



Subject progression: Music – Key stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectation
Music	Autumn – Perform Christmas Songs Spring – instrument exploration, summer – select instruments for a purpose, represent ideas through music	Autumn – Perform-Christmas Songs Spring-Sounds effects fairy tales Summer – Instruments from recyclable materials	Autumn – Perform-Christmas Songs Spring - Nelson Sea shanties Summer - Infant Voice	<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.
Perform	<p>Begin to build a repertoire of songs and dances.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Children sing songs, make music and experiment with ways of changing them.</p> <p>Sings a few familiar songs.</p>	<p>Speak and chant in a group.</p> <p>Sing songs in different style, conveying different moods and with increasing vocal control (dynamics, clear words etc)</p> <p>Co-ordinate actions to go with songs</p> <p>Sing a variety of songs.</p>	<p>Have more control over their breathing, dynamics and diction;</p> <p>Have more accuracy in their pitching.</p> <p>Identify when pitch is getting higher/lower and use their voice to recreate note of the same pitch</p> <p>Follow a leader and signals such as start/stop.</p>	



	Represents their own ideas and feelings through music.			
Instrumental	<p>Explore the different sounds of instruments.</p> <p>Children sing songs, make music and experiment with ways of changing them.</p>	<p>Play instruments in any way that makes a sound (scraping, tapping, shaking etc).</p> <p>Play in time to a steady beat, using instruments or body sounds.</p> <p>Play loudly, quietly, fast or slow.</p> <p>Imitate a simple rhythm or pattern on an instrument.</p> <p>Play a single pitched note (drone) to accompany a song.</p> <p>Follow simple hand signals for stop/start and loud/faster.</p>	<p>Maintain a steady beat, changing tempo and changing dynamics.</p> <p>Perform a rhythmic accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score</p> <p>Follow a leader to start and stop together</p> <p>Demonstrate a growing confidence in performing individually or as part of a small group.</p>	



Explore and Compose	<p>Children sing songs, make music and experiment with ways of changing them.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Creates movement in response to music.</p> <p>Makes up rhythms.</p>	<p>Make different sounds using their bodies, voices and instruments</p> <p>Make different sounds, such as high/low (pitch), long/short (duration) loud/quiet (dynamics) fast and slow (tempo)</p> <p>Begin to understand that different sounds can convey mood/feeling</p> <p>Create a sequence of different sounds.</p>	<p>Make different sounds using their voice and hands (timbre)</p> <p>Sort and name different sounds according to a given or their own criteria</p> <p>Choose musical sounds effects to follow a story or match a picture.</p> <p>Use graphics/symbols to represent the sounds they have made.</p> <p>Compose and perform their own sequence of sounds without support.</p>	
Listen and Appraise	<p>Children sing songs, make music and experiment with ways of changing them</p> <p>Sings to self and makes up simple songs.</p> <p>Captures experiences and responses to music.</p>	<p>Move in time to a steady beat.</p> <p>Respond through movement to different characteristics and mood of music.</p> <p>Recognise the sounds of classroom percussion instruments and name them.</p> <p>Begin to use musical terms (pitch, tempo, dynamics)</p>	<p>Listen with increased concentration</p> <p>Recognise difference in pitch that can be heard</p> <p>Recognise how sounds are made (tapping, scraping, hitting etc)</p> <p>Recognise changes in tempo, dynamics and pitch</p> <p>Begin to use musical terminology to describe</p>	
			mood ('The mood is sad because the music is very slow).	