

## Inglewood Nursery and Infant School – Progression in Music from Little Fawns to Year Two

**ELG – Children will sing a range of well-known nursery rhymes and songs. Children will perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.**

| Age / Year Group     | Communication and Language -Listening and attention (Listening, Responding Singing)  | Expressive Arts and Design – Being Imaginative and Expressive (Explore and Create)   | EAD – Creating with materials (share and Perform)  |  |
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| Nursery-Little Fawns | <ul style="list-style-type: none"> <li>• Children will sing the core songs: Wheels on the bus, Twinkle Twinkle, Wind the Bobbin Up, Baa Baa Black Sheep, Old Macdonald, Incy Wincy Spider and five Cheeky Monkeys.</li> <li>• The children will be encouraged to listen and join in with actions or vocalisations of the above songs.</li> <li>• The following songs are taught: 'Heads, shoulders, Knees &amp; Toes' and 'If you're happy and you know it' The repetition of these songs support children with delayed or little speech.</li> <li>• Weekly songs are chosen in line with the children's interests and needs. Staff capture these opportunities and meet the children's needs. This informs their 'in the moment' planning.</li> </ul> | <ul style="list-style-type: none"> <li>• Children will express themselves through physical actions and sound. The core songs are used and popular songs of the children's choice such as ' Superman, Baby Shark ' etc</li> <li>• Children will select a song choice at short group times to express themselves.</li> <li>• Children have opportunities to create sound effects both indoors and outside in the garden. i.e create the sound of a car, animals etc.</li> <li>• Children will sing songs and rhymes during every day routines. ie for tidying up, good morning and good bye songs.</li> </ul>  | <p style="text-align: center;">Children will dance and move while singing / vocalising and express how they are feeling inside the classroom and outside in their play.</p> <ul style="list-style-type: none"> <li>• Children will listen and respond to sounds and music, whilst playing with a variety of musical instruments indoors and outside.</li> </ul> <p style="text-align: center;">Children will attempt to clap back patterns or use body percussion to join in with songs and rhymes.</p> <ul style="list-style-type: none"> <li>• Children will enjoy performing by singing core songs differently. E.g they will explore singing loudly/quietly /fast/slow.</li> </ul> |  |
| Nursery-Little Owls  | <ul style="list-style-type: none"> <li>• Children will listen carefully to the noises adults make when they read stories.(children respond with actions during TFW)</li> <li>• Children are encouraged to listen and respond to the familiar sounds they can hear in everyday life. e.g turning to a knock on the door. Children take part in sound walks indoors and outdoors, listening to environmental sounds.</li> <li>• Children begin to show an interest in play with sounds, songs and rhymes. ( Through phase 1 phonics – noisy stories)</li> </ul>  | <ul style="list-style-type: none"> <li>• Children begin to make believe by pretending using sounds, movement, words, objects.(Use of outdoor stage in Continuous Provision)</li> <li>• Encourage children to begin to describe sounds and music imaginatively e.g scary music. ( Goldilocks in TFW)</li> <li>• Children will create rhythmic sounds and movements. (In phase 1 phonics, alliteration and tapping out rhythms)</li> <li>• Children will use movement on the stage outside to express their ideas and feelings. They might sing to themselves and make up simple songs. (in C.P areas, on outdoor stage, dressing up and performing</li> </ul> | <ul style="list-style-type: none"> <li>• Children will enjoy singing songs ( Teacher led, through dance lessons and weekly session with Mr Clarke)</li> <li>• Children will have opportunities to create sounds by rubbing, shaking, tapping, striking and blowing.(music stations indoors and outdoors, banging pans etc)</li> <li>• Children will begin to 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> </ul>   |  |

