

Thurlstone Primary School
Progression from EYFS into KS1 - MUSIC

PLAYING AND EXPLORING	ACTIVE LEARNING - MOTIVATION	CREATIVE AND THINKING CRITICALLY - THINKING
<ul style="list-style-type: none"> ✿ Finding out and exploring ✿ Playing with what they know ✿ Being willing to have a go 	<ul style="list-style-type: none"> ✿ Being involved and concentrating ✿ Keep on trying ✿ Enjoying achieving ✿ Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> ✿ Having their own ideas (creative thinking) ✿ Making links (building theories) ✿ Working with ideas (critical thinking)

EARLY LEARNING GOAL:

- ✿ 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

FOCUS	PERFORMING	LISTENING – RESPONDING AND APPRAISING	COMPOSING
RECEPTION	<ul style="list-style-type: none"> ✿ Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to ✿ Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> ✿ Listen attentively, move to and talk about music, expressing their feelings and responses ✿ Respond imaginatively to music e.g. this music sounds like dinosaurs 	<ul style="list-style-type: none"> ✿ Choose particular movements, instruments/sounds for their own imaginative purposes ✿ Explore & engage in music making and dance, performing solo or in groups
YEAR 1	<ul style="list-style-type: none"> ✿ Sing songs, chants and rhymes and begin to explain how music is made for different purposes ✿ Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments ✿ Rehearse and perform with others and begin to assess their work suggesting some improvements ✿ Sing, rap, rhyme, chant and use spoken word. ✿ Demonstrate good singing posture. ✿ Sing songs from memory. ✿ Copy back intervals of an octave and fifth (high, low). ✿ Sing in unison. 	<ul style="list-style-type: none"> ✿ Listen with concentration and begin to summarise their ideas and feelings ✿ Begin to appreciate the dynamics and tempo within a piece ✿ Rehearse and perform with others and begin to assess their work suggesting some improvements ✿ Move and dance with the music. ✿ Find the steady beat. ✿ Talk about feelings created by the music. ✿ Recognise some band and orchestral instruments. ✿ Describe tempo as fast or slow. ✿ Describe dynamics as loud and quiet. ✿ Join in sections of the song, eg chorus. ✿ Begin to understand where the music fits in the world. ✿ Begin to understand about different styles of music. 	<ul style="list-style-type: none"> ✿ Listen with concentration and begin to recall sounds with increasing aural memory ✿ Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. ✿ Begin to create musical patterns that express their ideas and feelings using movement or dance ✿ Rehearse and perform with others and begin to assess their work suggesting some improvements ✿ Create musical sound effects and short sequences of sounds in response to music and video stimulus. ✿ Create a story, choosing and playing classroom instruments and/or soundmakers. ✿ Recognise how graphic notation can represent created sounds. ✿ Explore and invent your own symbols. ✿ Use music technology, if available, to capture, change and combine sounds.