



Aiming High, Achieving Together

Progression of Skills and Knowledge: Music

Areas of Learning	Pre-School	YR	Y1	Y2	Y3
Pitch	Sing the pitch of a tone sung by another person ('pitch match')	Explore, investigate and respond to high and low sounds	Explore, respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic
Duration	Listen to long and short sounds played on different sound makers	Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed	Explore, respond to and recognise patterns of long and short sounds and to recognise the steady beat in music heard and performed	Respond to, recognise and distinguish between steady beats (counted in groups of 4s, 2s and 3s) and rhythm patterns and how they fit together	Identify, how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre
Dynamics	Make loud and quiet sounds	Explore, investigate and respond to and recognise loud, quiet and silence	Explore, use, respond to and recognise loud, quiet and silence	Respond to, recognise and identify getting louder and quieter	Identify, use and understand getting louder and quieter in finer gradations
Tempo	Move quickly and slowly in response to music	Explore, investigate and respond to and recognise fast and slow	Explore, use, respond to and recognise fast, moderates and slow	Respond to, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations
Timbre	Listen with increased attention to sounds	Explore, investigate, use and respond to a range of sounds and sound-makers, including vocal sounds. (Sound makers can be grouped into wooden, metal, skinned, tapped, scraped)	Use identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used	Identify and choose the way sounds are made and can be used	Identify families of non - percussion instruments and the way they are played; extend the use of voices and percussion instruments
Texture	Make sounds using a range of sound makers	Explore, investigate and respond to one sound and many sounds	Explore, respond to and recognise solo sounds and layers of sound	Respond to and begin to recognise and use different layers including simple accompaniments	Identify the use and purpose of different layers in music heard, created and performed
Structure	Explore different stories and	Explore, investigate and	Explore, respond to and	Respond to, recognise and	Develop understanding of

	talk about how they begin and end	respond to sequences of events, stories and simple patterns, distinguish between same and different	recognise simple structures including openings and endings, beginning- middle-end, echoes and responses and simple repeated patterns (ostinato)	identify a range of repetition and contrast structures including Q and A, verse and chorus, and repeated patterns (ostinato)	Conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)
Singing	Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Explore, investigate and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing confidence	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and or mood. Show an awareness of breathing and posture. Use simple vocal patterns and accompaniments	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs
Playing	Play instruments with increasing control to express their feelings and ideas	Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion. Begin to develop fine and gross motor control and accuracy with growing confidence	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion technique and showing an awareness of a dominant hand	Demonstrate accuracy and control of correct of correct technique on a range of untuned and tuned percussion instruments using both hands differentiating between left and right	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality
Rehearsing & Performing	Create their own songs or improvise a song around one they know	Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate, and take turns	Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform	Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance	Develop basic individual and group rehearsal skills including memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance
Notating	Use mark making materials to respond to music	Respond to and recognise musical ideas represented and communicated in 3D objects/props, picture cues, signs and symbols	Respond to and recognise signs, symbols and other basic graphic notation	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation
Listening & Responding	Respond to what they have heard, expressing their	Explore, enjoy and respond to sounds from different	Explore, respond to, recognise and identify	Respond to, identify and distinguish between sounds	Respond to, identify, compare and contrast

	thoughts and feelings Use large-muscle movements to wave flags and streamers	sources focusing on musical moods, features, purposes, changes and how music makes you feel	sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel	and music In different contexts. Begin to consider how music illustrates the composer's ideas	sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas
Describing & Discussing		Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary