

## Progression of skills 2021/2022

### Music



#### EYFS

|                                   | Nursery  | Reception  |
|-----------------------------------|--|--|
| <b>Communication and Language</b> | <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> </ul>  | <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>  |
| <b>Physical Development</b>       | <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers,</li> <li>paint and make marks.</li> </ul>   | <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> </ul>   |
| <b>Expressive Art and Design</b>  | <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> |



## Progression of skills 2020/2021

### Music



| KS1                             |   |  |
|---------------------------------|---|--|
|                                 | Year 1  | Year 2   |
| <b>Singing</b>                  | <ul style="list-style-type: none"> <li>• Sing simple songs and chants with actions</li> <li>• Sing with awareness of pitch and volume</li> <li>• Sing with an awareness of steady beat/ pulse of the music.</li> <li>• Enjoy joining in with singing games with enthusiasm.</li> <li>• Sing confidently and expressively as part of a group.</li> <li>• Explore making long and short sounds with their voice.</li> <li>• Use voice to create sounds (humming, whispers, clicks and whistles)</li> </ul>  | <ul style="list-style-type: none"> <li>• Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>• Explore singing the same song but in a variety of different ways</li> <li>• Enjoy singing different parts of a song.</li> <li>• Sing songs using expression and in tune within different levels of pitch.</li> <li>• Develop an awareness of phrase length and knowing when to breathe to best support sound production when singing.</li> </ul>   |
| <b>Vocabulary</b>               | <ul style="list-style-type: none"> <li>• Volume, loud, quiet, pitch, pulse, steady beat, long, short, sound, chant, melody, rhythm, voice, hum, whisper, whistle, click, percussion, instruments, patterns</li> </ul>   | <ul style="list-style-type: none"> <li>• Volume, loud, quiet, pitch, pulse, steady beat, long, short, sound, phrase, chant, melody, rhythm, voice, steady, percussion, instruments, patterns, breathe</li> </ul>   |
| <b>Listening and Appraising</b> | <ul style="list-style-type: none"> <li>• Listen to and discuss basic features of a piece of music.</li> <li>• Talk about music heard with appropriate vocabulary.</li> <li>• Begin to explore how music can affect emotions</li> <li>• Recognise how music enriches our lives</li> <li>• Name some genres of music.</li> <li>• Confidently and accurately exploring the pulse/steady beat.</li> <li>• Develop the ability to differentiate between instruments when listening to them and discuss the texture.</li> <li>• Hear feel the pulse in music.</li> <li>• Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>• Think of ways to improve their compositions</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to a piece and confidently discuss the interrelated dimensions of music – texture, timbre, structure etc. Talk about music heard with appropriate vocabulary.</li> <li>• Recognise changes and compare different phrases in a piece of music. Begin to explore how music can affect emotions.</li> <li>• Name different common genres of music and their features.</li> <li>• Recognise how music enriches our lives.</li> <li>• Compare two contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>• Think of ways to improve their compositions.</li> </ul> |
| <b>Vocabulary</b>               | <ul style="list-style-type: none"> <li>• Pulse, steady beat, genre, type, emotions vocab, composers, pitch, tempo, similarities, differences</li> </ul>   | <ul style="list-style-type: none"> <li>• Pulse, steady beat, genre, type, emotions vocab, composers, pitch, tempo, similarities, differences</li> </ul>  |
| <b>Playing and Performing</b>   | <ul style="list-style-type: none"> <li>• Explore copying a simple beat</li> <li>• Explore using simple graphic notation such as pictures to record what they are playing.</li> <li>• Select instruments for different purposes.</li> </ul>  | <ul style="list-style-type: none"> <li>• Enjoy confidently playing a wide variety of tuned and un-tuned instruments.</li> <li>• To handle instruments correctly and confidently.</li> <li>• Choose instruments that fit a brief and to identify different groups of</li> </ul>   |

|                               |   |  |
|-------------------------------|---|--|
|                               | <ul style="list-style-type: none"> <li>• Keep a steady beat and copy simple rhythms</li> <li>• Start and stop together on direction.</li> <li>• Enjoy playing an instrument with a part of a song they perform.</li> <li>• Identify some simple groups of instruments</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> </ul>  | <p>instruments.</p> <ul style="list-style-type: none"> <li>• Use more complex graphic notation such as symbols to record what they are playing</li> <li>• Start and stop together on direction.</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> <li>• Keep a steady beat and copy simple rhythm patterns</li> </ul>   |
| <b>Vocabulary</b>             | <ul style="list-style-type: none"> <li>• Beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</li> </ul>  | <ul style="list-style-type: none"> <li>• Beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</li> </ul>   |
| <b>Creating and Composing</b> | <ul style="list-style-type: none"> <li>• Create simple beats alone or in a group.</li> <li>• Create and clap own rhythms.</li> <li>• Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>• Use instruments to reflect a topic or add sound effects to a story.</li> <li>• Choose appropriate sounds to represent something.</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> <li>• Record a simple composition using notation such as cubes or symbols.</li> <li>• Evaluate own compositions and recognise areas for improvement or change.</li> <li>• Name some famous composers and name pieces of their work.</li> </ul> | <ul style="list-style-type: none"> <li>• Create and clap own rhythms.</li> <li>• Order sounds to create a beginning, middle and end in a composition</li> <li>• Create patterns of sound – long/short, high/low, loud/soft (quiet). Build on simple graphic notation and start to compose with 2 or 3 notes.</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> <li>• Use instruments to reflect a topic or add sound effects to a story.</li> <li>• Evaluate and appraise own compositions and contribute ideas to a group/class composition.</li> <li>• Know the names of famous composers and name some of their works.</li> </ul> |
| <b>Vocabulary</b>             | <ul style="list-style-type: none"> <li>• Clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration</li> </ul>   | <ul style="list-style-type: none"> <li>• Clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, percussion</li> </ul>  |