

## Music progression of knowledge and skills

### Level expected at the end of EYFS (ELG)

- Sing a range of well-known nursery rhymes and songs.
- Sing songs, make music and dance, and experiment with ways of changing them.
- Perform songs, rhymes, poems and stories with others.
- Try to move in time with music.
- Represent their own ideas, thoughts and feelings through music and dance

### KS1 National Curriculum Expectations

- 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 interrelated dimensions of music

	Nursery	Reception	Year 1	Year 2
Singing	<p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p> <p>Begins to build a repertoire of songs and rhymes</p>	<p>Experiments and creates movement in response to music, stories and ideas</p> <p>Sings to self and makes up simple songs</p> <p>Uses combinations of art forms, e.g. moving and singing</p> <p>Begins to build a repertoire of songs</p> <ul style="list-style-type: none"> <li>• Children are taught new songs regularly, usually related to the focus of the teaching</li> <li>• Songs taught for various festivals throughout the year eg Christmas/Diwali</li> <li>• Weekly year group singing session to build the skills of singing together</li> </ul>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Playing Instruments</b>	<p>Creates rhythmic sounds and movements</p> <p>Experiments with percussive instruments, both tuned and untuned</p>	<p>Creates sounds and movements</p> <p>Explores the different sounds of instruments:</p> <ul style="list-style-type: none"> <li>• Continue to explore using musical instruments, both tuned and untuned</li> <li>• Instruments used to illustrate simple stories eg The Colour Monsters</li> </ul>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Improvising / Exploring</b>	<p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p> <p>Creates rhythmic sounds and movements</p>	<ul style="list-style-type: none"> <li>• Children learn rhythms through stories eg The Gingerbread Man</li> </ul> <p>Chooses particular instruments/ sounds for their own imaginative purposes</p> <p>Responds imaginatively to music e.g. this music sounds likes dinosaurs</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>

<b>Composing</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	Creates rhythmic sounds and movements	<ul style="list-style-type: none"> <li>• Conducting using cards eg cheetah for fast / tortoise for slow</li> </ul>	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>
<b>Listening</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	Beginning to describe sounds and music imaginatively, e.g. scary music	<ul style="list-style-type: none"> <li>• Dance lessons involve moving to music from different genres and cultures, extending to simple dance sequences</li> </ul>	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>
<b>Appraising</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	Beginning to describe sounds and music imaginatively, e.g. scary music	<ul style="list-style-type: none"> <li>• Performing what they have discovered on the outdoor stage</li> <li>• Score cards to evaluate other children's musical compositions</li> </ul>	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>



