



Progression of skills in Music EYFS and KS1

Skill	Nursery	Reception	Year 1	Year 2
National curriculum objectives.	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Listen attentively, move to, and talk about music expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music and dance, performing solo or in groups. <p>ELG:</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 and move with the music. 	<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 un-tuned 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 	<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 un-tuned 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.
Controlling sounds through singing and playing (play and perform).				
Use voices expressively.	<ul style="list-style-type: none"> • To find a singing voice and begin to use their voice confidently. • Sing echo songs and perform movements to a steady beat. 	<ul style="list-style-type: none"> • To confidently use voices in different ways including singing, speaking, whispering, and chanting to a steady beat. 	<ul style="list-style-type: none"> • Find out how to sing with expression, confidence, and creativity to an audience. • Sing with a sense of awareness of pulse and control of rhythm. 	<ul style="list-style-type: none"> • Recognise phrase length and know when to breathe while singing. • Begin to recognise and use pitch movements

	<ul style="list-style-type: none"> Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. 	<ul style="list-style-type: none"> Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. 	<ul style="list-style-type: none"> Using Kodaly sol-fa method, sing the notes doh up to soh. 	<p>with their hands using Kodaly signs while singing to recognise high low and middle sounds (doh – doh).</p>
Listening, memory and movement.	<ul style="list-style-type: none"> Remember short songs and nursery rhymes and sounds. Begin to repeat patterns of sounds. Begin to copy, tap, and follow a steady beat. Begin to follow and repeat simple melodies. Begin to respond physically when performing music. Begin to move energetically to music using a range of movements. Identify different sound sources. 	<ul style="list-style-type: none"> Repeat patterns of sounds with increasing accuracy. Sing short songs and nursery rhymes with confidence from memory. Follow and copy beat, pitch and melody with confidence. Show increasing rhythm and control when responding to music with movement. Show increasing skill when moving energetically to music using a range of movements. To identify sources of sound with accuracy. 	<ul style="list-style-type: none"> To begin to identify pitch and pattern of long and short sounds in music pitch. To begin to create sequences of movements in response to sounds. Using instruments, begin to learn tunes from memory. Follow and copy beat, pitch and melody with confidence. 	<ul style="list-style-type: none"> To identify pitch and pattern of long and short sounds in music pitch. To confidently create sequences of movements in response to sounds. Using instruments, begin to learn tunes from memory. Demonstrate the difference between 2-time and 3-time using actions and movement.
Play tuned and un-tuned instruments	<ul style="list-style-type: none"> To begin to explore and create sounds by selecting instruments. To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments, To begin to show an awareness of beat while playing. To begin to name some classroom instruments. 	<ul style="list-style-type: none"> To choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. To begin to create own patterns using instruments. To confidently name classroom instruments. 	<ul style="list-style-type: none"> Pluck a steady beat with control and confidence on either violin, viola, or cello. To hear the pulse and join in getting faster and slower together with instruments. Begin to explore and create sounds to a given stimulus. Identify and play all four strings on the instrument. 	<ul style="list-style-type: none"> To recognise and play a steady beat. To identify and play short and long sounds using string instruments. Be able to play notes with a first finger. Begin to use the bow on the stringed instrument. Change sounds to given stimulus using, pulse, tempo, pitch.

Reading and writing notation	<ul style="list-style-type: none"> • Begin to be aware of when to stop and start using symbols and signals. 	<ul style="list-style-type: none"> • Developing an awareness of when to stop and start using symbols and signals. • Recognise 'ta', 'titi' and 'tika tika' as notation. 	<ul style="list-style-type: none"> • Begin to perform long and short sounds and differing notes in response to symbols and colours. • Respond and use 'ta', 'titi' and 'tika tika' as notation. 	<ul style="list-style-type: none"> • Perform consistently long and short sounds in response to symbols and colours. • Begin to play and sing a through- notated phrase.
Rehearse and perform with others	<ul style="list-style-type: none"> • To begin to perform in front of others in solo and groups. 	<ul style="list-style-type: none"> • To have more confidence when performing in solo and groups. • To think about others while performing. 	<ul style="list-style-type: none"> • To perform and be part of an audience. • Have an awareness of stage presence and performance 	<ul style="list-style-type: none"> • To perform and be part of an audience and recognise the need for performance and audiences. • Perform twice a year
Creating and developing musical ideas (Create and Compose)				
Create musical patterns	<ul style="list-style-type: none"> • To begin to explore and create sounds by selecting instruments. • To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments. • To begin to show an awareness of beat while playing. 	<ul style="list-style-type: none"> • To choose sounds and instruments for a specific purpose. • To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. • To begin to create own patterns using instruments. • To use percussion instruments to accompany a chant or song independently. • 	<ul style="list-style-type: none"> • To begin to create short patterns on a stringed instrument in call/response. • To begin to contribute to a whole class ensemble with support. • To begin to recognise strings on their violin, viola, or cello. 	<ul style="list-style-type: none"> • To create short patterns on a stringed instrument in call/response or independently. • To confidently contribute to whole class ensembles. • To confidently recognise strings on their violin, viola, or cello.
Explore, choose and organise sounds and musical ideas including the use of technology.	<ul style="list-style-type: none"> • Begin to select and choose own instruments to create own beats and sequences independently. • Can begin select and choose instruments to represent and respond to stimuli (weather, parts of stories). • To begin to explore and create their own songs 	<ul style="list-style-type: none"> • Confidently select and choose own instruments to create own beats and sequences independently. • Can select and choose instruments to represent and respond to stimuli (weather, parts of stories). • To explore and create their own songs with increasing confidence 	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help (duration). • Begin to explore making different sound sequences (high and low– pitch; loud and quiet– dynamics; fast and slow–tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre.) 	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to create an effect (structure- beginnings/endings). • Create short musical patterns. • Create sequences of long and short sounds-

