



Subject progression: Music – Key stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectation
Music	Autumn – Perform Christmas Songs	Autumn – Perform-Christmas Songs Spring-Sounds effects fairy tales Summer – Instruments from recyclable materials	Autumn – Perform-Christmas Songs Spring - Nelson Sea shanties Summer -	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>

Perform	<p>Begin to build a repertoire of songs and dances.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Children sing songs, make music and experiment with ways of changing them.</p> <p>Sings a few familiar songs.</p>	<p>Speak and chant in a group.</p> <p>Sing songs in different style, conveying different moods and with increasing vocal control (dynamics, clear words etc)</p> <p>Co-ordinate actions to go with songs</p> <p>Sing a variety of songs.</p>	<p>Have more control over their breathing, dynamics and diction;</p> <p>Have more accuracy in their pitching.</p> <p>Identify when pitch is getting higher/lower and use their voice to recreate note of the same pitch</p>	
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	Represents their own ideas and feelings through music.		Follow a leader and signals such as start/stop.	
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Instrumental	Explore the different sounds of instruments.	Play instruments in any way that makes a sound (scraping, tapping, shaking etc).	Maintain a steady beat, changing tempo and dynamics.	
	Children sing songs, make music and experiment with ways of changing them.	<p>Play in time to a steady beat, using instruments or body sounds.</p> <p>Play loudly, quietly, fast or slow.</p> <p>Imitate a simple rhythm or pattern on an instrument.</p> <p>Play a single pitched note (drone) to accompany a song.</p> <p>Follow simple hand signals for stop/start and loud/faster.</p>	<p>Perform a rhythmic accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score</p> <p>Follow a leader to start and stop together</p> <p>Demonstrate a growing confidence in performing individually or as part of a small group.</p>	

Explore and Compose	Children sing songs, make music and experiment with ways of changing them.	Make different sounds using their bodies, voices and instruments	Make different sounds using their voice and hands (timbre)	
	Taps out simple repeated rhythms.	Make different sounds, such as high/low (pitch),		

	<p>Explores and learns how sounds can be changed.</p> <p>Creates movement in response to music.</p> <p>Makes up rhythms.</p>	<p>long/short (duration) loud/quiet (dynamics) fast and slow (tempo)</p> <p>Begin to understand that different sounds can convey mood/feeling</p> <p>Create a sequence of different sounds.</p>	<p>Sort and name different sounds according to a given or their own criteria</p> <p>Choose musical sounds effects to follow a story or match a picture.</p> <p>Use graphics/symbols to represent the sounds they have made.</p> <p>Compose and perform their own sequence of sounds without support.</p>	
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<p>Listen and Appraise</p>	<p>Children sing songs, make music and experiment with ways of changing them</p> <p>Sings to self and makes up simple songs.</p> <p>Captures experiences and responses to music.</p>	<p>Move in time to a steady beat.</p> <p>Respond through movement to different characteristics and mood of music.</p> <p>Recognise the sounds of classroom percussion instruments and name them.</p> <p>Begin to use musical terms (pitch, tempo, dynamics)</p>	<p>Listen with increased concentration</p> <p>Recognise difference in pitch that can be heard</p> <p>Recognise how sounds are made (tapping, scraping, hitting etc)</p> <p>Recognise changes in tempo, dynamics and pitch</p> <p>Begin to use musical terminology to describe mood ('The mood is sad</p>	
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