



Sitwell Infant School

Progression in Music

	Use voice expressively and creatively	Vocabulary
Foundation Stage children should...	• Sing familiar songs, chants and rhymes, building a repertoire and perform movements to steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds.	Sing, perform, beat, speed, pitch, high, low, loud, soft, voice, mood, feelings
Year 1 children should...	• Explore the use of the voice in different ways such as speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. • Find out how to sing with expression, confidence and creativity to an audience.	Sing, chant, speak, rhythm, pulse, pitch (high and low), tune, expression, creativity, perform, rehearse
Year 2 children should...	• Sing with a sense of the shape of a melody. • To represent sounds with symbols. • To improvise in making sounds with the voice. • Perform songs using creativity and expression and create dramatic effect.	Melody, sounds, symbols, improvise, creativity, expression, dramatic effect.



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Progression in Music

	Play tuned and untuned instruments musically	Vocabulary
Foundation Stage children Should...	• Tap out simple repeated rhythms. • Explore the different sounds instruments make and how the sounds can be changed. • Understand how to hold and play an instrument with care. • Play instruments to a steady beat. • Choose an instrument to create a specific sound.	Rhythm, beat, instrument, sound, repeat.
Year 1 children should...	• Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols e.g. long and slow. • Explore different ways to play instruments e.g. shaking, hitting, plucking and scraping. • Understand how to play an instrument with care and attention. • Perform simple patterns and accompaniments keeping to a steady pulse.	Beat, rhythm, pulse, patterns, symbols, accompany, perform
Year 2 children should...	• Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised. • Respond to starting points that have been given, choosing carefully and ordering sounds within simple structures such as beginning, middle and end. • Understand how to control playing a musical instrument so that they sound as they should.	Beat, rhythm, pulse, patterns, symbols, accompaniments, perform, respond, organise, control



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	Listen with concentration and understanding	Vocabulary
Foundation Stage children should...	- Shows interest in play with sounds, songs and rhymes. - Joins in with repeated refrains. - Listen to different sounds (animal noise, water etc) and respond with voice and movement. - Listen to music and respond by using hand and whole body movements. - Express feelings in music by responding to different moods in a musical score.	Listen, respond, voice, sound, movement, feelings, moods, attention, concentration, focus
Year 1 children should...	- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). - Reflect on music (live performances and recorded) and say how it makes people feel, act and move. - Recognise that sections of music can sound the same or different. - Recognize fast, medium and slow tempos. - Respond to different composers and discuss different genres of music.	Sounds, listen, represent, respond, reflect, ideas, feelings, moods, composer, genre, tempo, fast, slow, medium
Year 2 children should...	- Understand how the musical elements can be used to create different moods and effects, and communicate ideas (pitch, duration, dynamics, tempo, timbre, texture and silence). Know how music can be used for different purposes (e.g. lullaby). - Listen and understand how to improve own composition. - Sort composers in to different genres and instruments in to different types.	Sounds, listen, represent, respond, reflect, ideas, feelings, moods, composer, genre pitch, duration, dynamics, tempo, timbre, texture, silence



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	Experiment with, create, select and combine sounds	Vocabulary
Foundation Stage children should ...	• Makes up rhythms. • Sings to self and makes up simple songs. • Choose different instruments, including the voice, to create sound effects in play. • Investigate a variety of ways to create sound with different materials. • Experiment with performing songs and music together with body movements to a steady beat. • Represent own ideas, thoughts and feelings through music. • Talk about how they change or improve their work.	Create, investigate, experiment, perform, represent, ideas, thoughts, feelings
Year 1 children should...	• Identify simple repeated patterns and follow musical instructions. • Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc). Respond to different moods in music and recognise changes in sound. • Explore own ideas and change as desired.	Repeat, create, pattern, instruction, sequence, moods, change, explore.
Year 2 children should...	• Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect (including use of ICT). • Create short musical patterns. Represent sounds with simple symbols. • Explore changes in pitch to communicate an idea. • Identify what improvements could be made to own work and make changes, including altering use of voice, playing of, and choice of instrument.	Beginning, middle, end, effect, represent, symbol, communicate, improve, alter.