



Progression of Skills- *Music*

	National Curriculum	Year R	Year 1	Year 2
Dimensions	Pitch: recognise and respond to high, low and middle sounds.	Explore and respond to high and low sounds	Explore, respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes
	Duration: recognise and respond to a pulse and patterns of long and short sounds.	Explore and respond to long and short sounds and recognise the steady beat in music heard and performed	Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together
	Dynamics: understand loud, quiet and silence.	Explore, respond to and recognise loud, quiet and silence	Explore, respond to, recognise and identify loud, moderate, quiet and silence	Respond to, recognise and identify getting louder and quieter
	Tempo: understand fast and slow	Explore, respond to and recognise fast and slow	Explore, respond to, recognise and identify fast, moderate and slow	Respond to, recognise and identify getting faster and slower
	Timbre: identify different percussion sounds and how they are made	Explore, use and respond to a range of sounds and sound-makers including vocal sounds	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used	Identify and choose the way sounds are made and can be used
	Texture: recognise and respond to one sound leading to many sounds.	Explore and respond to one sound and many sounds	Explore, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments
	Structure: understand and identify beginning, middle and end and use of repetition and introduction.	Explore and respond to sequences of events and stories, distinguish between same and different	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA

Skills

<p>Singing Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p>Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p>	<p>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p>	<p>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments</p>
<p>Playing Play tuned and untuned instruments musically</p>	<p>Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p>	<p>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p>	<p>Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.</p>
<p>Rehearsing and Performing</p>	<p>Sing and play individually and in a group, starting and stopping together and following simple directions</p>	<p>Sing and play in time and follow a range of simple directions including ideas about how to improve</p>	<p>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p>
<p>Notating</p>	<p>Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p>	<p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p>
<p>Listening and Responding Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel</p>	<p>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</p>	<p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>
<p>Describing and discussing</p>	<p>Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>	<p>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>