

Progression of Knowledge and Skills in Music

	EYFS	Key Stage One	
		Cycle A	Cycle B
Singing	- To be able to speak and chant as a group. - To be able to sing simple songs from memory as part of a group or individually matching the pitch and following the melody. - To sing songs demonstrating increasing vocal control - To build a repertoire of songs - To be able to sing songs in different styles conveying different moods (happy, sad, angry etc..) and with a sense of enjoyment - Perform an action or a sound (clapping, stamping etc..) on the steady beat whilst singing	Year One Focus - Sing in time to a steady beat - Sing a song with contrasting high and low melodies - Control vocal dynamics, duration and timbre - Sing a song together as a group - Use voices to create descriptive sounds Year Two Focus - Sing words clearly and breathing at the end of phrases. - Convey the mood or meaning of the song. - Chant and sing in two parts while playing a steady beat - Sing with expression, paying attention to the pitch shape of the melody - Understand pitch through singing, movement and note names - Prepare and improve a performance using movement, voice and percussion	Year One Focus - Sing in time to a steady beat - Sing a song with contrasting high and low melodies - Control vocal dynamics, duration and timbre - Sing a song together as a group - Use voices to create descriptive sounds Year Two Focus - Sing words clearly and breathing at the end of phrases. - Convey the mood or meaning of the song. - Chant and sing in two parts while playing a steady beat - Sing with expression, paying attention to the pitch shape of the melody - Understand pitch through singing, movement and note names - Prepare and improve a performance using movement, voice and percussion

Playing Instruments	• To know how to hold untuned percussion instruments effectively to play them • To be able to play untuned percussion instruments by shaking, scraping, rattling, tapping etc... • To be able to follow an adults lead to play instruments loudly, quietly, fast or slow • To be able to play a steady beat with adult support • To be able to play the rhythmic pattern of a spoken words e.g. 'hungry caterpillar' with adult support • To be able to follow an adult lead to tap out simple repeated rhythms • To perform simple pieces of music as part of a group or by themselves.	Year One Focus • Imitate a rhythm pattern on an instrument • Play a repeated rhythmic pattern (rhythm ostinato) to accompany a song • Play a single pitched note to accompany an song (drone) • Follow simple hand signals indicating: loud / quiet and start / stop • Identify and keep a steady beat using instruments • Explore and control dynamics, duration and timbre when playing instruments. • Play percussion instruments at different speeds (tempo) • Play and control changes in tempo • Explore the and find different ways to vary their sound • Play fast, slow, loud and quiet sounds on percussion instruments • Use instruments to create descriptive sounds Year Two Focus • Play with control maintaining a steady beat or getting faster / slower or louder or quieter as required • Perform a sequence of sounds using a graphic score • Work and perform in small groups • Demonstrate some confidence in performing as a group and as an individual • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned instruments • Accompany a song with vocal, body percussion and instruments • Use instruments expressively in response to visual stimuli	Year One Focus • Imitate a rhythm pattern on an instrument • Play a repeated rhythmic pattern (rhythm ostinato) to accompany a song • Play a single pitched note to accompany an song (drone) • Follow simple hand signals indicating: loud / quiet and start / stop • Identify and keep a steady beat using instruments • Explore and control dynamics, duration and timbre when playing instruments. • Play percussion instruments at different speeds (tempo) • Play and control changes in tempo • Explore sounds on instruments and find different ways to vary their sound • Play fast, slow, loud and quiet sounds on percussion instruments • Use instruments to create descriptive sounds Year Two Focus • Play with control maintaining a steady beat or getting faster / slower or louder or quieter as required • Perform a sequence of sounds using a graphic score • Work and perform in small groups • Demonstrate some confidence in performing as a group and as an individual • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned instruments • Accompany a song with vocal, body percussion and instruments • Use instruments expressively in response to visual stimuli
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Improvising / Exploring	- To explore the different sounds they can make with their voice or body - Experiment with ways of playing instruments, e.g. volume (dynamics), speed (tempo), character of sounds such as tapping / shaking a tambourine (timbre) - To be able to physically interpret the sound of instruments e.g. tiptoes to the sound of a xylophone - To be able to develop their own dances in response to music	Year One Focus - To respond to music through movement - Create a soundscape using instruments - To explore different sound sources and materials - To explore sounds on instruments and find different ways to vary their sound Year Two Focus - To explore timbre and texture to understand how sounds can be descriptive - To combine sounds to create a musical effect in response to visual stimuli - To explore vocal sounds to create descriptive musical effects - To explore different ways to organise music	Year One Focus - To respond to music through movement - Create a soundscape using instruments - To explore different sound sources and materials - To explore sounds on instruments and find different ways to vary their sound Year Two Focus - To explore timbre and texture to understand how sounds can be descriptive - To combine sounds to create a musical effect in response to visual stimuli - To explore vocal sounds to create descriptive musical effects - To explore different ways to organise music
Composing	To be able to suggest vocal, body and instrumental sound effects to a story with adult support	Year One Focus - To create, play and combine simple word rhythms - To create a picture in sound - Compose own sequence of sounds with help and perform Year Two Focus - To compose music to illustrate a story - Perform and create simple three and four beat rhythms using a simple score - To write down their compositions using symbols, pictures or patterns.	Year One Focus - To create, play and combine simple word rhythms - To create a picture in sound - Compose own sequence of sounds with help and perform Year Two Focus - To compose music to illustrate a story - Perform and create simple three and four beat rhythms using a simple score To write down their compositions using symbols, pictures or patterns.

Listening & Appraising	• To be able to listen to music with increasing attention • Recognise and respond through movement / dance to the different musical characteristics and moods of music • To create a visual representation of a piece of music e.g. mark making or drawing a picture • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • To begin to identify different qualities of sound such as scratchy, clicking, ringing (timbre) • To be able to talk about what they like or dislike about a piece of music in simple terms • Begin to use the musical terms: louder, quieter, faster, slower, higher and lower • To be able to describe music e.g. scary / happy	Year One Focus • To listen in detail to a piece of orchestral music e.g. identify instruments • Begin to articulate how changes in speed, pitch and dynamics effect the mood of a piece of music • To be able to recognise and respond to changes in tempo in music • Listen to a piece of music and move in time to its steady beat • To be able to identify changes in pitch and respond to them with movement • To understand how music can tell a story • To be able to identify a sequence of sounds (structure) in a piece of music • Understand musical structure by listening and responding through movement • To identify metre (the count) by recognising its pattern • Identify a repeated rhythm pattern Year Two Focus • To be able to listen in detail to a piece of orchestral music e.g. identify how it depicts a season • To listen, describe and respond to contemporary orchestral music • Recognise and respond to different changes of speed (tempo) / volume (dynamics) and pitch • To match descriptive sounds to images • To listen to and repeat back rhythmic patterns on the instruments and body percussion • To be able to identify rising and falling pitch • Begin to use music terminology when describing how the mood is created in a piece of music	Year One Focus • To listen in detail to a piece of orchestral music e.g. identify instruments • Begin to articulate how changes in speed, pitch and dynamics effect the mood of a piece of music • To be able to recognise and respond to changes in tempo in music • Listen to a piece of music and move in time to its steady beat • To be able to identify changes in pitch and respond to them with movement • To understand how music can tell a story • To be able to identify a sequence of sounds (structure) in a piece of music • Understand musical structure by listening and responding through movement • To identify metre (the count) by recognising its pattern • Identify a repeated rhythm pattern Year Two Focus • To be able to listen in detail to a piece of orchestral music e.g. identify how it depicts a season • To listen, describe and respond to contemporary orchestral music • Recognise and respond to different changes of speed (tempo) / volume (dynamics) and pitch • To match descriptive sounds to images • To listen to and repeat back rhythmic patterns on the instruments and body percussion • To be able to identify rising and falling pitch • Begin to use music terminology when describing how the mood is created in a piece of music
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