



Progression of skills - Music

Knowledge (National Curriculum)

Perform (including singing)

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Instruments

- play tuned and untuned instruments musically.

Listen and appraise

- Listen with concentration and understanding to a range of high-quality live and recorded music.

Explore and compose

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

	3 & 4 year olds Reception ELG	Year 1	Year 2	End of key stage expectation
Perform (including singing)	<p>Can I remember and sing entire songs?</p> <p>Can I sing the pitch of a tune sung by another person ('pitch match')?</p> <p>Can I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs?</p> <p>Can I create my own song or improvise a song around one I know?</p>	<p>Can I speak and chant in a group?</p> <p>Can I sing songs in different styles, conveying different moods and with increasing vocal control? (breathing, dynamics, clear words)</p> <p>Can I co-ordinate actions to go with songs and sing a variety of songs?</p>	<p>Can I have more control over my breathing, dynamics and diction?</p> <p>Can I identify when pitch is getting higher/lower and use my voice to recreate a note of the same pitch?</p> <p>Can I follow a leader and signals such as start/stop?</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>



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	<p>Can I sing in a group or on my own, increasingly matching the pitch and following the melody?</p> <p>Can I explore and engage in music making and dance, performing solo or in a group?</p> <p>ELG Can I sing a range of well-known nursery rhymes and songs?</p> <p>Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music?</p>			
Instruments	<p>Can I play instruments with increasing control to express my feelings and ideas?</p>	<p>Can I play instruments in any way that makes a sound (scraping, tapping, shaking)</p> <p>Can I play in time to a steady beat, using instruments or body sounds?</p> <p>Can I play loudly, quietly, fast or slow?</p>	<p>Can I show control in maintaining a steady beat, changing tempo and changing dynamics?</p> <p>Can I perform a repeated two-note ostinato to accompany a song?</p> <p>Can I perform a rhythmic accompaniment to a song?</p>	<p>Play tuned and untuned instruments musically.</p>



Progression of skills - Music

		<p>Can I imitate a simple rhythm or pattern on an instrument?</p> <p>Can I play a repeated rhythm (ostinato) to accompany a song?</p> <p>Can I play a single pitched note (drone) to accompany a song?</p> <p>Can I play, with support the rhythm of a spoken sentence or short phrase?</p> <p>Can I follow simple hand signals for stop/start and loud/quiet?</p>	<p>Can I perform a sequence of sounds using a graphic score?</p> <p>Can I follow a leader to start and stop together?</p> <p>Can I demonstrate growing confidence in performing individually or as part of a small group?</p>	
Listen and appraise	Can I listen attentively, move to and talk about music, expressing my feelings and responses?	<p>Can I move in time to a steady beat?</p> <p>Can I respond through movement to different characteristics and moods of music?</p> <p>Can I recognise the sounds of classroom percussion instruments and name them?</p>	<p>Can I listen with increased concentration?</p> <p>Can I recognise difference in pitch that can be heard?</p> <p>Can I recognise how sounds are made? (tapping scraping hitting)</p> <p>Can I recognise changes in tempo, dynamics and pitch?</p>	Listen with concentration and understanding to a range of high-quality live and recorded music.



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		<p>Can I begin to use musical terms? (quiet, loud, high, low, fast, slow etc.)</p> <p>Can I begin to articulate how changes in speed, pitch and dynamics convey and affect mood?</p>	<p>Can I begin to use musical terminology to describe mood? ('The mood is sad because the music is very slow' etc)</p>	
Explore and compose	<p>Can I create my own songs or improvise around a song I already know?</p> <p>Can I create collaboratively sharing ideas, resources and skills?</p>	<p>Can I make different sounds using my body, found objects, voice and conventional instruments? (timbre)</p> <p>Can I make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast and slow (tempo)?</p> <p>Can I begin to understand that different sounds can convey mood/feeling?</p> <p>Can I add chosen sounds to appropriate moments in a narrative?</p> <p>Can I sort and name different sounds according to a given or my own criteria?</p>	<p>Can I make different sounds using my voice and hands? (timbre)</p> <p>Can I make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast and slow (tempo)?</p> <p>Can I explore 'shapes' of melodies and rhythmic patterns?</p> <p>Can I choose musical sound effects to follow a story or match a picture?</p> <p>Can I use graphics/symbols to represent the sounds I have made?</p>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Progression of skills - Music

		Can I create a sequence of different sounds in response to a given stimuli?	Can I use these symbols to make a simple score of the music? Can I compose and perform my own sequence of sounds without support?	
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