

Nursery to Year 1 Subject Progression

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal	Year 1 National Curriculum	Key stage 1 National Curriculum
	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design		
Music	<p>Children at the expected level will be able to:</p> <p>I can make rhythmical and repetitive sounds, showing an early sense of musical exploration.</p> <p>I enjoy and take part in action songs, showing engagement with music.</p>	<p>Children at the expected level will be able to:</p>	<p>Children at the expected level will be able to:</p>	<p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level will be able to:</p> <p>I can respond to simple visual directions (e.g. start, stop, loud quiet).</p> <p>I can understand the importance of the following principles to vocal production: warm up, posture, dynamics and breathing, phrasing, context and vocal health.</p> <p>I can respond to counting in.</p> <p>I can begin with simple songs and a very small pitch range whilst applying the principles to vocal production before and during singing.</p> <p>I can progress to a slightly wider pitch. I can sing a wide range of call and response songs to control the pitch whilst applying the principles to vocal production before and during singing.</p> <p>I can sing a wide range of call and response songs to match the pitch I hear with accuracy, whilst applying the principles to vocal production before and during singing.</p> <p>I can collaborate and create a performance between groups or classes.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ 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.
Singing/ Voice	<p>Singing/ Voice</p> <p>-I can use my voice for whispering, speaking, singing and shouting.</p>	<p>Singing/ Voice</p> <p>-I can experiment with changing my voice with different tempos, pitch and dynamics.</p> <p>-I can sing part/most of some familiar songs.</p> <p>-I can sing in a small group.</p>	<p>Singing/ Voice</p> <p>-I can join in with singing songs with changes to pitch, tempo, or dynamics.</p> <p>-I can sing a whole familiar nursery rhyme and familiar song.</p> <p>-I can sing on my own.</p> <p>-I can sing in a group and keep in time.</p> <p>-I can do a simple performance.</p>	<p>Singing/ Voice</p> <p>-I can show some control in using my singing voice to create changes in dynamics, tempo or pitch,</p> <p>-I can sing in a group and match the pitch and follow the melody.</p> <p>-I can sing in tune and keep to the beat.</p>		
Exploring and playing instruments	<p>Exploring and playing instruments</p> <p>-I can explore how to make sounds using body percussion and percussion instruments.</p>	<p>Exploring and playing instruments</p> <p>-I can copy and join in with a simple beat on a percussion instrument.</p>	<p>Exploring and playing instruments</p> <p>-I can play an instrument in time to a simple piece of music.</p> <p>-I know how to play a wide range of percussion instruments.</p>	<p>Exploring and playing instruments</p> <p>-I can show some control in playing percussion instruments to create changes in dynamics, tempo or pitch.</p>		

	-I am beginning to name a few familiar instruments, e.g. drum, keyboard or guitar.		-I can create suitable sound effects to match a given theme/story. -I can experiment with playing percussion and body instruments and changing the dynamics, pitch or tempo.		I can choose an instrument to create a specific sound and maintain a steady. I can explore percussion sounds to enhance storytelling. I can recognise how graphic notation can represent created sounds.
Composition of music		Composition of music -I can describe the sounds that I make in simple terms such as loud, quiet, fast or slow.	Composition of music -I can play a simple composition by following a sequence of some simple symbols, pictures or patterns.	Composition of music -I can compose, adapt and play my own composition/tune using simple symbols, pictures or patterns. -I am beginning to record my own composition in pictures and symbols.	I can create musical sound effects and short sequences of sounds. I understand the difference between creating a rhythm pattern and a pitch pattern. I can combine sound effects to make a story, choosing and playing classroom beat on a tuned instrument I can explore and invent own symbols to show graphic notation in response to stimuli instruments or sound-makers.
Listening and responding to music	Listening and responding to music -I enjoy listening to music.	Listening and responding to music -I can respond when I listen to music. -I can dance along to music.	Listening and responding to music -I can talk about how music makes me feel. -I can listen to songs/music with changes to pitch, tempo and dynamics. -I can respond to changes in the dimensions of music. -I can talk about emotions in the music e.g. The music sounds happy, sad, or scary.	Listening and responding to music -I can listen to pieces of music and recognise some familiar instruments that are playing. -I can express my opinion on a piece of music. -I can talk about what a piece of music reminds me of.	I can develop a sense of confidence and ownership regardless of the size/nature of the performance space. I am exposed to a wide range of different types of music – jazz, orchestral rap etc. I can listen, with concentration, to music from a variety of genres and cultures and discuss them. I can recognise the mood/feeling of the piece of music. I can learn about the musicians and composers linked to the pieces of music.

					<p>I can comment on a piece of music in reference to some of the inter- related dynamics of music.</p> <p>I can use musical vocabulary learnt to discuss a piece and compare music e.g. pulse, melody, pitch.</p> <p>I can respond to the pulse in recorded and/or live music through movement and dance.</p> <p>I can join in with clapping short rhythmic patterns, recognise repeating patterns and make a sequence of sounds.</p> <p>I can give a reason for choosing an instrument.</p> <p>I can use a simple structure when composing (e.g. ABA or ABC or ABAB etc.)</p> <p>I can create music from different starting points.</p> <p>I can use a broad range of sounds in my compositions.</p> <p>I can perform, engage with an audience and respect fellow performers.</p>	
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