

# **IVIS Music Progression**

	<b>Milestone 1 (EYFS)</b>			<b>Milestone 2 (YR 1)</b>	<b>Milestone 3 (YR 2)</b>
	<b>By 3 years</b>	<b>End of Nursery</b>	<b>End of Reception</b>		
<b>Listen and Respond/ appraise</b>	Move and dance to music	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses. To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
<b>Explore and Create Games</b>	Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of		To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Find the pulse by copying a character in a nursery rhyme, imagining a similar character	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Find a pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. Find a pulse. Listen to the rhythm and clap back. Copy back short rhythmic

	<p>soundmakers and instruments and play them in different ways.</p>		<p>or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>copy Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>phrases based on words, with one and two syllables whilst marching the steady beat. Create rhythms for others to copy. Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>
<p><b>Singing</b></p>	<p>Join in with songs and rhymes, making some sounds.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison Learn about voices, singing notes of different pitches (high and low) Learn that they can make</p>	<p>To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word).</p>

		Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
<b>Sharing and Performing</b>			To know that a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Know what a performance is. Know what an audience is. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Know what a performance is. Know what an audience is. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
<b>Playing instruments</b>	Explore a range of soundmakers and instruments and play them in different ways.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).

				Listen to and follow musical instructions from a leader.	Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader
<b>Improvisation</b>	Explore their voices and enjoy making sounds.	Create their own songs or improvise a song around one they know.	Create their own songs or improvise a song around one they know.	Know that improvisation is about making up your own tunes on the spot. 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes	Know that improvisation is about making up your own tunes on the spot.  Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that everyone can improvise, and you can use one or two notes. 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
<b>Composition</b>	Use drawing to represent ideas like movement or loud noises	Use drawing to represent ideas like movement or loud noises	Use symbols or pictures to represent instruments. e.g. triangles and circles to represent playing triangles and drums. Create a simple rhythm.	Know that composing is like writing a story with music. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Know that composing is like writing a story with music.  Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.