

# Music progression at Stoke Park Infants

## SKILLS

<b>Singing</b>				
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>
<b>ARE</b>	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	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	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	Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers
<b>Playing</b>				
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>
<b>ARE</b>	Explore, investigate and use a range of sounds including body sounds,	Explore and use an increased range of sounds (including	Demonstrate accuracy and control of correct technique on a range of	Develop instrumental skills and techniques- and use them to play

	other sound makers and classroom percussion. Begin to develop fine and gross motor control and accuracy with growing confidence	body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand	untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent	with increased accuracy and growing musicality
<b>Rehearsing and performing</b>				
	EYFS	Y1	Y2	Y3
ARE	Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate and take turns	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	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	Develop basic individual and group rehearsal skills including memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance
<b>Notating</b>				
	EYFS	Y1	Y2	Y3

ARE	Respond to and recognise musical ideas represented and communicated through 3D objects/props, picture cues, signs and symbols including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation
<b>Listening and Responding</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, enjoy and respond to sounds from different sources focussing on musical moods, features, purposes, changes and how music makes you feel	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas	Responding to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas

<b>Describing and Discussing</b>				
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>
<b>ARE</b>	Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	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	Describe, discuss and start to share opinions about what you hear, the impact of the music- and the composer's ideas and choices using a growing musical vocabulary

### **DIMENSIONS**

<b>Pitch</b>				
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>
<b>ARE</b>	Explore, investigate and respond to high and low sounds	Explore, respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic

			recognise steps, leaps and repeated notes	
<b>Duration</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed	Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, use, recognise and distinguish between steady beat (counted in 4s, 2s and 3s) and rhythm pattern and how they fit together	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre
<b>Dynamics</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, investigate and respond to and recognise loud, quiet and silence	Explore, respond to, recognise and identify loud, moderate, quiet and silence	Respond to, recognise and identify getting louder and quieter	Identify, use and understand getting louder and quieter in finer gradations

<b>Tempo</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, investigate and respond to and recognise fast and slow	Explore, respond to, recognise and identify fast, moderate and slow	Respond to, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations
<b>Timbre</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, investigate, use and respond to a range of sounds and sound makers including vocal sounds	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	Identify and choose the way sounds are made and can be used	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments
<b>Texture</b>				

	EYFS	Y1	Y2	Y3
ARE	Explore, investigate and respond to one sound and many sounds	Explore, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments	Identify the use and purpose of different layers in music heard, created and performed
<b>Structure</b>				
	EYFS	Y1	Y2	Y3
ARE	Explore, investigate and respond to sequences of events and stories and simple patterns, distinguish between same and different	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)