



Music-Skills Progression

| Expressive Art and Design | | | |
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| <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | | | |
| | 3 & 4 year olds will be learning to: | Children in Reception will be learning to: | By the end of Reception – Early learning Goal. |
| EYFS | <p>Expressive Art and Design</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to | <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups | <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music |



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| | | express their feelings and ideas | | |
| Physical Development | | <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm | <ul style="list-style-type: none"> | |
| Communication and language | | <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> | <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. <p>Learn rhymes, poems and songs</p> | |
| Key Stage 1 National Curriculum Objectives | | | | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music | | | | |
| | Reception | | KS1 | |



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| <ul style="list-style-type: none">• Mark the beat of a song with actions.• Use different voices for different characters.• Play a steady beat.• Sing an action song with changes in speed.• Use appropriate hand action to mark a change in pitch.• Respond to classical music through dance.• Perform a clapping game with a partner.• Sing a song whilst performing dance steps. | <ul style="list-style-type: none">• Tap a rhythm.• Learn words to a song.• Respond to a variety of music through movement• Play a simple ostinato on untuned percussion.• Add action in a singing game to show beat.• Create a musical movement piece.• Create art in response to music.• Copy rhythm patterns.• Pair sing in an echo.• Compose call-and-response music.• Recognise and play echoing phrases by ear.• Respond to changes in tempo.• Improvise a solo using instruments.• Compose a four beat rhythm.• Perform for an audience.• Follow the signals from a conductor.• Move freely and creatively to music.• Compose a soundtrack to a clip of a silent film.• Learn a Polish song. |
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Vocabulary Progression (red are new words introduced)



Sound
Music
Listen
Instrument
Beat
Lyrics
Action
Soundscape
Note
Step
Jump

Sound
Music
Listen
Instrument
Beat
Lyrics
Action
Soundscape
Note
Step
Jump
Timbre
Tempo
Pitch
Structure
Improvise
Compose
Symbol
Score
Composition
High
Low
Rhythm
Echo
Tuned
Untuned
Vocal
Conductor
Pitch
Structure
Tempo
Rap
Duration
Beat



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| | | Volume Percussion |
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