

## Fairisle Nursery and Infant School: Whole School Music Progression of skills

Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should provide all pupils with the opportunity to sing and to learn a musical instrument. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon.

<p>EYFS Expressive Arts and Design Early Learning Goal at the end of the EYFS Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Being Imaginative: Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Key Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use their voices expressively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ make and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Key Stage 2 <i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>▪ improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand the basics of staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>▪ develop an understanding of the history of music.</li> </ul>
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Skills	Rainbow Nursery	Sunshine Nursery	Reception	Year 1	Year 2	Year 3
<b>Understanding</b>	<b>Expressive arts and design Creating with materials</b>	<b>Expressive arts and design Creating with materials</b>	<b>Expressive arts and design Creating with materials</b>	Listen with concentration to live and recorded music, understanding that different instruments are used to provide different sounds, and for different effects	Listen to a range of music of different genres understanding different genres, key features, and their impact.	To understand the role of others or their own part in a group for composition or performance
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</li> </ul>	Join in with group singing, building a repertoire of songs. Use chants and rhymes to build rhythmic capability.	To use their voices expressively in singing, performing with expression and feeling in a variety of songs, chants and rhymes.	Confidently sing a variety of songs accuracy of pulse, tone and tempo
<b>Playing</b>				Play tuned and untuned instruments experimenting with sounds, timbre and melody	Play tuned and untuned instruments musically, providing clear starts to a piece of planned music. Playing alongside recorded pieces, reviewing own and others performances	Play confidently, leading and taking direct of a group performance. Demonstrate musical quality e.g. clear starts and ends
<b>Improvising</b>	<b>Being imaginative and expressive</b>	<b>Being imaginative and expressive</b>	<b>Being imaginative and expressive</b>	Experiment with tuned and untuned instruments, improvising with understanding of tempo.	Experiment with tuned and untuned instruments, improvising with a theme in mind.	Experiment with improvising using rhythms.
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds,</li> </ul>	<ul style="list-style-type: none"> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> </ul>	Play tuned and untuned instruments creating and using simple representations to play short pieces.	Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments.	Communicate thoughts, ideas and feelings through simple musical compositions using simple rhythmic patterns and melodies

<p><b>Listening</b></p>	<p>movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></p> <ul style="list-style-type: none"> <li>Creates rhythmic sounds and movements</li> </ul>	<ul style="list-style-type: none"> <li>Sings to self and makes up simple songs</li> <li>Creates sounds, movements, drawings to accompany stories</li> <li>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>Uses available resources to create props or creates imaginary ones to support play</li> <li>Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul>	<p>Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Listens to own performances providing simple constructive comments.</p>	<p>Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</p>	<p>Listens and respond to own and others work offering and accepting feedback and suggestions.</p>
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