



Music Progression of Skills



	Reception	Year 1	Year 2
Singing	<ul style="list-style-type: none"> To begins to build a repertoire of songs and dances. To sing songs, make music and dance. To use the voice to make loud and quiet sounds. 	<ul style="list-style-type: none"> To explore the use of the voice in different ways such as speaking, singing, rhymes and chanting Use the voice to produce rhythm and pulse. To use the voice and body to make short/ long sounds. <ul style="list-style-type: none"> To sing using clarity, expression, confidence and creativity 	<ul style="list-style-type: none"> To sing with a sense of a melody and correct pitch To perform a wide range of songs, chants and rhymes using expression and creativity. To perform with others and understand their part in the song. To use the voice to create musical texture.
	ELG – Children to sing songs and experiment with ways of changing them.	KS1 NC: Singing - to use their voices expressively and creatively by singing songs and speaking chants and rhymes	KS1 NC: Singing - to use their voices expressively and creatively by singing songs and speaking chants and rhymes
Listening	<ul style="list-style-type: none"> To listen and respond to music through movement. To listen and appraise different musical styles. 	<ul style="list-style-type: none"> To listen to a range of high- quality live and recorded music. To reflect on music to how it makes them feel. To say if they like or dislike a piece of music Respond to different composers and discuss different genres of music Name any instruments they can hear. 	<ul style="list-style-type: none"> To listen to a range of high-quality live and recorded music, noticing many of the key elements such as beat, rhythm, instruments playing and musical style. To recognise elements such as fast, slow, loud quiet. To notice how music can create different moods. To say how a piece of music
		<ul style="list-style-type: none"> To note musical elements such as 	<ul style="list-style-type: none"> makes them feel and

Composing		<p>loud, quiet, fast, slow</p> <ul style="list-style-type: none"> To identify the structure of a piece of music. 	compare to another piece
		KS1 NC: Listening - to listen with concentration and understanding to a range of high-quality live and recorded music KS1	KS1 NC: Listening - to listen with concentration and understanding to a range of high-quality live and recorded music KS1
	<ul style="list-style-type: none"> To explore sounds made my percussion instruments. To explore different pitches. 	<ul style="list-style-type: none"> To choose sounds to represent scenes and feelings. Combine simple musical elements to create a piece of music based on a theme e.g. a storm. To use the inter-related dimensions of music (loud/ quiet, fast/ slow, high/ low) to create different effects. To listen and understand how to improve my work. To confidentially compose with the notes C, D and E on the glockenspiel. 	<ul style="list-style-type: none"> To work as part of a class, group or solo. To carefully order sounds to show a beginning, middle and end. To recognise how the musical elements can be used to create different moods and effects e.g. for a story. To create my own musical sequence taking into account features such as using the inter-related dimensions of music e.g. speed, volume and beat. To improve my own work. To confidentially compose with 5 notes on the glockenspiel.
	<p>ELG- To represent their own ideas, thoughts and feelings through music.</p> <p>ELG – Children to sing songs and experiment with ways of changing them.</p>	NC: Composing - to experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC: Composing - to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Performing	<ul style="list-style-type: none"> • To explore sounds with different instruments • To make and identify different dynamics e.g. loud and quiet. • To copy a simple pattern. • To learn and perform a wide range of different songs and experiment with ways to change them. 	<ul style="list-style-type: none"> • To understand how to play an instrument with care and attention • To make long and short sounds with tuned and untuned instruments. • To play rhythmic patterns on an instrument. • To learn to play sounds linking to symbols. • To repeat and investigate simple beats and rhythms also through clapping. • To play 3 notes on the glockenspiel including C. 	<ul style="list-style-type: none"> • To perform simple patterns and accompaniments keeping to a steady pulse. • To understand how to control playing the musical instrument to sound the way it should. • To play a untuned and tunes instrument changing dynamics and tempo. • To create and choose sounds in response to given starting points. • To play 5 notes on the glockenspiel including G, D and C.
	ELG – Children to sing songs and experiment with ways of changing them.	KS1 NC: Performing - to play tuned and untuned instruments musically	KS1 NC: Performing - to play tuned and untuned instruments musically
Vocabulary	Beat, clap, listen, instrument, loud, pulse, quiet, rhythm, smooth, sound, speed, volume, pluck, hit, shake.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

ELG/ KS1 curriculum objectives