

# Knowledge and Skills Progression for Music

*Together we Develop, Inspire, Succeed*



| Skills           | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Listening</b> | <p>To respond to music with movement, altering it to reflect the tempo, dynamics or pitch of the music (<i>e.g. dragon dancing</i>).</p> <p>To explore lyrics by suggesting appropriate actions.</p> <p>To explore the story behind the lyrics or music.</p> <p>To listen to and follow a beat using body percussion and instruments.</p> <p>To consider whether a piece of music has a fast, moderate or slow tempo.</p> <p>To listen to sounds and match to the object or instrument.</p> <p>Listen to sounds and identify high and low pitch.</p> <p>To listen to and repeat a simple rhythm.</p> <p>To listen to and repeat simple lyrics.</p> | <p>To recognise and understand the difference between pulse and rhythm.</p> <p>To understand that different types of sounds are called timbres.</p> <p>To recognise basic tempo, dynamic and pitch changes</p> <p>To describe the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>To describe the differences between two pieces of music.</p> <p>To express a basic opinion about music (like/dislike)</p> <p>To listen to and repeat short, simple rhythmic patterns.</p> <p>To listen and respond to other performers by playing as part of a group.</p> | <p>To recognise timbre changes in music they listen to.</p> <p>To recognise structural features in music they listen to (<i>e.g when listening to orchestral music linked to myths and legends</i>).</p> <p>To listen to and recognise instrumentation.</p> <p>To begin to use musical vocabulary to describe music.</p> <p>To identify melodies that move in steps (<i>e.g. when singing 'Once a man fell in the well'</i>).</p> <p>To listen to and repeat a short, simple melody by ear (<i>e.g. playing copy cat games and repeating rhythms</i>).</p> <p>To suggest improvements to their own and others' work.</p> |

| Skills            | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                   | To understand that different instruments make different sounds and group them accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Composing</b>  | <p>To play untuned percussion ‘in time’ with a piece of music.</p> <p>To select classroom objects to use as instruments, <i>(e.g. when incorporating music into their play to create sounds effects).</i></p> <p>To experiment with body percussion and vocal sounds to respond to music.</p> <p>To select appropriate instruments to represent action and mood, <i>(e.g. when creating sound effects to accompany We're Going On A Bear Hunt).</i></p> <p>To experiment with playing instruments in different ways.</p> | <p>To select and create short sequences of sound with voices or instruments to represent a given idea or character <i>(e.g. when creating their own Superhero theme tune).</i></p> <p>To combine instrumental and vocal sounds within a given structure <i>(e.g. when creating sound effects for fairytales).</i></p> <p>To create simple melodies using a few notes.</p> <p>To choose dynamics, tempo and timbre for a piece of music.</p> <p>To create a simple graphic score to represent a composition.</p> <p>To begin to make improvements to their work as suggested by the teacher.</p> | <p>To select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>To successfully combine and layer several instrumental and vocal patterns within a given structure.</p> <p>To create simple melodies from five or more notes.</p> <p>To choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>To use letter names and graphic notation to represent the details of their composition.</p> <p>To begin to suggest improvements to their own work.</p> |
| <b>Performing</b> | To use their voices to join in with well-known songs from memory, <i>(e.g. singing a range of nursery rhymes and songs for school concerts at Harvest and Christmas).</i>                                                                                                                                                                                                                                                                                                                                                | <p>To use their voices expressively to speak and chant.</p> <p>To sing short songs from memory, maintaining the overall shape of the melody and keeping in time <i>(e.g. during singing assemblies and class</i></p>                                                                                                                                                                                                                                                                                                                                                                            | To use their voices expressively when singing, including the use of basic dynamics (loud and quiet) <i>(e.g. during singing assemblies and class performances).</i>                                                                                                                                                                                                                                                                                                                                                                                |

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|        | <p>To remember and maintain their role within a group performance (<i>e.g during singing assemblies and class performances</i>).</p> <p>To move to music with instruction to perform actions.</p> <p>To participate in performances to a small audience.</p> <p>To stop and start playing at the right time.</p> | <p><i>performances</i>).</p> <p>To maintain the pulse (playing on the beat) using hands, and tuned and untuned instruments.</p> <p>To copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>To respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>To perform from graphic notation.</p> | <p>To sing short songs from memory, with melodic and rhythmic accuracy (<i>e.g learning to sing call and response African songs and sing as part of a round when singing London's Burning</i>).</p> <p>To copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>To perform expressively using dynamics and timbre to alter sounds as appropriate (<i>e.g when creating a Space themed soundscape</i>).</p> <p>To sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p> |