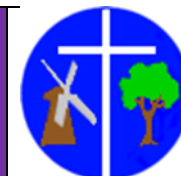


Music Skills Progression – EYFS & Key Stage 1



Skills	EYFS Implementation	Year 1 Implementation	Year 2 Implementation	Impact
Singing	<ul style="list-style-type: none"> Explore how their voices can change (move from talking voice to singing voice) Sing and chant as a group or on their own Keep to a steady pulse when singing or chanting Be taught age-appropriate songs through MT/YT singing technique and repetition Sing nursery rhymes and other familiar songs 	<ul style="list-style-type: none"> Sing a song with contrasting high and low melodies Control vocal dynamics, duration and timbre Sing a song together as a group Combine voices and movement to perform a chant and a song Use voices to create descriptive sounds 	<ul style="list-style-type: none"> Chant and sing in two parts while playing a steady beat Sing with expression, paying attention to the pitch shape of the melody Understand pitch through singing, movement and note names Prepare and improve a performance using movement, voice, and percussion 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing instruments	<ul style="list-style-type: none"> Use the percussion instruments to tap rhythms Explore the different sounds of instruments and how they can be played, e.g. by tapping, banging, shaking Have access to a music area/performance space when learning through play 	<ul style="list-style-type: none"> Identify and keep a steady beat using instruments Explore and control dynamics, duration and timbre with instruments Play percussion instruments at different speeds Play and control changes in tempo Explore sounds on instruments and find different ways to vary their sound Use instruments to create descriptive sounds Play fast, slow, loud and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> Listen to and repeat rhythmic patterns on body percussion and instruments Play pitch lines on tuned percussion Accompany a song with vocal, body percussion and instruments Use instruments expressively in response to visual stimuli 	<ul style="list-style-type: none"> Play tuned and un-tuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music

Improvising and exploring	<ul style="list-style-type: none"> • Change the lyrics of a familiar song (e.g. rain, rain, go away, little Henry wants to play) • Sing songs in a loud/quiet voice and experiment by singing songs slowly or quickly • Explore the different sounds of instruments and how they can be played, e.g. by tapping, banging, shaking • Have access to a music area/performance space when learning through play 	<ul style="list-style-type: none"> • Improvise descriptive music • Respond to music through movement • Create a soundscape using instruments • Explore different sound sources and materials • Explore sounds on instruments and find different ways to vary their sound 	<ul style="list-style-type: none"> • Explore timbre and texture to understand how sounds can be descriptive • Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways to organise music 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music
Composing	<ul style="list-style-type: none"> • Tap out simple repeated rhythms • Change the lyrics of a familiar song (e.g. rain, rain, go away, little Henry wants to play) • Have access to a music area/performance space when learning through play 	<ul style="list-style-type: none"> • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound 	<ul style="list-style-type: none"> • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music
Listening	<ul style="list-style-type: none"> • Listen to familiar songs and pieces of music linked to current Topics • Talk about which pieces of music they like/dislike explaining reasons why • Describe whether a piece of music is fast or slow, loud or quiet and talk about the changes (e.g. it gets faster or louder) • Join in with imaginative movement sessions based on their current interests • Learn ring games that can be performed to music 	<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Understand musical structure by listening and responding through movement 	<ul style="list-style-type: none"> • Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music

Appraising	<ul style="list-style-type: none"> • Listen to familiar songs and pieces of music linked to current Topics and respond through movement • Talk about which pieces of music they like/dislike explaining reasons why 	<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern • Identify a repeated rhythm pattern 	<ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Identify rising and falling pitch • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music
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