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|           | <ul style="list-style-type: none"> <li>Children learn the following rhymes: Incy Wincy Spider, Humpty Dumpty, Twinkle Twinkle and Goldilocks.</li> </ul>  | <p>with peers)</p> <ul style="list-style-type: none"> <li>Children will create sounds, movements and drawings to accompany stories (link to Talk for Writing)</li> </ul>  |  |  |
| Reception | <p><b>Listening and Responding</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>Children will listen and take part in singing nursery rhymes.</li> <li>They will know and be able to name ten nursery rhymes off by heart by the end of the year.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Children will be able to join in with repeated rhymes and anticipate phrases in core nursery rhymes.</li> <li>Children will begin to explore moving in a range of ways, such as mirroring, creating own movement patterns. E.g they will enjoy moving to music through dancing or being an animal in the warm up games in the music scheme.</li> </ul> | <p><b>Explore and Create</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>Children will know how to clap the pulse and know that they can move to the pulse of a piece of music, such as marching, swaying, jumping etc.</li> <li>Children will know that the words of songs can tell stories or paint a picture in their imagination.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Children will be able to create their own music and choose their own movements, instruments or sounds and express themselves creatively. (using instruments / body percussion)</li> <li>Children will explore instruments and make different sounds through their play.</li> <li>They will begin to hold the instruments correctly and name some of them.</li> <li>Children will begin to use the instruments to tap out a simple repeated pattern in music lessons and through the areas of learning.</li> </ul> | <p><b>Singing</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>Children will know that songs are made up of sections and how sections can be changed.</li> <li>Children will sing or rap familiar songs e.g pop songs, songs from TV programmes, rhymes, songs from their memory.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To be able to sing along with a pre-recorded song from the Charanga Scheme and add actions.</li> <li>To sing along with the backing track.</li> </ul> | <p><b>Share and Perform</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>Children will know that a performance is sharing music with others. Highlighted by Xmas concert, class assemblies and whole school weekly assemblies</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>Children will be able to perform any of the nursery rhymes by singing and adding actions both indoors and outdoors on the stage.</li> <li>Children will begin to talk about the music that they have heard and how it makes them feel.</li> <li>Children will be able to record the performance to talk about it with their peers or teachers.</li> </ul> |
| Year One  | <p><b>Listening and Appraising</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and name of some of the instruments they use.</li> </ul>   | <p><b>Composing</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that composing is like writing a story with music.</li> <li>To understand that everyone can compose.</li> </ul>   | <p><b>Improvisation</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that improvisation is making up your own tunes on the spot.</li> <li>To understand that when some improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that everyone can improvise.</li> </ul>   | <p><b>Performing</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To understand that a performance is sharing music with other people, called an audience.</li> </ul>   |

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|          | <p>Skills</p> <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music e.g by dancing, marching etc</li> </ul>  | <p>Skills</p> <ul style="list-style-type: none"> <li>To create a simple melody using one, two or three notes.</li> <li>To learn how the notes of the composition can be written down and changed.</li> </ul>  | <p>Skills</p> <ul style="list-style-type: none"> <li>To listen and clap back your own answers.</li> <li>To use voices and instruments to listen and sing back or listen and play back your own answer using one or two notes.</li> <li>To be able to improvise using one or two notes.</li> </ul>  | <p>Skills</p> <ul style="list-style-type: none"> <li>To choose a song they have learnt from the Charanga Scheme and perform it.</li> <li>To know they can add their own ideas and work in a group to write their own lyrics for the Spring performance.</li> <li>To record the performance and say how they were feeling about it.</li> </ul>   |
| Year Two | <p><b>Listening and Appraising</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know some songs have a chorus or a response / answer part.</li> <li>To know that songs have a musical style.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching being a different animal or star.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul> | <p><b>Composing</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To help create simple melodies with the Units using one, two, three or five different notes.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To learn how the notes of composition can be written down and changed if necessary.</li> </ul> | <p><b>Improvisation</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To know that improvisation is making up your own tunes on the spot.</li> <li>To understand that when some improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that everyone can improvise.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To listen and clap back your own answers.</li> <li>To use voices and instruments to listen and sing back or listen and play back your own answer using one or two notes.</li> <li>To be able to improvise using one or two notes.</li> </ul> | <p><b>Performing</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>To recognise that a performance is sharing music with an audience.</li> <li>To know that a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>To know an audience can include your parents and friends.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>To choose a song they have learnt from the Charanga Scheme and perform it.</li> <li>To know they can add their own ideas to the performance. To write their own lyrics to perform in the end of Year Two concert.</li> <li>To record the performance and say how they were feeling about it.</li> </ul> |