



## Music Progression of Skills

	<b>Play and perform</b>	<b>Create and compose</b>	<b>Evaluate and appraise</b>	<b>Lisen and apply knowledge</b>
<b>Little Apples</b>	<ul style="list-style-type: none"> <li>• Singing nursery rhymes.</li> <li>• Play simple percussion instruments and control them to make loud/quiet and fast/slow sounds.</li> <li>• Clap or tap to the pulse of a song or piece or music.</li> <li>• Explore different vocal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin exploring different instruments.</li> <li>• Add simple sound effects to stories using instruments.</li> <li>• Give or follow instructions to start or stop in their music making.</li> </ul>	<ul style="list-style-type: none"> <li>• Express likes and dislikes for a variety of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and match instrument sounds (e.g., hear a shaker and indicate that they know how the sound was made).</li> <li>• Listen to music and respond by using hand and whole-body movements.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Performing during assemblies.</li> <li>• Improving ability to play with instruments.</li> <li>• Understand how to hold and play a range of untuned percussion instruments with care and attention.</li> <li>• Join in and stop as appropriate.</li> <li>• Play instruments to a steady beat.</li> <li>• Explore the different sounds instruments make, such as long/short, high/low, loud/soft and fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing and practising within class.</li> <li>• To begin Improvising with instruments.</li> <li>• Choose different instruments, including the voice, to create sound effects in play.</li> <li>• Investigate a variety of ways to create sounds with different materials.</li> <li>• Create sound effects for a picture or a story, thinking about how music can create a mood.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and discuss a variety of recorded and live music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music and describe how it makes them feel.</li> <li>• Identify and describe changes in music eg it got faster/louder.</li> <li>• Anticipate changes in music listened to.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discover how to use the voice to create loud and soft sounds.</li> <li>• Understand how sounds on instruments can be made in different ways, e.g., hitting, tapping, shaking, blowing.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an instrument to create a specific sound or effect.</li> </ul>		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Use voices in different ways such as speaking, singing and chanting.</li> <li>• To create and choose sounds.</li> <li>• To perform simple rhythmical patterns, beginning to show an awareness of pulse.</li> <li>• To think about others when performing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about and experiment with sounds.</li> <li>• To recognise and explore how sounds can be organised.</li> <li>• To identify and organise sounds using simple criteria e.g., loud, soft, high low.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</li> <li>• To think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to identify simple repeated patterns and follow basic musical instructions.</li> <li>• To begin to understand that musical elements can be used to create different moods and effects.</li> <li>• To begin to represent sounds with simple sounds including shapes and marks.</li> <li>• To listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Use voices expressively and creatively. To sing with the sense of shape of the melody.</li> <li>• To create and choose sounds for a specific effect.</li> <li>• To perform rhythmical patterns and accompaniments, keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat short rhythmic and melodic patterns.</li> <li>• To Begin to explore and choose and order sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to different moods in music and explain thinking about changes in sound.</li> <li>• To identify what improvements could be made to own work and make these changes, including altering use of</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>• To understand how musical elements create different moods and effects.</li> </ul>

	<ul style="list-style-type: none"><li>• To think about others while performing.</li></ul>		voice, playing of and choice of instruments	<ul style="list-style-type: none"><li>• To confidently represent sounds with a range of symbols, shapes or marks.</li><li>• To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</li></ul>
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