



## Farnborough Grange Nursery and Infant School – Curriculum Progression

### Music

#### Curriculum Expectations

##### Early Years (Expressive Arts & Design)

##### **Birth to three (Development Matters)**

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

##### **3-4 years old (Development Matters)**

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

##### **Reception (Development Matters)**

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

##### **Early Learning Goals – end of Reception**

##### Being Imaginative and Expressive ELG

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

##### KS1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned 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.

## Progression of Skills and Key Vocabulary

	Nursery	Reception	Year 1	Year 2
<b>Singing</b>	<p><b>Birth – 3 years:</b> Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes,</p> <p><b>3 – 4 years:</b> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence.</p> <p>Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction.</p> <p>Choose and use a range of vocal sounds and songs to communicate simple and varied musical ideas using their imagination.</p>	<p>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.</p> <p>Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making.</p> <p>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas.</p>	<p>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments.</p> <p>Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making and how you are making it.</p> <p>Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments.</p>
	<p><b>Key Vocab:</b> <i>Song, rhyme, sing</i></p>	<p><b>Key Vocab:</b> <i>Song, rhyme, sing, chant, sound(s), voice(s)</i></p>	<p><b>Key Vocab:</b> <i>Song, rhyme, sing, chant, mood, character, voice(s), sound(s), perform</i></p>	<p><b>Key Vocab:</b> <i>Song, rhyme, sing, chant, mood, character, voice(s), sound(s), perform, breathing, posture, pattern, accompaniment(s)</i></p>

<b>Playing</b>	<p><b>Birth – 3 years</b> Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p><b>3 – 4 years:</b> Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion Begin to develop fine and gross motor control and accuracy with growing confidence.</p> <p>Play with some control of technique copying simple patterns and keeping a steady beat, developing hand eye coordination.</p> <p>Choose and use a range of instruments and sound makers to communicate simple and varied musical ideas using their imagination.</p>	<p>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand.</p> <p>Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts.</p> <p>Use sound makers and instruments to create and illustrate simple and varied ideas.</p>	<p>Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent.</p> <p>Play with greater accuracy and control being aware of your own sound and your own sound within a group.</p> <p>Choose and accurately play planned sounds with awareness of intention and effect.</p>
	<p><b>Key Vocab:</b> <i>Play, instrument, feelings, sound makers,</i></p>	<p><b>Key Vocab:</b> <i>Play, instrument, feelings, sound makers, percussion, body sound(s), triangle, tambourine, egg shaker, claves,</i></p>	<p><b>Key Vocab:</b> <i>Play, instrument, feelings, sound makers, percussion, body sound(s), triangle, tambourine, egg shaker, claves, agogo, patterns, contrast</i></p>	<p><b>Key Vocab:</b> <i>Play, instrument, feelings, sound makers, untuned percussion, tuned percussion, body sound(s), triangle, tambourine, egg shaker, claves, agogo, glockenspiel, effect, patterns, contrast</i></p>

<b>Rehearsing and performing</b>	<p><b>Birth – 3 years</b> Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p><b>3 – 4 years:</b> Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate, and take turns.</p> <p>Follow leader’s directions for rehearsing and performing.</p> <p>Respond to suggestions and begin to consider ways of bettering their own work during rehearsal for performance, building perseverance.</p>	<p>Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform.</p> <p>Practise singing and playing to be the best it can be.</p> <p>Begin to make suggestions about how to better their performances.</p>	<p>Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance.</p> <p>Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating.</p> <p>Polish performances and make changes that contribute to the overall musical effect.</p>
	<p><b>Key Vocab:</b> <i>Pattern, repeat, feelings, perform</i></p>	<p><b>Key Vocab:</b> <i>Pattern, repeat, feelings, perform, leader, rehearse, directions, take turns, stop, start</i></p>	<p><b>Vocab:</b> <i>Pattern, repeat, feelings, perform, leader, rehearse, directions, take turns, stop, start</i></p>	<p><b>Vocab:</b> <i>Pattern, repeat, feelings, perform, leader, rehearse, directions, take turns, stop, start, posture</i></p>

<b>Notating</b>	<p><b>Birth – 3 years</b> Explore their voices and enjoy making sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p><b>3 – 4 years</b> Create their own songs or improvise a song around one they know.</p>	<p>Respond to and recognise musical ideas represented and communicated through 3D objects/props, picture cues, signs and symbols including those illustrating the musical dimensions.</p> <p>Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds.</p> <p>Choose and use objects, cues, signs and symbols to represent and order sounds and articulate ideas.</p>	<p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.</p> <p>Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p>Choose, invent and order signs and symbols to represent chosen sounds and sound patterns.</p>	<p>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.</p> <p>Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p>Choose, invent and order informative signs and symbols to accurately record musical ideas (which could include simple stick and dot notation).</p>
	<p><b>Key Vocab:</b> <i>Sound(s), instruments, play, song</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), instruments, play, song, symbols, pictures, signs, sequence, symbols, signs, choose</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), instruments, play, song, symbols, pictures, signs, sequence, symbols, signs, notation, patterns, choose, invent</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), instruments, play, song, symbols, pictures, signs, sequence, symbols, signs, notation, patterns, choose, invent, order, rhythm, pitch, sing, stick, dot,</i></p>

Listening and responding

**Birth – 3 years:**  
 Show attention to sounds and music.  
 Respond emotionally and physically to music when it changes.