				<p>rhythmic patterns (duration).</p> <ul style="list-style-type: none"> Control playing instruments so they sound as they should.
Responding and reviewing appraising skills				
<p>Explore and express ideas and feelings about music using movement, dance and expressive and musical language.</p>	<ul style="list-style-type: none"> To begin to express whether they like or dislike music. To begin to say and explain why. To watch dance and music performances and begin to express their thoughts and feelings. 	<ul style="list-style-type: none"> To confidently express whether they like or dislike music. To confidently say and explain why. To watch dance and music performances and express themselves with confidence. 	<ul style="list-style-type: none"> To talk about how music makes you feel or want to move. E.g., it makes me want to jump/sleep/shout etc. Begin to give an explanation about what musical features can allow a listener to feel a certain way e.g., quiet = sleepy 	<ul style="list-style-type: none"> Confidently to give an explanation about what musical features can allow a listener to feel a certain way e.g., quiet = sleepy Begin to understand how to create that on the string instrument.
<p>To make improvements to my own work.</p>	<ul style="list-style-type: none"> To begin to think of how they can make their work better with support. 	<ul style="list-style-type: none"> To independently think of ways to make their work better. 	<ul style="list-style-type: none"> To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder (tempo and pitch) 	<ul style="list-style-type: none"> To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.
Listening and applying knowledge and understanding				
<p>To know how the combined Musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p>	<ul style="list-style-type: none"> To begin to think with support effect the music is meant to have and why. 	<ul style="list-style-type: none"> To think and articulate the effect the music is meant to have and why. 	<ul style="list-style-type: none"> To begin to understand that musical elements can be used to create different moods and effects. 	<ul style="list-style-type: none"> To understand how musical elements create different moods and effects.

<p>To know how music is used for particular purposes.</p>	<ul style="list-style-type: none"> To begin to listen to familiar music and think about when it may be used with support e.g. – nursery rhyme before bedtime. Christmas carol at Christmas etc. 	<ul style="list-style-type: none"> To listen to familiar music and talk about when it may be used with support e.g. – nursery rhyme before bedtime. Christmas carol at Christmas etc. 	<ul style="list-style-type: none"> To listen to short, simple pieces of music and talk about when and why they may hear it. E.g., a lullaby or Wedding march. 	<ul style="list-style-type: none"> To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g., It's quiet and smooth so it would be good for a lullaby.
<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including great composers and musicians.</p>	<ul style="list-style-type: none"> Listen to different genres and talk about what country an instrument might come from A collection of listening games and challenges to introduce new musical sounds, genres, checking understanding and consolidating learning. These can be used as warm up activity, during lessons or as part of the plenary. Start with Charanga's Film, TV & Musical Listening Games – Pure Imagination, Rainbow Connection, Singing In The Rain, You've Got A Friend In Me – Moving on to Folk Listening games. Links: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1314317-listening-games/1314360-film-tv-musical-listening-games https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1314317-listening-games/1314361-folk-music 	<ul style="list-style-type: none"> Listen to different genres and talk about what country an instrument might come from. A collection of listening games and challenges to introduce new musical sounds, genres, checking understanding and consolidating learning. These can be used as warm up activity, during lessons or as part of the plenary. Gospel Music – Amazing Grace, Lean On Me. Latin Music – Oye Como Va Links to Charanga Resources: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1314317-listening-games/1314366-latin 	<ul style="list-style-type: none"> Study Vivaldi 'Four Seasons' to obtain Discover Arts Award Perform a range of genres of music e.g., simple folk tunes, seasonal music. A collection of listening games and challenges to introduce new musical sounds, genres, checking understanding and consolidating learning. These can be used as warm up activity, during lessons or as part of the plenary. Motown – Ain't No Mountain, I Can't Help Myself. Link to Charanga Resource: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1314317-listening-games/1314367-motown Listen & Appraise –Revisiting Gospel Music - Find out interesting facts about great musicians and composers of all eras. Shackles (Praise You) Mary Mary 	<ul style="list-style-type: none"> Learn about other composers and the importance of them. Perform a range of genres of music e.g., simple folk tunes, seasonal music. A collection of listening games and challenges to introduce new musical sounds, genres, checking understanding and consolidating learning. These can be used as warm up activity, during lessons or as part of the plenary. Listen & Appraise – Revisiting Folk - Find out interesting facts about great musicians and composers of all eras. Cuckoo!: Irish Folk Version by Benjamin Britten Skye Boat Song

			<ul style="list-style-type: none"> • Mbube – Soweto Gospel Choir • Additional music examples at Teacher discretion. • Link: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era/1311795-gospel 	<ul style="list-style-type: none"> • Make You Feel My Love • Additional music examples at Teacher discretion. • Link: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era/1311794-folk
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***Inter-related dimensions of music (dynamics):**

- _ **PULSE:** the steady beat of a piece of a piece of music
- _ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- _ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- _ **DYNAMICS:** Loud and soft
- _ **TEMPO:** Fast and slow
- _ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- _ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- _ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.