

# Langley Mill Church of England Infant School and Nursery – Curriculum Progression



## Music

Performing (Music)						
Pre- Nursery	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
<ul style="list-style-type: none"> <li>Explores their voice and enjoys making sounds. (EAD)</li> <li>Moves and dances to music. (EAD)</li> <li>Joins in with songs and rhymes, making some sounds. (EAD)</li> <li>Makes rhythmical and repetitive sounds. (EAD)</li> <li>Enjoys and takes part in action songs. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Sings a large repertoire of songs. (CL)</li> <li>Uses large-muscular movements. (PD)</li> <li>Remembers and sings entire songs. (EAD)</li> <li>Sings the pitch of a tone sung by another person (pitch match). (EAD)</li> <li>Sings the melodic shape of familiar songs. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Learns rhymes, poems and songs. (CL)</li> <li>Combines different movements with ease and fluency. (PD)</li> <li>Sings in a group or on their own, increasingly matching their pitch and following the melody. (EAD)</li> <li>Explores and engages in music making and dance, performing solo or in groups. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Sings a range of well-known nursery rhymes and songs. (EAD)</li> <li>Performs songs, rhymes, poems and stories with others and (when appropriate) tries to move in time with music. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to musical instructions.</li> <li>Follows pitch movements with their hands and use high, low and middle voices.</li> <li>Repeats short, rhythmic and melodic patterns to a given beat.</li> <li>Looks at their audience when performing.</li> </ul>	<ul style="list-style-type: none"> <li>Plays musical instruments with expression and control, listening and observing carefully.</li> <li>Identifies the beat and joins in getting faster and slower together.</li> <li>Begins to sing in tune with expression and control.</li> <li>Recalls, performs and accompanies simple songs, sequences and rhythmic patterns.</li> <li>Performs long and short sounds in music in response to symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to sing in tune expressively with an awareness of beat and rhythm.</li> <li>Performs with control and awareness of audience.</li> </ul>
Composing						
<ul style="list-style-type: none"> <li>Explores a range of sound-makers and instruments and plays them in different ways. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Creates their own songs, or improvises a song around one they know. (EAD)</li> <li>Plays instruments with increasing control to express their feelings and ideas. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Explores, uses and refines a variety of artistic effects to express their ideas and feelings. (EAD)</li> <li>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>Creates collaboratively sharing ideas, resources and skills. (EAD)</li> <li>Explores and engages in music making and dance, performing solo or in groups. (EAD)</li> </ul>		<ul style="list-style-type: none"> <li>Uses their voices confidently in different ways.</li> <li>Explores how sounds can be made and changed.</li> <li>Recognises how sounds can be made and changed.</li> <li>Makes a sequence of sounds.</li> <li>Identifies the beat in different pieces of music.</li> <li>Shows sounds by using pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses sounds which create an effect.</li> <li>Selects and order sounds within simple structures and sounds in response to given starting points.</li> <li>Experiments with, creates, selects and combines sounds using inter-related musical dimensions e.g. tempo, pitch.</li> <li>Represents sounds with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Explores the way sounds can be combined and used expressively.</li> <li>Improvises repeated patterns.</li> <li>Composes and performs simple accompaniments recognising different musical elements and how they can be used together to compose music.</li> </ul>
Appraising						
<ul style="list-style-type: none"> <li>Shows attention to sounds in music. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Listens with increased attention to sounds. (EAD)</li> <li>Responds to what they have heard, expressing their thoughts and feelings. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Listens carefully to rhymes and songs, paying attention to how they sound. (CL)</li> <li>Listens attentively, moves to and talks about music, expressing their feelings and responses. (EAD)</li> </ul>		<ul style="list-style-type: none"> <li>Identifies long and short sounds in music.</li> <li>Responds verbally and physically to different musical moods.</li> <li>Creates and chooses sounds in response to given starting points.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and explores how sounds can be organised.</li> <li>Responds to a range of high-quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to recognise, recall and perform simple rhythmic patterns.</li> <li>Recognises and explores different combinations of pitch sounds.</li> <li>Listens carefully and recognises patterns and increases aural memory.</li> </ul>