



## Music Knowledge/skills progression

	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>
<b>Performing (Singing and playing)</b>	<p>Use their voice to speak/sing/chant</p> <p>Join in with singing</p> <p>Clap short rhythmic patterns</p> <p>Experiment with creating sounds with different instruments?</p> <p>To cooperate and take turns</p> <p>To stop and start at an agreed time</p> <p>Initiate a movement in response to music</p> <p>To play a simple 4-8 beat pattern, showing control over their beater</p> <p>Explore different sounds</p>	<p>Use their voice to speak/sing/chant?</p> <p>Join in with singing and begin to repeat (short rhythmic and melodic) patterns</p> <p>Clap short rhythmic patterns</p> <p>Use instruments to perform a simple piece</p> <p>Respond to musical indications about when to play or sing</p> <p>Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse</p> <p>Give a reason for choosing an instrument</p>	<p>Follow the melody using their voice or an instrument</p> <p>Sing songs as an ensemble following the tune (melody) well</p> <p>Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Sing/clap a pulse increasing or decreasing in tempo</p> <p>Show control when playing instruments</p> <p>Perform musical patterns keeping a steady pulse?</p>

<p style="text-align: center;"><b>Composing (Creating and developing musical ideas)</b></p>	<p>Make a range of sounds with their voice</p> <p>Make a range of sounds with instruments</p> <p>Represent sounds pictorially</p> <p>Begin to sequence sounds to create a rhythm or beat</p> <p>Repeat (short rhythmic and melodic) patterns</p> <p>Clap a rhythm pattern</p>	<p>Make a range of sounds with their voice</p> <p>Make a range of sounds with instruments identify changes in sounds</p> <p>Tell the difference between long and short sounds</p> <p>Represent sounds pictorially</p> <p>Make a sequence of sounds for a purpose?</p>	<p>Order sounds to create a beginning, middle and end</p> <p>Represent sounds pictorially with increasing relevance</p> <p>Choose sounds to achieve an effect</p> <p>Begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</p> <p>Create short, rhythmic patterns – sequences of long and short sounds</p> <p>Be selective in the control used on an instrument in order to create an intended effect</p> <p>Choose sounds to create an effect on the listener</p>
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<p style="text-align: center;"><b>Appraising (Listening and responding)</b></p>	<p>Identifying timbre (tap, shake etc), dynamics (loud and quiet), tempo (fast/slow)</p> <p>Say if they like or dislike a piece of music</p> <p>Identify and distinguish environmental sounds</p> <p>Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow)</p> <p>Begin to express how music makes them feel</p>	<p>Respond to different moods of music, in different ways</p> <p>Form an opinion to express how they feel about a piece of music</p> <p>Recognise repeated patterns</p> <p>Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</p> <p>Hear the pulse in a piece music</p> <p>Describe how sounds are made and changed</p> <p>Respond to different moods in music and say how a piece of music makes them feel</p>	<p>Identify particular features when listening to music</p> <p>Begin to associate sounds they hear with instruments</p> <p>Independently identify the pulse in a piece of music and tap along</p> <p>Listen carefully to recall short rhythmic patterns</p> <p>Begin to recognise changes in timbre, dynamics and pitch</p> <p>Recognise and name different instruments by sight</p> <p>Evaluate and improve their own work and give reasons</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>Say what they like and dislike, giving reasons for their choices</p>
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