



Music Curriculum Progression Skills



Expressive Arts and Design	End of EYFS Expectations	
Being Imaginative and Expressive	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.	
Aspect	Key Stage 1	
	End of Year 1 Expectations	End of Year 2 Expectations
Strand: Perform (includes singing)	<ul style="list-style-type: none"> • Speak and chant in a group • Sing songs in different style, conveying different moods and with increasing vocal control (dynamics, clear words etc.) • Co-ordinate actions to go with songs • Sing a variety of songs 	<ul style="list-style-type: none"> • Have more control over their breathing, dynamics and diction • Have more accuracy in their pitching • Identify when pitch is getting higher/lower and use their voice to recreate a note of the same pitch • Follow a leader and signals such as start/stop
Strand: Instrumental	<ul style="list-style-type: none"> • Play instruments in a way that makes a sound (scrapping, tapping, shaking etc.)` • Play in time to a steady beat, using instruments or body sounds • Imitate a simple rhythm or pattern on an instrument • Play a repeated rhythm (ostinato) to accompany a song • Play a single pitched note (drone) to accompany a song • Play, with support the rhythm of a spoken sentence or short phrase • Follow simple hand signals for stop/start and loud/quiet 	<ul style="list-style-type: none"> • Show control in maintaining a steady beat, changing tempo and changing dynamics • Perform a repeated two-note ostinato to accompany a song • Perform a rhythmic accompaniment to a song • Perform a sequence of sounds using a graphic score • Follow a leader to start and stop together • Demonstrate growing confidence in performing individually or as part of a small group
Strand: Explore and Compose	<ul style="list-style-type: none"> • Make different sounds using their bodies, found objects, voices and conventional instruments (timbre) • Make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast/slow (tempo) • Begin to understand that different sounds can convey mood/feeling • Add chosen sounds to appropriate moments in a narrative • Sort and name different sounds according to a given or their own criteria • Create a sequence of different sounds in response to a given stimuli 	<ul style="list-style-type: none"> • Make different sounds using their voice and hands (timbre) • Make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast/slow (tempo) • Explore 'shapes' of melodies rhythmic patterns • Choose musical sound effects to follow a story or match a picture • Use graphics/symbols to represent the sounds they have made • Compose and perform their own sequence o sounds without support



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Strand: Listen and Appraise

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| <h3>Strand: Listen and Appraise</h3> | <ul style="list-style-type: none">• Move in time to a steady beat• Respond through movement to different characteristics and mood of music• Recognise the sounds of classroom percussion instruments and name them• Begin to use musical terms (quiet, loud, high, low, fast, slow etc.)• Begin to articulate how changes in speed, pitch and dynamics convey and effect mood | <ul style="list-style-type: none">• Listen with increase concentration• Recognise difference in pitch that can be heard• Recognise how sounds are made (tapping, scraping, hitting etc.)• Recognise changes in tempo, dynamics and pitch,• Begin to use musical terminology to describe mood ('The mood is sad because the music is very slow') |
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