

Music Progression of Concepts				
CONCEPT/DIMENSION		YEAR R	YEAR 1	YEAR 2
PITCH	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	Explore and respond to high and low sounds	Explore, respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Find out about high and low sounds through singing, playing, listening and responding activities	Investigate the relationship between high / low and middle sounds through singing, playing, listening and responding activities	Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination</i></p> <p><i>working individually and in different sized groups</i></p>	Use and choose high and low sounds to describe musical ideas or add sound effects	Choose, create and remember high / low and middle sound patterns	Choose, create and remember melodic patterns and use them to illustrate ideas
DURATION	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	Explore and respond to long and short sounds and recognise the steady beat in music heard and performed	Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, recognise and distinguish between steady beats (counted in groups of 4s, 2s and 3s) and rhythm patterns and how they fit together
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p>	Find out about long and short sounds through singing, playing, listening and responding activities.	Investigate patterns of long and short sounds and steady beats through singing,	Investigate the relationship between the steady beat and simple rhythm patterns through singing, playing,

	<i>working individually and in different sized groups</i>	Explore the contrast between steady beat and no beat	playing, listening and responding activities	listening and responding activities with an awareness of how they fit together
	<p>APPLY</p> <p>Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>	Use and choose long and short sounds to describe musical ideas or add sound effects, including the use of steady beat	Choose, create and remember patterns of long and short sounds and use the steady beat	Choose, create and remember rhythm patterns and order them to convey ideas
DYNAMICS	<p>LEARN</p> <p>Identify the learning <i>plan your musical intentions</i></p>	Explore, respond to and recognise loud, quiet and silence	Explore, respond to, recognise and identify loud, moderate, quiet and silence	Respond to, recognise and identify getting louder and quieter
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p>	Find out about loud / quiet sounds and silence through singing, playing, listening and responding activities	Investigate contrasting dynamics through singing, playing, listening and responding activities	Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect
	<p>APPLY</p> <p>Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i></p>	Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects	Choose, create and remember dynamic patterns and use dynamic contrast to convey ideas	Choose, create and use sounds that get louder / quieter to convey meaning
TE MP O	<p>LEARN</p> <p>Identify the learning <i>plan your musical intentions</i></p>	Explore, respond to and recognise fast and slow		

			Explore, respond to, recognise and identify fast, moderate and slow	Respond to, recognise and identify getting faster and slower
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Find out about fast and slow sounds through singing, playing, listening and responding activities	Investigate contrasting tempi through singing, playing, listening and responding activities	Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect
	<p>APPLY</p> <p>Apply the understanding</p> <p><i>making it your own – creating enjoy improvising and composing and using your imagination</i></p> <p><i>working individually and in different sized groups</i></p>	Use and choose fast and slow sounds to describe musical ideas or add sound effects	Choose, create and remember different tempi and use them to convey ideas	Choose, create and use sounds that get faster / slower to convey meaning
TIMBRE	<p>LEARN</p> <p>Identify the learning</p> <p><i>plan your musical intentions</i></p>	Explore, use and respond to a range of sounds and sound-makers including vocal sounds	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used	Identify and choose the way sounds are made and can be used
	<p>PRACTISE</p> <p>Explore the learning & deepen the understanding</p> <p><i>enjoy putting learning in practical contexts</i></p> <p><i>working individually and in different sized groups</i></p>	Try making sounds and find out about a range of sound makers through experimentation and practical activities	Investigate a range of timbres through singing, playing, listening and responding activities Sort sound makers/ instruments into groups according to timbre	Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect
	<p>APPLY</p> <p>Apply the understanding</p>			

	<i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i>	Use and choose sounds to describe musical ideas or add sound effects	Choose, create and remember sounds and use them to illustrate ideas	Choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect
TEXTURE	LEARN Identify the learning <i>plan your musical intentions</i>	Explore and respond to one sound and many sounds	Explore, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments
	PRACTISE Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i>	Find out about different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities	Investigate solo (single) and layered (lots of) sounds through singing, playing, listening and responding activities	Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities
	APPLY Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i>	Start to use and choose different combinations of sounds to describe musical ideas and add sound effects	Choose, create and remember different combinations of sounds and use them to convey ideas	Choose, create and use different layers of sound with an awareness of the musical effect. Create simple accompaniments
STRUCTURE	LEARN Identify the learning <i>plan your musical intentions</i>	Explore and respond to sequences of events and stories, distinguish between same and different	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)
	PRACTISE			

	<p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts</i> <i>working individually and in different sized groups</i></p>	<p>Find out about how sounds can be the same or different through practical activities. Experiment with ordering sounds in different ways</p>	<p>Copy and investigate simple musical structures through singing, playing, listening and responding activities</p>	<p>Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities</p>
	<p>APPLY Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination</i> <i>working individually and in different sized groups</i></p>	<p>Start to use, choose and order sounds purposefully</p>	<p>Choose and order sounds to create sequences of patterns and / or events</p>	<p>Choose, create and order sounds featuring repetition and / or contrast with an awareness of the musical effect</p>