments independently to create desired sound. • Recognise a piece of music and name the piece of music/singer/composer. 	<ul style="list-style-type: none"> • Create simple beats alone or in a group. • Create and clap own rhythms. • Create patterns of sound – long/short, high/low, loud/soft (quiet). • Use instruments to reflect a topic or add sound effects to a story. • Choose appropriate sounds to represent something. • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. • Record a simple composition using notation such as cubes or symbols. • Evaluate own compositions and recognise areas for improvement or change. • Name some famous composers and name pieces of their work. 	<ul style="list-style-type: none"> • Create and clap own rhythms. • Order sounds to create a beginning, middle and end in a composition • Create patterns of sound – long/short, high/low, loud/soft (quiet). Build on simple graphic notation and start to compose with 2 or 3 notes. • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. • Use instruments to reflect a topic or add sound effects to a story. • Evaluate and appraise own compositions and contribute ideas to a group/class composition. • Know the names of famous composers and name some of their works.

Vocabulary

Sound, pattern, loud, quiet, clap, tap, shake, gentle, soft, singer, writer, composer	Sound, pattern, loud, quiet, clap, tap, shake, gentle, soft, composer, writer, singer	Clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration	Clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, percussion
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Nursery and Reception Development of Skills new documentation Birth to 5 Matters 2021

Development Matters (DfE 2020) Nursery Creating with Materials	Birth to 5 Matters (2021) Range 5 Creating with Materials	Development Matters (DfE 2020) Reception Creating with Materials	Birth to 5 Matters (2021) Range 6 Creating with Materials	EYFS (ELG) End of Reception Creating with Materials
<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.