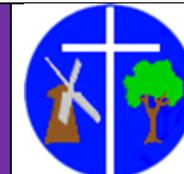


Music Skills Progression – EYFS & Key Stage 1



| Skills | EYFS | Year 1 | Year 2 | End of KS Expectations |
|---------------------|--|--|--|---|
| Singing | <ul style="list-style-type: none"> • Explore how their voices can change (move from talking voice to singing voice) • Sing and chant as a group or on their own • Keep to a steady pulse when singing or chanting • Be taught age-appropriate songs through MT/YT singing technique and repetition • Sing nursery rhymes and other familiar songs | <ul style="list-style-type: none"> • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre • Sing a song together as a group • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Playing instruments | <ul style="list-style-type: none"> • Use the percussion instruments to tap rhythms • Explore the different sounds of instruments and how they can be played, e.g. by tapping, banging, shaking • Have access to a music area/performance space when learning through play | <ul style="list-style-type: none"> • Identify and keep a steady beat using instruments • Explore and control dynamics, duration and timbre with instruments • Play percussion instruments at different speeds • Play and control changes in tempo • Explore sounds on instruments and find different ways to vary their sound • Use instruments to create descriptive sounds • Play fast, slow, loud and quiet sounds on percussion instruments | <ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Accompany a song with vocal, body percussion and instrumenta ostinati • Use instruments expressively in response to visual stimuli | <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music |

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| Improvising and exploring | <ul style="list-style-type: none"> • Change the lyrics of a familiar song (e.g. rain, rain, go away, little Henry wants to play) • Sing songs in a loud/quiet voice and experiment by singing songs slowly or quickly • Explore the different sounds of instruments and how they can be played, e.g. by tapping, banging, shaking • Have access to a music area/performance space when learning through play | <ul style="list-style-type: none"> • Improvise descriptive music • Respond to music through movement • Create a soundscape using instruments • Explore different sound sources and materials • Explore sounds on instruments and find different ways to vary their sound | <ul style="list-style-type: none"> • Explore timbre and texture to understand how sounds can be descriptive • Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways to organise music | <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music |
| Composing | <ul style="list-style-type: none"> • Tap out simple repeated rhythms • Change the lyrics of a familiar song (e.g. rain, rain, go away, little Henry wants to play) • Have access to a music area/performance space when learning through play | <ul style="list-style-type: none"> • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound | <ul style="list-style-type: none"> • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score | <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music |
| Listening | <ul style="list-style-type: none"> • Listen to familiar songs and pieces of music linked to current Topics • Talk about which pieces of music they like/dislike explaining reasons why • Describe whether a piece of music is fast or slow, loud or quiet and talk about the changes (e.g. it gets faster or louder) • Join in with imaginative movement sessions based on their current interests • Learn ring games that can be performed to music | <ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Understand musical structure by listening and responding through movement | <ul style="list-style-type: none"> • Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion | <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Appraising</p> | <ul style="list-style-type: none"> • Listen to familiar songs and pieces of music linked to current Topics and respond through movement • Talk about which pieces of music they like/dislike explaining reasons why | <ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern • Identify a repeated rhythm pattern | <ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Identify rising and falling pitch • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music | <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music |
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