



## Our Progressive Music Documents

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
 <p style="font-size: 2em; color: green; text-align: center;"><b>Listen and Respond</b></p>	Listen with increased attention to sounds. EAD	Listen attentively, move to and talk about music, expressing their feelings and responses. EAD	I can begin to recognise very simple styles of music.	I can recognise and identify simple styles of music.
	Respond to what they have heard, expressing their thoughts and feelings. EAD	Watch and talk about dance and performance art; expressing their feelings and responses. EAD	I can identify different sounds in the music. Eg instrument families – wind, string, percussion, brass.	I can begin to identify instruments in the music eg drums, cymbals.
			I can find the pulse of a piece of music by marching, clapping or tapping.	I can use body percussion to find the pulse of the music.
			I can talk about the pulse, rhythm and pitch of a piece of music.	I can use musical language to describe the music I am listening to. (pulse, rhythm, pitch, dynamics, tempo)
			I can share my opinion about a piece of music.	I can share my opinion about a piece of music and give reasons for my opinion.
<b>By the end of KS 1: Listen with concentration and understanding to a range of high-quality live and recorded music.</b>				

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 <p style="font-size: 2em; color: green; margin-top: 20px;"><b>Inter- related dimensions</b></p>	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EAD	Create collaboratively sharing ideas, resources and skills. EAD	I can begin to demonstrate how the pulse and rhythm work together.	I can identify the pulse, rhythm and pitch of a piece of music?
			I can clap the rhythm of my name.	I can clap the rhythm of words.
				I can create my own rhythm when asked.
			I can show an understanding of how pitch, pulse and rhythm are used in a piece of music.	I can show an understanding of how dynamics, tempo and pitch work together in a piece of music.
<b>By the end of KS 1: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>				

# Our Progressive Music Documents



## Use Voices

	Nursery	Reception	Year 1	Year 2
Use Voices	Remember and sing entire songs. EAD	Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	I can work together as part of a group.	I can sign as part of a group.
	Sing the pitch of a tone sung by another person. (pitch match) EAD	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. ELG <b>*End of EYFS Assessment Point</b>	I can begin to sing alone.	I can sing alone.
	Sing a large repertoire of songs. C&L	Learn rhymes, poems and songs. C&L	I can warm up my voice.	I can warm up my voice.
			I can sit up/stand straight when I sing.	I can sing with a good sense of pulse.
			I can sing in time with a group. (start and stop at the correct time)	
			I can begin to think about the words in a song and how they work in a piece of music?	
<b>By the end of KS 1: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</b>				


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## Use Voices

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Use Voices	Remember and sing entire songs. EAD	Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	I can work together as part of a group.	I can sign as part of a group.
	Sing the pitch of a tone sung by another person. (pitch match) EAD	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. ELG <b>*End of EYFS Assessment Point</b>	I can begin to sing alone.	I can sing alone.
	Sing a large repertoire of songs. C&L	Learn rhymes, poems and songs. C&L	I can warm up my voice.	I can warm up my voice.
			I can sit up/stand straight when I sing.	I can sing with a good sense of pulse.
			I can sing in time with a group. (start and stop at the correct time)	
			I can begin to think about the words in a song and how they work in a piece of music?	
<p><b>By the end of KS 1: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p>				

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  <b style="color: green; font-size: 2em;">Improvisation</b>	Create their own songs, or improvise a song around one they know. EAD	Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	I can explore and create very simple sounds with my voice or an instrument.	I can explore and create simple sounds with my voice or an instrument.
			I can make my own tune/rhythm using 1 note.	I can improvise my own tune/rhythm using up to 2 notes.
			I can improvise a very simple pattern.	I can improvise a simple pattern using an instrument or my voice.
			I can create my own simple rhythmic pattern.	I can create my own simple rhythmic pattern with confidence.
			I can perform my own rhythms and melodies.	I can perform my own rhythms and melodies.
<b>By the end of KS 1: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>				

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  <h2>Composition</h2>	Play instrument with increasing control to express their feelings and ideas. EAD	Explore and engage in music making and dance, performing solo or in groups. EAD	I can create a very simple melody in a group.	I can create my own simple melodies (usually within a group)
		Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	I can make my own composition using 1 or 2 notes.	I can make my own composition using 1, 2 or 3 notes.
			I can record the composition in any way appropriate. (notated/graphic/pictorial/video)	I can understand the difference between composition and improvisation.
			I can demonstrate an understanding of using pitch and dynamics.	I can record the composition in any way appropriate. (notated/graphic/pictorial/video)
				I can demonstrate an understanding of using pitch and dynamics.
<p><b>By the end of KS 1: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>  <b>: Play tuned and untuned instruments musically.</b></p>				