



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

Music Progression Document

Within Music we follow the National Curriculum but we also follow the Music Model Curriculum (MMC) - adapted to our setting - these do not categorise into the substantive and disciplinary knowledge. We have merged the two as they are interchangeable e.g. children can perform notation but are not necessarily able to read it.

Listening			
Substantive and disciplinary knowledge			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Listen to a short piece of music. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings with movement and words. 	<ul style="list-style-type: none"> • Move to music showing whether it is happy or sad. • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and songs • Respond to musical pieces they have heard by discussing their thoughts and feelings with others. 	<ul style="list-style-type: none"> • Listen to pop, classical, folk, cultural and jazz music. • Begin to recognize pop music. • Identify different instruments used. • To discuss musical pieces they have heard by answering questions about tempo (speed) and dynamics (volume) 	<ul style="list-style-type: none"> • Listen to pop, classical, folk, cultural and jazz music. • Begin to recognise pop and classical music. • Discuss musical pieces they have heard by answering questions about tempo (speed) and dynamics (volume) including crescendo and decrescendo. • Identify an increasing range of instruments used. • Describe their likes and dislikes for a piece of music. • Listen with respect to other people's opinions.

Vocabulary			
active listening	happy, sad, I like, I don't like	tempo, fast(er), slow(er), loud(er), quiet(er), pop music, composer, conductor, orchestra, piano, guitar, drum, voice, violin, flute, trumpet.	pop music, classical music, volume, crescendo, decrescendo, clarinet, double bass, saxophone, trombone.

Singing			
Substantive and disciplinary knowledge			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Use their voice to make different sounds. Remember and sing rhymes on their own or as part of a group. Remember and sing songs on their own or as part of a group. 	<ul style="list-style-type: none"> Use their voice to sing longer rhymes and songs in a group or on their own. Use the different timbres of the voice - whisper, speak and sing. Be able to match the pitch Follow a short melody 	<ul style="list-style-type: none"> Sing a song in a group from a given starting pitch Establish a good singing posture Understand it is important to warm up our voices. Participate in call and response songs. 	<ul style="list-style-type: none"> Sing a song on their own from a given starting pitch Stop and start in a song as appropriate Follow a leader/conductor when singing.
Vocabulary			
voice	whisper, sing, speak,	Warm up, singing posture, call and response, singing voice, thinking voice, song, rhyme	Starting pitch, conductor

Musicianship - pulse, rhythm and pitch			
Substantive and disciplinary knowledge			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> To think about how long or short a musical piece is 	<ul style="list-style-type: none"> Feel the pulse by copying a teacher rocking to the musical piece. 	<ul style="list-style-type: none"> Use their thinking voice to clap a simple rhythm 	<ul style="list-style-type: none"> Read, compose and perform their own simple stick notation (ta, ti-ti and rest)

	<ul style="list-style-type: none"> Echo very simple rhythms through body percussion 	<ul style="list-style-type: none"> Mark changes in pitch using hand gestures To mark the pulse by tapping their heart Read, compose and perform simple 4 beat rhythms using stick notation (ta, ti-ti) by clapping. 	<ul style="list-style-type: none"> Maintain a pulse through clapping where there is a change in tempo. Recognise and describe long and short notes. .
Vocabulary			
long, short	body, instrument,	pitch, high(er), low(er), heartbeat, pulse, rest, rhythm, ta, ti-ti, rest	Pitch, high, middle, low, starting pitch, tune, beat, stick notation

Composing			
Substantive and disciplinary knowledge			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Explore and perform musical pieces using materials and instruments Explore music making opportunities 	<ul style="list-style-type: none"> Create their own song or improvise based a song they are already familiar with Explore and engage in music making opportunities 	<ul style="list-style-type: none"> To improvise words to a familiar song To compose a 4 beat rhythm using stick notation 	<ul style="list-style-type: none"> To record a 4-16 beat rhythm they have composed using stick notation. Compose a piece of music that has a start, middle and end. Improvise a melody using 3 different notes e.g. do, re, mi
Vocabulary			
Instrument	Create, song	Ta, ti-ti, compose,	melody, notes, improvise, stick notation, rhythm,

Performance			
Substantive and disciplinary knowledge			

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> To perform in a group with others To listen to others when they perform Perform to an audience e.g. Nativity 	<ul style="list-style-type: none"> To be able to work together to perform as a group. Understand the importance of starting and ending together To be able to follow the 'leader' to perform a body percussion piece as a class Perform a song to an audience e.g. nativity and poetry assemble 	<ul style="list-style-type: none"> Perform an untuned percussion piece of music as a class to an audience e.g. class enterprise To follow an conductor to perform a piece of music e.g. musication 	<ul style="list-style-type: none"> To perform a tuned instrument performance as a class to an audience e.g. christmas bell performance To follow a conductor to perform a piece of tuned music e.g. musication To perform to members within the community e.g. Filey Memorial gardens
Vocabulary			
Perform	audience, leader, start, end	Tambourine, maraca, claves, triangle, tambour, conductor,	Tuned instrument, bells, recorder,