

## Music: Knowledge and Skills Progression

Where a skill is very similar, please be specific about what makes it different so that we are clear on progression and how the skill is achieved in each year group.  
Words in bold relate to specific musical knowledge to be learnt in each Year group.

Area of skills	EY Expectations	Y1 Expected	Y2 Expected	Y3 Expected
<p><b>Listening</b></p> <p>Listen with concentration and understanding to a range of quality recorded and live music</p> <p>UNCRC Article 12,13,32</p>	<p>To listen attentively and make appropriate comments in response.</p> <p>Make comments about their observations.</p> <p>Begin to ask/ answer questions about familiar aspects of their environment and learning using new vocabulary.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>Listen to and concentrate on a wide range of live and recorded music.</p> <p>Express how music makes them feel through speaking, art and movement.</p>	<p>Listen to and concentrate on a wide range of live and recorded music for a sustained period and compare different pieces of music noting similarities and differences.</p> <p>Express how music makes them feel through speaking, art and movement in more detail.</p> <p>Explain what they feel music is about or telling them.</p>	<p>Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms</p> <p>Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary</p>

Area of skills	EY	Y1 Expected	Y2 Expected	Y3 Expected
<p><b>Using their voices</b></p> <p>Use their voices expressively and creatively.</p> <p>UNCRC Article 12,13,32</p>	<p>To remember the words to a range of familiar songs, poems and stories.</p> <p>Sing familiar songs</p>	<p>Use their voice to speak and express themselves clearly through simple chants and rhymes in groups.</p> <p>Sing expressively across a range of topics and genres.</p>	<p>Use their voice to speak and express themselves clearly through longer chants and rhymes individually or in groups.</p> <p>Use varying <b>dynamics</b> when using their spoken voice for effect.</p> <p>Sing expressively across a range of topics and genres with a growing control of <b>pitch</b>.</p>	<p>Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together</p> <p>Use your voice creatively and expressively when singing, improvising and composing</p>

Area of skills	EY	Y1 Expected	Y2 Expected	Y3 Expected
<p><b>Explore and use sounds, with imagination, when playing.</b></p> <p>Experiment with, create, select and combine sounds.</p> <p>UNCRC Article 12,13,32</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Select appropriate resources and adapt work where necessary.</p>	<p>Explore and enjoy how sounds can be made to produce different <b>dynamics</b> (loud/quiet).</p> <p>Compose sound effects for simple descriptive ideas adding <b>dynamics</b> to suit their topic and provide a sound track to support stories.</p>	<p>Compose sound effects for simple descriptive ideas adding <b>pitch</b> and <b>dynamics</b> to suit their topic and use this to tell stories.</p> <p>Begin to develop simple signs and symbols to record their own compositions linked to their understanding of the musical elements they have used.</p>	<p>Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others</p> <p>Play expressively and use your sounds creatively when improvising and composing with a growing awareness of balance</p> <p>Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating</p> <p>Practise and polish performances, making changes that contribute to the overall musical effect</p> <p>Choose, invent and order detailed graphic notation to accurately record musical ideas, and stave notation if appropriate.</p> <p>Use a range of detailed graphic notation.</p> <p>Introduce and learn how to interpret simple stave notation.</p>

Area of skills	Early Years	Y1 Expected	Y2 Expected	Y3 Expected
<p><b>Playing</b></p> <p>Play tuned and untuned instruments musically.</p> <p>UNCRC Article 12,13,32</p>	<p>To know the different uses and purposes of a range of different instruments.</p>	<p>Play tuned and untuned instruments using different <b>dynamics</b>.</p> <p>Play tuned and untuned instruments using different <b>tempos</b> of notes or beats.</p> <p>Keep a <b>steady beat</b> and hear and play simple <b>rhythms</b> in call and repeat games.</p>	<p>Vary the way they play tuned and untuned instruments to provide different <b>structure</b> and texture within their own compositions by using variations in <b>tempo</b> and <b>duration</b> of notes or beats.</p> <p>Keep a <b>steady beat</b> and hear and play more complex <b>rhythms</b> to match syllables in words and phrases.</p>	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can use correct technique to play instruments.</p>

Key Musical Knowledge:

By the end of the Early Years Foundation Stage children should:

Remember the words to simple songs and rhymes.

By the end of Year 1 the children should understand the terms:

Tempo: Understand that the term tempo means how fast or slow music is and that this is shown by a steady beat or pulse.

Know what the term pulse means and be able to keep a steady beat and that sounds can have different lengths to make a rhythm pattern.

Dynamics: Know that music can be loud or quiet.

Play instruments quietly and loudly when making music.

By the end of Year 2 the children should:

Tempo: Understand that the term tempo relates to how fast or slow music is played and it can be varied for effect.

Repeat and play rhythms at different tempos.

Duration: Understand that the duration of a sound is how long it lasts.

Pitch: Know and understand that the pitch of a sound is how high or low it is and that pitch can change.

Use changes of pitch in their own compositions.