

## Music Progression of Skills

The document below demonstrates how we structure and sequence our music curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

| Year Group | Singing   | Playing tuned and untuned percussion instruments  | Listening and responding  | Creating and composing  |
|------------|---|---|---|---|
| EYFS       | <p>Join in and sing simple unison songs with a repeated refrain.</p> <p>Sing well known nursery rhymes.</p> <p>Join in with simple actions in songs.</p> <p>Sing high and low sounds and loud and soft sounds.</p> <p>Join in and stop where required.</p> <p>Develop the confidence to sing with others in front of an audience.</p> | <p>Explore the sounds made by different tuned and untuned percussion instruments.</p> <p>Match common instruments to the correct sound from a limited range.</p> <p>Play untuned instruments or clap to a steady beat in a familiar song.</p> <p>Repeat and perform simple, short rhythmical patterns.</p> <p>Play loud and soft sounds, short and long sounds and high and low sounds from a verbal instruction.</p> | <p>Talk about how the music makes you feel e.g. it is happy music or sad music?</p> <p>Recognise repeated patterns and refrains e.g. in nursery rhymes.</p> <p>Describe music they listen to using everyday language.</p> <p>Respond to music through simple movements.</p> | <p>Experiment making sounds with a variety of instruments.</p> <p>Make own simple compositions through play.</p> <p>Play untuned instruments or clap to a steady beat in a familiar song.</p> <p>Create long and short sounds.</p> <p>Create high and low sounds.</p> <p>Create loud and soft sounds.</p> <p>Join in and stop where required.</p> |

| Year Group | Singing  | Playing tuned and untuned percussion instruments   | Listening and responding  | Creating and composing  |
|------------|--|--|---|---|
| 1          | <p>Sing echoes and refrains with accuracy.</p> <p>Accompany singing with simple actions in time to the music.</p> <p>Sing with an awareness of other performers.</p> <p>Sing familiar songs in unison with a basic awareness of pulse, rhythm and pitch.</p> <p>Use the voice to create loud and soft sounds, high and low sounds etc.</p> <p>Use the voice in different ways such as speaking, singing and chanting.</p> <p>Join in and stop where required.</p> <p>Sing with others in front of an audience.</p> | <p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care and attention.</p> <p>Recognise the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> <p>Play instruments showing an awareness of others.</p> <p>Repeat and perform simple rhythmical patterns.</p> <p>Perform sounds in response to symbols, e.g. a long sound, a short sound, a loud sound, a quiet sound.</p> <p>Play simple tuned instruments from a limited range of notes, e.g. playing A and B on a recorder.</p> | <p>Talk about how the music makes you feel e.g. it is happy music. It makes you feel excited, sleepy, sad.</p> <p>Make simple suggestions about what could make their own work or that of others better, e.g. play slower, louder, quieter.</p> <p>Recognise repeated patterns and refrains.</p> <p>Describe music they listen to using everyday language.</p> <p>Listen to music and respond by using hand and whole body movements.</p> | <p>Choose different instruments, including the voice, to create sound effects.</p> <p>Investigate a variety of ways to create sound with different instruments.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p> <p>Create a sequence of long and short sounds including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Join in and stop where required.</p> <p>Perform sounds in response to symbols, e.g. a long sound, a short sound, a loud sound, a quiet sound.</p> |

| Year Group | Singing   | Playing tuned and untuned percussion instruments   | Listening and responding   | Creating and composing   |
|------------|---|--|--|--|
| 2          | <p>Sing songs in unison with a sense of the shape of a melody.</p> <p>Sing familiar songs with an awareness of pulse, rhythm, pitch and phrase length, knowing where to breathe.</p> <p>Respond to simple conducting when singing, e.g. dynamics.</p> <p>Modify their singing to reflect the feel of the music, e.g. volume, emotion, expression.</p> <p>Improvise in making sounds with the voice.</p> <p>Sing in a group with expression and confidence to an audience.</p> | <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Choose an instrument for a specific purpose, making informed choices and changes as required.</p> <p>Perform simple rhythmical patterns and accompaniments with accuracy.</p> <p>Play instruments to a steady pulse with accuracy.</p> <p>Follow a simple score of symbols.</p> <p>Find different ways of playing the same instrument to create different sound effects.</p> <p>Play simple tuned instruments in time from a limited range of notes, e.g. chime bars.</p> | <p>Respond to different moods in the music and explain their thinking. Express this through words, art and movement, e.g. dance.</p> <p>Identify what improvements can be made to their own works and make these changes, e.g. altering use of voice, choosing different instruments.</p> <p>Describe music they listen to using simple musical terms.</p> <p>Express ideas and feelings about music. Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition and that of others.</p> | <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect.</p> <p>Create short musical patterns.</p> <p>Explore changes in pitch, volume and duration to communicate an idea.</p> <p>Follow a simple score of symbols.</p> <p>Represent sounds with their own symbols.</p> <p>Create, select and combine sounds.</p> |