Move and dance to music. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.

**3 – 4 years:**  
 Show attention to sounds and music.  
 Respond emotionally and physically to music when it changes.

**Key Vocab:**  
*Listen, rhyme, song, move, dance, music*

Explore, enjoy and respond to sounds from different sources focussing on musical moods, features, purposes, changes and how music makes you feel.

Listen to a variety of sounds and music and respond through practical activity including dance, drama, movement, art, IT and games.

Respond creatively using self-expression, through sounds and other art forms.

**Key Vocab:**  
*Listen, rhyme, song, move, dance, music, mood, feel, feelings, changes, sound(s)*

Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel.

Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact. Begin to understand the importance of being a good audience.

Use musical experiences as a stimulus for own music making.

**Key Vocab:**  
*Listen, rhyme, song, move, dance, music, mood, feel, feelings, changes, sound(s), features, audience, contrast(s)*

Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer’s ideas.

Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms. Recognise how to be a good audience.

Use musical experiences and thinking as a stimulus for your own music making.

**Key Vocab:**  
*Listen, rhyme, song, move, dance, music, mood, feel, feelings, changes, sound(s), features, audience, contrast(s), composer,*

<b>Describing and discussing</b>	<p><b>Birth – 3 years:</b> Show attention to sounds and music. Respond emotionally and physically to music when it changes.</p> <p><b>3 – 4 years</b> Show attention to sounds and music. Respond emotionally and physically to music when it changes</p>	<p>Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions.</p> <p>Spend time sharing ideas and thoughts using key words to express ideas.</p> <p>Use specifically chosen words to communicate creative ideas.</p>	<p>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions.</p> <p>Spend time talking about music heard, performed and created to share opinions and focus thinking using key words.</p> <p>Use an emerging vocabulary to share ideas when creating and performing.</p>	<p>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p> <p>Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words.</p> <p>Use an emerging vocabulary to focus thinking and share ideas when creating and performing.</p>
	<p><b>Key Vocab:</b> <i>Sound(s), music, change</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), music, change, feelings, pitch, tempo, dynamics, high, low, fast, slow, loud, quiet</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), music, change, feelings, pitch, tempo, dynamics, high, low, fast, slow, loud, quiet, structure, ostinato, duration, long, short,</i></p>	<p><b>Key Vocab:</b> <i>Sound(s), music, change, feelings, pitch, tempo, dynamics, high, low, fast, slow, loud, quiet, structure, ostinato, duration, long, short, timbre, texture, layers</i></p>

## Dimensions of Music (YR, Y1 and Y2)

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Pitch</b>	<p>Explore, investigate and respond to high and low sounds.</p> <p>Find out about high and low sounds through singing, playing, listening and responding activities.</p> <p>Use and choose high and low sounds to describe musical ideas or add sound effects.</p>	<p>Explore, respond to and recognise high, middle and low sounds.</p> <p>Investigate the relationship between high / low and middle sounds through singing, playing, listening and responding activities.</p> <p>Choose, create and remember high / low and middle sound patterns.</p>	<p>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.</p> <p>Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities.</p> <p>Choose, create and remember melodic patterns and use them to illustrate ideas.</p>
	<p><b>Key Vocab:</b> <i>Pitch, high, low, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Pitch, high, low, middle, sound(s), patterns,</i></p>	<p><b>Key Vocab:</b> <i>Pitch, high, low, middle, sound(s), patterns, melodic, steps, leaps, repeated, higher, lower, melodies</i></p>
<b>Duration</b>	<p>Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed.</p> <p>Find out about long and short sounds through singing, playing, listening and responding activities. Explore the contrast between steady beat and no beat.</p> <p>Use and choose long and short sounds to describe musical ideas or add sound effects, including the use of steady beat.</p>	<p>Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed.</p> <p>Investigate patterns of long and short sounds and steady beats through singing, playing, listening and responding activities.</p> <p>Choose, create and remember patterns of long and short sounds and use the steady beat.</p>	<p>Respond to, recognise and distinguish between steady beats (counted in groups of 4s, 2s and 3s) and rhythm patterns and how they fit together.</p> <p>Investigate the relationship between the steady beat and simple rhythm patterns through singing, playing, listening and responding activities with an awareness of how they fit together.</p> <p>Choose, create and remember rhythm patterns and order them to convey ideas.</p>
	<p><b>Key Vocab:</b> <i>Duration, long, short, steady beat, no beat, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Duration, long, short, steady beat, no beat, sound(s), patterns</i></p>	<p><b>Key Vocab:</b> <i>Duration, long, short, steady beat, no beat, sound(s), patterns, count, rhythm</i></p>



