



## Music Progression Journey

Year 2	Exploring simple patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story (composing)	Moving to music	Exploring improvisation
Year 1	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Improvisation	Explore sound and create a story
Foundation 2	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>		<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> </ul>		<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
Foundation 1	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>