WINS SUBJECT PROGRESSION GRID

SUBJECT – MUSIC SUBJECT LEAD – ROSE FAIRCLOUGH

ASPECT – SINGING			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	quick, slow, loud, soft rhyme, chant, actions	Chorus, verse, melody, perform	Expression, dynamics, round, parts, solo
RESOURCES/ EQUIPMENT	Selection of traditional rhymes Topic related songs possibly with backing tracks Charanga online scheme/resources	Unaccompanied songs Songs with backing tracks Charanga online scheme/resources	Unaccompanied songs Songs with backing tracks Rounds/ part songs Charanga online scheme/resources
KNOWLEDGE	Sing familiar nursery rhymes and songs and begin to understand that songs have a melody.	Sing a range of songs, rhymes and chants. Many from memory involving simple melodies and repeating patterns. (Chorus , verse) Sing topic related songs to help with learning.	Sing an increasing range and complexity of songs and chants from memory involving a wider range of notes. Continue to sing topic related songs to help with learning.
SKILLS	Experiment with their voices including speaking, singing, chanting. Use actions to accompany the rhyme / song.	Perform in a small or large group starting and finishing together Sing call and response songs following a leader.(teacher)	To be a confident performer, singing in a small or large group or as a soloist. Sing in parts or in a round, being able to stick to your own part.

	Experiment with dynamics and tempo (singing songs quicker / slower louder/ softer) **Singing in a group with increased ability to sing in time and in tune.**	**Continue to develop ability to pitch notes correctly and sing at the correct speed.**	**Sing expressively and with enthusiasm, with increased accuracy of pitch, speed and dynamics.**

ASPECT – PLAY TUNED AND UNTUNED INSTRUMENTS			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	**beat , bang, shake, blow, hit, loud, soft , drum, sticks/claves, shaker, tambourine (and any other percussion instruments they use)**	**tuned, untuned, pulse, rhythm, pitch, melody, perform/performance, audience, strum, pluck**	**dynamics, tempo, timbre, graphic notation**
RESOURCES/ EQUIPMENT	**A range of untuned percussion instruments** **Charanga online scheme/resources**	**A range of tuned and untuned percussion instruments and other instruments.** **Charanga online scheme/resources**	**A range of tuned and untuned percussion instruments and other instruments** **Charanga online scheme/resources**

KNOWLEDGE	**Know that they can produce sounds using their body, objects and untuned percussion instruments.** **Explore how sounds can be changed depending on how we play the instrument eg - hitting a drum gently and with more force or using their hand rather than a stick etc** **Know that untuned instruments are made from different materials and this effects the sound they produce.** **Know the names of the percussion instruments they are playing.**	**Play tuned and untuned instruments correctly.** **Know that some instruments are tuned which means they produce notes at pitch.** **Learn to play a ukulele, how to hold it, strum and pluck the strings. (10 Week project run by Trafford Music Service)** **Learn the names of the instruments they are playing.** **Performance is sharing music with an audience.**	**Learn the names of the instruments they are playing.** **Learn the names of other tuned instruments.** **Sounds can be represented on a picture score (graphic notation)** **Sounds have different durations and pitch**.
SKILLS	**Begin to develop control in playing an untuned percussion instrument.** **Make rhythmic patterns by playing sounds deliberately.** **Make choices of instruments to symbolise different things eg shaker for rain, claves/ sticks for footsteps etc** **Using untuned percussion instruments to accompany rhymes, songs, chants, stories etc**	**Show increased control when playing a tuned or untuned instrument.** **Keep a steady beat/ pulse and copy a rhythmic pattern.** **Experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)** **Use instruments to accompany songs, chants, raps, poems, stories etc.**	**Shows greater control and musicality when playing and making sounds using tuned and untuned instruments.** **Be able to play a tuned percussion instrument eg xylophone/ chime bars/ glockenspiel in a small ensemble group, following the correct notes and keeping in time.** **Become more adventurous in using instruments to accompany songs, chants, raps, poems, stories etc.**

		Listen and follow musical instructions from a leader / conductor. Perform to an audience. As a class, small group or solo.	Perform to an audience. As a class, small group or solo.

ASPECT – IMPROVISE/COMPOSE			
	EYFS	YEAR ONE	YEAR TWO
VOCAB	Sequence, mood, feelings	Improvise, spontaneously	Compose/composition, ensemble,
RESOURCES/ EQUIPMENT	Range of untuned instruments Charanga online scheme/resources	Range of tuned and untuned instruments Charanga online scheme/resources	Range of tuned and untuned instruments Charanga online scheme/resources
KNOWLEDGE	You can make sounds with your body, voice, objects and instruments and combine together in a sequence.	To improvise is to make up their own music spontaneously. You can improvise with body sounds, voice, objects and instruments.	Compose is to put together musical ideas to form a complete piece like writing a story.
SKILLS	Choose the most appropriate sound to match a theme eg storm, animal, event etc	Select appropriate tuned or untuned instruments to improvise with.	Work in a small group to produce a simple composition based on a

	Put two or more sounds into a sequence and repeat them. Demonstrate some awareness of beat and mood in pieces you create.	Improvise to communicate an idea or a mood. Work in a group, class or solo and perform to an audience.	theme or stimulus, using a range of tuned and untuned instrument. Represent sounds using pictures / graphic notation. Perform to an audience.
ASPECT – LISTEN AND APPRAISE			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	names of instruments they may hear on a recording. live music, recorded music	names of instruments they may hear on a recording, , live music, recorded music, orchestra, band, group, pop, reggae, hip hop, blues classical	ALL YEAR 1 VOCAB - Pitch, tempo, timbre, dynamics, rock, African
RESOURCES/ EQUIPMENT	Recordings of a range of different styles of music Live music performances Charanga online scheme/resources	Recordings of a range of different styles of music Live music performances Charanga online scheme/resources	Recordings of a range of different styles/ genre of music Live music performances Charanga online scheme/resources
KNOWLEDGE	Sounds can be made by things in the environment as well as musical instruments.	To know the sounds different instruments make. What is meant by high and low pitch and loud and soft dynamics.	To know the sounds different instruments make.

	Music can create a mood eg happy / sad/ excited etc **Instruments can be played on their own or together.** **There are lots of different types of music.**	**Be aware of a range of different musical styles eg – pop, reggae, hip hop, blues, classical etc**	**What is meant by dynamics, pitch, timbre, tempo.** **Know the different sections of an orchestra and the sounds that those group of instruments make.** **Be aware of an increasing range of musical styles eg – pop, reggae, hip hop, blues, classical, rock, African etc**
SKILLS	**Develops listening for a sustained period to music and sounds.** **Responds to music through movement.** **Be able to describe the mood of a piece of music eg happy /sad, or the sounds of the instruments.** **Be able to express an opinion eg liked it or didn't like it.**	**Listens with growing focus to a range of high quality live and recorded music.** **Distinguish between high and low pitch and loud and soft dynamics.** **Listen out for specific instruments.** **Share comments and opinions about music including own work / group work etc**	**Listens to a range of high quality live and recorded music from different traditions, styles, genre and times with increasing focus on attention to detail.** **Share comments and opinions about music including own work / group work etc** **Listen out for specific instruments.** **Be able to listen for dynamics, pitch, timbre, tempo, style etc**