

Music Skills Progression

	2 year olds	3/4 year olds	Reception	Year 1	Year 2
Singing	<p>Respond when an adult sings</p> <p>Join in with nursery rhymes</p>	<p>Learn songs and nursery rhymes</p> <p>Sing songs.</p> <p>Sing a song in a group</p> <p>Sing for an audience in the classroom</p>	<p>Learn songs by heart</p> <p>Sing for an audience in the hall</p>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8) Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>
Playing instruments	<p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>To play an instrument when singing a known song</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>To play percussion instruments to a beat</p> <p>To play percussion instruments at different speeds</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>

				descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)	
Improvising/ Exploring	Explore different instruments and the noises they make	Improvise a song around one they know. Explore different instruments	Begin to improvise Explore different instruments	Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound (Unit 8)	Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)
Composing	Explore different instruments and the noises they make	Create music to retell stories Create their own songs or improvise a song around one they know.	Make sensory stories using musical instruments	Invent and perform new rhythms to a steady beat (Unit 10) Create, play and combine simple word rhythms (Unit 11) Create a picture in sound (Unit 12)	Compose music to illustrate a story (Unit 9) Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)
Listening	Listen to and respond to music through movement	Join in dancing – boogie time	Learn different types of dancing	Recognise and respond to changes in tempo in music (Unit 2)	Match descriptive sounds to images (Unit 3) Listen to and repeat back rhythmic patterns on

				<p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>instruments and body percussion (Unit 4)</p>
Appraising	<p>Choose favourite nursery rhymes to sing</p>	<p>Listen to a variety of music</p>	<p>Talk about music whether it is fast or slow, loud or quiet</p>	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>