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| **2019-2020 Music Progression of skills Class 3N** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 1** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| Nursery Rhymes | Toys Marching | | Space Electronic | | | Farm Stories | | Dinosaurs Songs | | Seaside Sounds | |
| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Join in action rhymes using body sounds Join in songs/rhymes with some recognisable words. | | Take turns in vocalising  Shake & hit un tuned instruments of different sizes.  Stamps feet, march. | | Press keys to create electronic sounds on keyboard. Explore sounds on keyboard. | Experiment with vocal sounds. Explore range of instruments in adult led activity. | | | | Repeats actions that make sounds. Hold instrument with purpose | | Make a variety of musical sounds by exploring instruments |
| **Appraising Skills** | | | | | | | | | | | |
| Respond to some sounds by indicating pleasure. Move body to music. | | Respond to heavy beat (pulse) by moving.  Choose favourite instrument | | Show preference for different electronic sounds. Respond appropriately to volume. | Make vocal or physical sounds in response to music/animal pictures.  Imitates actions with support | | | | Move body when music starts. Seek sound source. Respond appropriately to volume. | | Respond to quiet music  Respond to natural sounds |
| **Composing Skills** | | | | | | | | | | | |
| Encounter different sounds. Explore instruments with support. Explore instruments by bang/tap/shake | | Encounter different dynamics & tempo.  Explore instruments making different sounds (timbre). | | Encounter electronic sounds on keyboard. Use switch to create sounds on a keyboard | Explore instruments making different sounds (timbre).  Imitate sound on an instrument. | | | | Explore ways of using instruments (tempo, dynamics). Repeat action to get similar effect. | | Shows preference for an instrument  Remember process for a short period. . Remain focused on activity |
| **Listening & Applying Knowledge and Understanding** | | | | | | | | | | | |
| Encounter different rhythms played on a range of instruments. Anticipate actions or words in rhymes | | Listen to a range of music.  Encounter patterns of sounds.  Imitate sounds heard | | Encounter a range of electronic sounds.  Try to imitate sounds vocally or on instruments. | Encounter patterns of sounds. Anticipate what follows in story/song. Know where specific sounds occur in familiar songs. | | | | Encounter different rhythms.  Encounter silence  Encounter different melodies played on a range of instruments | | Respond to environmental sounds  Remain on task for 2-3 minutes. Begin to recall actions in familiar rhymes. |