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| A blue circle with a building and text  Description automatically generatedA blue circle with a building and text  Description automatically generated**MusicProgression Overview**  |
|  | **Nursery****2-4 years** | **Reception** | **Year 1** | **Year 2** |
| **Listen and appraise** |  To be able to respond emotionally and physically to music when it changes | To listen and respond to a different song or piece of music in a different style.Nursery rhymes provide the context for the History of Music and the very beginnings of the Language of Music. | *To know what the songs are about.**To know and recognise the sound and names of some of the instruments they use.*To learn how they can enjoy moving to music by dancing, marching, *being animals or pop stars.* | *To know some songs have a chorus or a response/answer part.**To know that songs have a musical style.*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.*To learn how songs can tell a story or describe an idea.* |

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| **Games** | To be able to join in with songs and rhymes, making some sounds.Anticipate phrases and actions in rhymes and songs like ‘Peepo’ | Embedding foundations of the interrelated dimensions of music Use music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. | *Know that music has a steady pulse, like a heartbeat.**Know that we can create rhythms from words, our names, favourite food, colours and animals.*Play progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch in relation to the main song:● Game 1 Pulse - Choose an animal and find the pulse.● Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrasesbased on words with one and two syllables whilst marching the steady beat.● Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy.● Game 4 – Pitch Copy Back and Vocal Warm-up 1Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.● Game 4a – Pitch Copy Back and Vocal Warm-up. | To know that music has a steady pulse, like a heartbeat.To know that we can create rhythms from words, our names, favourite, food, colours and animals.*Rhythms are different from the steady pulse.**We add high and low sounds, pitch, when we sing and play our instruments.*Using the Warm up Games tracks provided, complete the following in relation to the main song:● Game 1 Pulse - Choose an animal and find the pulse.● Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words with one and two syllables whilst marching the steady beat.● Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy.● Game 4 – Pitch Copy Back and Vocal Warm-up 1Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.● Game 4a – Pitch Copy Back and Vocal Warm-up. |
| **Singing** | Learning to explore their voices and enjoy making sounds. Begin to join in with songs and rhymes.  | Learning to sing or sing along with nursery rhymes and action songs | *To confidently sing or rap five songs from memory and sing them in unison.**Learn about voices, singing notes of different pitches (high and low).**Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.**Learn to start and stop singing when following a leader.* | *To confidently know and sing five songs from memory**To know that unison is everyone singing at the same time.**To know why we need to warm up our voices.*Learn about voices singing notes of different pitches (high and low).Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).*Learn to find a comfortable singing position.* Learn to start and stop singing when following a leader. |
| **Playing** | Beginning to explore a range of sound-makers and instruments and play them in different ways. | Singing and learning to play classroom instruments within a song.Treat instruments carefully and with respect. | *Learn the names of the notes in their instrumental part from memory or when written down.**Learn the names of the instruments they are playing.*Treat instruments carefully and with respect.*Play a tuned instrumental part with the song they perform.*Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).*Listen to and follow musical instructions from a leader.* | Learn the names of the notes in their instrumental part from memory or when written down.Know the *names of untuned percussion* instruments played in class.Treat instruments carefully and with respect.Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple ormedium part).*Play the part in time with the steady pulse.*Listen to and follow musical instructions from a leader. |
| **Improvisation** | User and explore a range of sound-makers and instruments and play them in different ways | Improvising with voices and body percussion, leading to playing classroom instruments. | Use the improvisation tracks provided. Improvise using the three challenges:1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes. | *Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.*Use the improvisation tracks provided. Improvise using the three challenges:1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes. |
| **Composition** | Improvising and singing taught rhymes |  | *Help to create a simple melody using one, two or three notes.**Learn how the notes of the composition can be written down and changed if necessary.* | Help create *three* simple melodies with the Units using *one, three or five different notes*.Learn how the notes of the composition can be written down and changed if necessary. |
| **Performance** | Begin to take part in and perform known songs and rhymes.  | Share and perform the learning that has taken place. | Choose a song they have learnt from the Scheme and perform it.They can add their ideas to the performance.Record the performance and say how they were feeling about it. | Choose a song they have learnt from the Scheme and perform it.They can add their ideas to the performance.Record the performance and say how they were feeling about it. |