



## Progression in Music

At Bernards Heath, children are exposed to a wide range of musical genres – live and recorded- which represent diversity in composers and performers.

Genres may include: classical, pop, alternative, jazz, folk, world music, rock, musicals

	FS 1	FS 2	Year 1	Year 2
<b>Listening, Responding, Composing and Improvising</b>	<b>Listening, Attention and Understanding end point:</b> Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions Participate in small group, class and one-to-one discussions, offering their own ideas, using recent introduced vocabulary		<b>National Curriculum end point:</b> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music e.g. pulse, tempo (see NC)	
	<ul style="list-style-type: none"> <li>Listen with increased attention to the sounds around them - environmental, instrumental and body percussion</li> <li>Show an interest in the way sound makers and instruments sound and experiment with ways of playing them e.g. loud/quiet/fast/slow</li> <li>Create sounds by banging, shaking, tapping or blowing</li> <li>Explore and learn how sounds can be changed</li> <li>Imitates movement in response to music</li> <li>Respond to a variety of musical genres in a range of ways e.g. movement, drawing, talk</li> </ul>	<ul style="list-style-type: none"> <li>Create and choose sounds in response to a given stimulus</li> <li>Choose instruments/sounds for their own imaginative purposes</li> <li>Initiate new combinations of movements and gestures in response to music</li> <li>Respond to a variety of musical genres in a range of ways e.g. movement, drawing, talk</li> </ul>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing</li> <li>Show an awareness of pulse (beat), pitch, dynamics, tempo, rhythm</li> <li>Create and choose sounds in response to a given stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing</li> <li>Children can identify pulse (beat), pitch, dynamics, tempo, rhythm</li> <li>Apply their understanding of musical terminology e.g. tempo by creating their own chants, songs, and rhymes</li> <li>Identify groups of instruments by looking and listening</li> <li>Contribute to the creation of a class composition</li> </ul>
<b>Performing – including singing</b>	<b>Expressive Art &amp; Design end point:</b> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music		<b>National Curriculum End Point:</b> Children use their voices expressively and creatively by singing songs and speaking chants and rhymes	
	<ul style="list-style-type: none"> <li>Join in with singing, dancing and ring games</li> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>Begin to use a singing voice (differentiate between singing and shouting) and keep in time with the group</li> </ul>	<ul style="list-style-type: none"> <li>Begins to build a collection of songs and action rhymes</li> <li>Find their singing voice, increasingly matching the pitch and following the melody</li> <li>Make and perform music in a range of ways, e.g. play with sounds creatively, play along to the beat of</li> </ul>	<ul style="list-style-type: none"> <li>Recall and remember short songs, chants and rhymes</li> <li>Sing a wide range of call and response songs</li> <li>Sing songs expressively</li> <li>Create own songs and record own ideas</li> <li>Perform, listen to and comment on a range of performances</li> </ul>	<ul style="list-style-type: none"> <li>Develop an increasing love of music, sing with growing confidence and create with a sense of achievement</li> <li>Show an awareness of musical technicality when they sing e.g. tempo and dynamics</li> <li>Perform, listen to, review and evaluate music across a range of performances</li> </ul>

	<ul style="list-style-type: none"><li>• Tap out simple repeated rhythms</li><li>• Play instruments with increasing control to express their feelings or to enhance familiar stories, e.g. We're Going On A Bear Hunt</li><li>• Perform as part of an ensemble</li></ul>	the song they are singing or listening to		
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**All year groups take part in whole school/year group performances (Christmas, end of year shows and class assemblies) and singing festivals (autumn and spring). Children who are not in the performances form part of the audience and show appreciation through applause and talking.**