

Music Progression of Skills and Knowledge

Skills	Reception	Year 1	Year 2
	<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 to move in time with music. 	NC Ref: Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untanned 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.
Progressive vocabulary	Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.	Voice, call, response, beat, rhythm, pitch, high, low, loud, soft, long, short, pattern, mood, instrument, perform.	Pulse, tempo, getting faster/ slower, getting louder/ softer, symbols, notation, crotchets, quavers, rests, part, round, verse, chorus.

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.
Progressive vocabulary	chant , fast, follow, high, instrument low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing , slow, song, sounds	Beat, beater, cymbal, drum ,high (sound) , listen, loud , low (sound) perform, quiet , shaker ,steady beat , tambourine, tempo ,triangle , tune voice	Accompany, body percussion, chime bar, chord , claves , compose , duration, ostinato, percussion, phrase pitch, pulse , recorder ,score ,tuned percussion, untuned percussion ,volume
Evaluating	<ul style="list-style-type: none"> • Say what they like or dislike a piece of music. • Identify and distinguish environmental sounds. • 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"> • Give an opinion to express how they feel about a piece of music. • Recognise repeated patterns. • Identify the difference between a 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. 	<ul style="list-style-type: none"> • Identify features when listening to music. Begin to associate sounds they hear with instruments. • Identify the beat in a piece of music and tap along. • Listen carefully to recall short rhythmic patterns. • Begin to recognise changes in timbre, dynamics and pitch • Recognise and name different instruments by sight. • Evaluate and improve their own work and give reasons. • Listen to simple inter-related dimensions of music. • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike about a piece of music.

Progressive vocabulary	Happy, sad, feelings, like, dislike	Instrument, percussion, names of percussion instruments,	Orchestra, ensemble, duet, section, stringed instrument, woodwind, brass
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