<b>Dynamics</b>	<p>Explore, investigate and respond to and recognise loud, quiet and silence.</p> <p>Find out about loud / quiet sounds and silence through singing, playing, listening and responding activities.</p> <p>Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects.</p>	<p>Explore, respond to, recognise and identify loud, moderate, quiet and silence.</p> <p>Investigate contrasting dynamics through singing, playing, listening and responding activities.</p> <p>Choose, create and remember dynamic patterns and use dynamic contrast to convey ideas.</p>	<p>Respond to, recognise and identify getting louder and quieter.</p> <p>Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect.</p> <p>Choose, create and use sounds that get louder / quieter to convey meaning.</p>
	<p><b>Key Vocab:</b> <i>Dynamics, loud, quiet, silence, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Dynamics, loud, quiet, silence, sound(s), patterns, contrast, moderate</i></p>	<p><b>Key Vocab:</b> <i>Dynamics, loud, quiet, silence, sound(s), patterns, contrast, moderate, louder, quieter</i></p>
<b>Tempo</b>	<p>Explore, investigate and respond to and recognise fast and slow.</p> <p>Find out about fast and slow sounds through singing, playing, listening and responding activities.</p> <p>Use and choose fast and slow sounds to describe musical ideas or add sound effects.</p>	<p>Explore, respond to, recognise and identify fast, moderate and slow.</p> <p>Investigate contrasting tempi through singing, playing, listening and responding activities.</p> <p>Choose, create and remember different tempi and use them to convey ideas.</p>	<p>Respond to, recognise and identify getting faster and slower.</p> <p>Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect.</p> <p>Choose, create and use sounds that get faster / slower to convey meaning.</p>
	<p><b>Key Vocab:</b> <i>Tempo, fast, slow, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Tempo, fast, slow, sound(s), moderate, tempi</i></p>	<p><b>Key Vocab:</b> <i>Tempo, fast, slow, sound(s), moderate, tempi, faster, slower</i></p>

<b>Timbre</b>	<p>Explore, investigate, use and respond to a range of sounds and sound-makers including vocal sounds.</p> <p>Try making sounds and find out about a range of sound makers through experimentation and practical activities.</p> <p>Use and choose sounds to describe musical ideas or add sound effects.</p>	<p>Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.</p> <p>Investigate a range of timbres through singing, playing, listening and responding activities Sort sound makers/ instruments into groups according to timbre.</p> <p>Choose, create and remember sounds and use them to illustrate ideas.</p>	<p>Identify and choose the way sounds are made and can be used.</p> <p>Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect.</p> <p>Choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect.</p>
	<p><b>Key Vocab:</b> <i>Timbre, sound(s), sound makers</i></p>	<p><b>Key Vocab:</b> <i>Timbre, sound(s), sound makers, percussion, instruments, triangle, tambourine, egg shaker, claves, agogo, vocal, tap, scrape, shake</i></p>	<p><b>Key Vocab:</b> <i>Timbre, sound(s), sound makers, percussion, instruments, triangle, tambourine, egg shaker, claves, agogo, vocal, tap, scrape, shake, range, musical effect</i></p>
<b>Texture</b>	<p>Explore, investigate and respond to one sound and many sounds.</p> <p>Find out about different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities.</p> <p>Start to use and choose different combinations of sounds to describe musical ideas and add sound effects.</p>	<p>Explore, respond to and recognise solo sounds and layers of sounds.</p> <p>Investigate solo (single) and layered (lots of) sounds through singing, playing, listening and responding activities.</p> <p>Choose, create and remember different combinations of sounds and use them to convey ideas.</p>	<p>Respond to and begin to recognise and use different layers including simple accompaniments.</p> <p>Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities.</p> <p>Choose, create and use different layers of sound with an awareness of the musical effect. Create simple accompaniments.</p>
	<p><b>Key Vocab:</b> <i>Texture, combination, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Texture, combination, sound(s), layers, solo</i></p>	<p><b>Key Vocab:</b> <i>Texture, combination, sound(s), layers, solo, accompaniments</i></p>

<b>Structure</b>	<p>Explore, investigate and respond to sequences of events, stories and simple patterns, distinguish between same and different</p> <p>Find out about how sounds can be the same or different through practical activities. Experiment with ordering sounds in different ways</p> <p>Start to use, choose and order sounds purposefully</p>	<p>Explore, respond to and recognise simple structures including openings and endings (AB), beginning middle-end, echoes and responses and simple repeated patterns (ostinato)</p> <p>Copy and investigate simple musical structures through singing, playing, listening and responding activities</p> <p>Choose and order sounds to create sequences of patterns and / or events</p>	<p>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)</p> <p>Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities</p> <p>Choose, create and order sounds featuring repetition and / or contrast with an awareness of the musical effect</p>
	<p><b>Key Vocab:</b> <i>Structure, patterns, same, different, order, sound(s)</i></p>	<p><b>Key Vocab:</b> <i>Structure, patterns, same, different, order, sound(s), openings, endings, beginning, middle-end, echoes, responses, repeated patterns, ostinato, sequences</i></p>	<p><b>Key Vocab:</b> <i>Structure, patterns, same, different, order, sound(s), openings, endings, beginning, middle-end, echoes, responses, repeated patterns, ostinato, sequences, verse, chorus, repetition, ostinato, contrast</i></p>