

Music Progression of Skills

EYFS - Music			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their 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.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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 making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<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.

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National Curriculum		Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Performing	<ul style="list-style-type: none"> I can sing with a sense of the shape of the melody I can start and finish performing together realizing the need for silence before and afterwards I can perform with awareness of others and realizing that some songs need to be sung softly and others loudly 	<ul style="list-style-type: none"> I can sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences. I can sing in parts and rounds, maintaining awareness of what others are doing. I realise where the part that I am singing fits into the song as a whole. I can sing songs that help me with my learning about a particular topic and use these to expand my knowledge.
Listen with concentration and understanding to a range of high-quality live and recorded music	Performing	<ul style="list-style-type: none"> I can respond to given starting points such as an animal or character. I am able to compose simple musical patterns, copy rhythms, and work cooperatively as part of a group. I can experiment with a range of ways to create sounds using the same instrument (scrapping, tapping, shaking etc.) 	<ul style="list-style-type: none"> I can order sounds within simple structures such as beginning, middle and end. I am able to rehearse and refine in order to improve my capability and quality of work when working individually or in small groups. I can create and choose sounds in response to given starting points (e.g a storm or a story)
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listening and Context	<ul style="list-style-type: none"> I can listen to a range of stimuli, expressing opinion and noting mood and simple musical elements such as loud and soft or fast and slow. 	<ul style="list-style-type: none"> I can listen to a range of stimuli noticing many of the key elements, such as beat, rhythm, instruments playing and musical style.

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		<ul style="list-style-type: none"> • I can listening to certain pieces of music and describe some of the pictures and images this creates in my imagination. • I can name some of the instruments that I can hear. 	<ul style="list-style-type: none"> • I am able to hear differences in music from other cultures when compared and contrasted to that of my own. • I can discuss how a particular piece of music makes me feel and compare it to another piece of music I might have heard.
Play tuned and untuned instruments musically.	Composing	<ul style="list-style-type: none"> • I can imitate some elements of a particular style or take influence from pieces of music that I have listened to. • I can combine simple musical elements to create a piece of music based around a simple theme and to a simple criteria (e.g. A storm) • I can analyse my performance, discussing what I liked about it and what I feel I could improve. • I can go back and improve my own work. 	<ul style="list-style-type: none"> • I can devise my own musical sequences, taking into account elements such as speed, volume and beat. • I can work as a class, in a group and on my own. • I can represent sounds with symbols if I feel it would help me. • I can recognise how the musical elements can be used to create different moods and effects and communicate ideas. • I can discuss what I was aiming to do and to what extent I achieved my aim.