

Music Progression of Skills and Knowledge

Skills	Reception	Year 1	Year 2
		<p>NC Ref: 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 untuned 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. 	
Performing	<ul style="list-style-type: none"> ● Use voices to speak/sing/chant. ● Join in with singing. ● Clap short rhythmic patterns. ● Experiment with creating sounds with different instruments. 	<ul style="list-style-type: none"> ● Use voices to speak/sing/chant. ● Join in with singing. ● Clap short rhythmic patterns. ● Use instruments to perform a simple piece. ● Respond to musical indications about when to play or sing. ● Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady beat. ● Respond to different moods of music, in different ways. 	<ul style="list-style-type: none"> ● Follow the melody using their voice or an instrument. ● Sing songs as an ensemble following the tune (melody). ● Perform in an ensemble with instructions from the teacher(e.g. hand signals to indicate pitch and duration of notes). ● Play simple rhythmic patterns on an instrument. ● Sing/clap a pulse increasing or decreasing in tempo. ● Perform musical patterns keeping a steady pulse.
Composing	<ul style="list-style-type: none"> ● Make a range of sounds with their voice. ● Make a range of sounds with instruments. ● Represent sounds pictorially. 	<ul style="list-style-type: none"> ● Make a range of sounds with their voice. ● Make a range of sounds with Instruments. ● Identify changes in sounds. ● Identify the difference between long and short sounds. ● Represent sounds pictorially. ● Make a sequence of sounds for a purpose. 	<ul style="list-style-type: none"> ● Represent sounds pictorially with increasing relevance. ● Choose sounds to achieve an effect (including use of technology) ● Create short, rhythmic patterns ● Create own symbols to represent sounds. ● Choose sounds to create an effect on the listener.
Evaluating	<ul style="list-style-type: none"> ● Say what they like or dislike a piece of music. ● Identify and distinguish environmental sounds. 	<ul style="list-style-type: none"> ● Give an opinion to express how they feel about a piece of music. ● Recognise repeated patterns. ● Identify the difference between a 	<p>Identify features when listening to music. Begin to associate sounds they hear with instruments.</p>

	<ul style="list-style-type: none"> • Begin to describe the sounds. (e.g. loud, quiet, high, low, fast, slow). • Begin to express how music makes them feel. 	<ul style="list-style-type: none"> • fast and slow tempo, loud and quiet, and high and low sounds. • Hear the beat in a piece music. • Identify the difference between loud and quiet sounds. • Describe how sounds are made and changed. • Respond to different moods in music and say how a piece of music makes them feel. 	<p>Identify the beat in a piece of music and tap along.</p> <p>Listen carefully to recall short rhythmic patterns.</p> <p>Begin to recognise changes in timbre, dynamics and pitch</p> <p>Recognise and name different instruments by sight.</p> <p>Evaluate and improve their own work and give reasons.</p> <p>Listen to simple inter-related dimensions of music.</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>Begin to say what they like and dislike about a piece of music.</p>
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