



Whole School Progression of Knowledge and Skills

Music- Listening to and making a mixture of sounds that are put together to create a meaning or feeling.

Knowledge and skills

Use of voice



Playing instruments



Listening and understanding



Experiment with and create sounds



	Use of voice	Playing instruments	Listening and understanding	Experiment with and create sounds
Nursery	<p>Sings a few familiar songs</p> <p>Use the voice in different ways such as speaking, singing and chanting.</p> <p>Perform simple vocal patterns.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Explores and learns how sounds can be changed</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Play a range untuned instruments as they were intended to be used.</p> <p>To experiment with different instruments and their sounds</p> <p>Play instruments with increasingly control to express their feelings and ideas.</p>	<p>I can describe whether a piece of music is fast or slow, loud or quiet.</p> <p>I can say if a piece of music is happy or sad.</p> <p>Listen with increased attention to sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event) when given a limited choice.</p> <p>Put two or more sounds into a sequence and repeat them.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>To create musical patterns using body percussion</p>
Reception	<p>Sing with and without an accompaniment.</p> <p>Keep to a steady pulse.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes and poems</p>	<p>Explores the different sounds of instruments</p> <p>Recognise and explore how sounds can be made and changed such as holding a triangle by the string instead of with your hand.</p> <p>Play a range of tuned and untuned instruments as they were intended to be used.</p> <p>To create musical patterns using untuned instruments</p> <p>To follow a musical pattern to play tuned instruments and show an awareness of beat</p> <p>To recognize how sounds can be made or changed</p> <p>To select instruments based on the appropriate sounds for the intended purpose</p>	<p>Able to hear differences in musical elements</p> <p>Recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)</p> <p>Say what I like about a piece of music that I have listened to, watched or taken part in.</p> <p>Listen attentively and talk about music, expressing their feelings and responses.</p> <p>To associate genres of music with characters and stories</p>	<p>Understands that different media can be combined to create new effects</p> <p>Select instruments based on the appropriate sounds for the intended purpose.</p> <p>Recognise and explore how sounds can be organized.</p> <p>Respond to music in a variety of ways</p> <p>Demonstrate some awareness of beat and mood in pieces played or created.</p> <p>Explore and engage in music making, performing solo or in groups</p>
Year 1	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence</p>	<p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p> <p>Experiment with and create, select and combine</p>

	and creativity to an audience.			sounds using inter-related dimensions of music-duration, dynamics, pitch, pulse, rhythm, tempo, texture, timbre
Year 2	Use voices expressively and creatively by singing songs, speaking chants and rhymes. Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.	Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given. Understand how to control playing a musical instrument so that they sound, as they should.	Listen with concentration and understanding to a range of high-quality live and recorded music. Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.	Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect (including use of ICT) Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea. Experiment with and create, select and combine sounds using inter-related dimensions of music-duration, dynamics, pitch, pulse, rhythm, tempo, texture, timbre

Vocabulary				
Nursery	Voice, song, chant,	Patterns, play, instruments, change, different	Fast, slow, loud, quiet. Happy, sad.	Appropriate sound Sequence, repeat body percussion
Reception	Sing, chant, pulse, steady, poem	Sound, change, instrument, pattern	differences changes, faster, slower, quieter, louder genres, characters,	Beat, mood, combine, create
Year 1	speaking, singing, chanting, rhythm, pulse, high, low, pitch	Repeat, beat, rhythms, symbols.	ideas, thoughts, feelings, moods Genre	Long, short sounds loud and quiet, high and low change duration, dynamics, pitch, pulse, rhythm, tempo, texture, timbre
Year 2	Melody, symbols, notes, expressive,	Patterns, steady pulse, Respond, control	moods improve composers, genres, instruments, types. live, recorded	beginning, middle and end. effect patterns, long, short sounds. pitch duration, dynamics, pitch, pulse, rhythm, tempo, texture, timbre