



Music Progression Map Cycle A 22-23

Coverage key

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Nursery	Reception	Year 1	Year 2
Key vocabulary: Rhyme Song Sing Listen Experiment Loud/quiet Fast/slow	Instrument Voice Drums Pace fast/slow Loud/quiet appraise	Pitch Tempo Volume Pulse beat Rhythm Percussion Copy Pattern glockenspiel (Hip Hop, Blues, Reggae, Pop, Classical)	Changes Pitch Tempo Volume Pattern Genre Opinion Notes Compose Improvise Round (Rock, Afro pop)
Sing and remember nursery rhymes and songs.	Use voices to sing familiar songs. Sing Autumn and Christmas songs.	Learn and sing 5 songs and rhymes with expression by heart.	Learn and sing 10 songs by heart. Sing songs in rounds or partner songs to add layers to performances.
Experiment with changing them to different voices and tempos.	Experiment with changing nursery songs and rhymes, changing pitch and tempo.	They can recognise clear changes in pitch, tempo, volume and musical patterns.	Children clearly identify and describe using musical vocabulary; changes in pitch, tempo, volume and pattern.

 <p>Children to create their own songs or improvise</p>	 <p>Children to name basic tuned and untuned musical instrument names and perform and create sounds.</p>	 <p>Children to learn the names of percussion instruments.</p>	 <p>Children to learn the names of tuned and untuned instruments. Children can identify musical instruments they hear in recorded music.</p>
 <p>Children experience music during group time and free flow, using music linked to stories or the genre of the month. Experience music from different cultures.</p>	 <p>Children listen to a range of music, linked to topic, stories or genre of the month. Children express their likes and dislikes through comments and questions.</p>	 <p>Children are immersed in a variety of music including the genre of the month and music from different cultures.</p>	 <p>Children can listen to and express their opinions or preferences on a range of musical genres</p>
 <p>Listen with increased attention to sounds. Adults to introduce vocabulary associated with music; loud/quiet, fast/slow.</p>	 <p>Adults facilitate talk about the music to say how fast/slow and loud/quiet it is.</p>	 <p>Through exposure and discussions about different music, children understand how musical elements combined can create a mood.</p>	 <p>Children can compare two contrasting pieces of music and describe how musical elements can create a mood.</p>
		 <p>Children can use voices as instruments.</p>	 <p>Children can use voices as instruments for specific notes and are able to sing back an answer..</p>
		 <p>Children begin to compose music for a specific mood or setting.</p>	 <p>Children compose and play an ostinato (repeating phrase) for a specific purpose.</p>



		Children begin to use symbols to represent sounds when composing.					Children write their own composition using symbols pictures or patterns.																	