

## Progression of skills for Music

	Reception	Year 1	Year 2	End of KS1 expectations
<b>Overview of Topics</b>	Inter-related dimensions of music Hand-held small percussion instruments (ELG =EUMM)	Glockenspiel Inter-related dimensions of music Hand-held small percussion instruments	Ukulele Recorder and Recorder Club Inter-related dimensions of music Leading singing and performing in Harvest Festival, Christmas Play and Leavers' Assembly	Pupils enjoy a rich and diverse curriculum with an emphasis on singing, playing, listening and performing.
<b>Join in, play and perform; singing</b>	Joining in echo and action songs. Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects. (ELG =EAD)	Children learn a variety of songs for Harvest Festival and the Christmas Play, and how to perform to an audience, (diction, posture, timbre, demeanour). Sing simple rounds. Children take turns to conduct.	Children take the lead as Yr 2's and learn a greater quantity of more complex songs for Harvest Festival and the Christmas Play, and how to perform to an audience, (diction, posture, timbre, demeanour). Sing simple rounds and songs in parts or with harmonies.	Pupils sing in tune, or at least with a sense of the shape of the melody, and with expression. Pupils are able to perform confidently in front of an audience.
<b>Join in, play and perform; rhythm</b>	Finding the pulse in a piece of music. Make and perform actions, movements and sounds to a beat which sometimes stays the same/ sometimes changes. Move, sing and play sounds at different speeds/tempi. (ELG=PD: M&H)	Children develop skill of clapping the rhythm of a song whilst others clap the steady beat and vice versa. Clap a rhythmic ostinato to accompany a song. Sing and play in rounds which involve internalising rhythm and beat.	Ukulele playing develops dexterity. Children learn to pluck and strum and perform simple songs and rounds eg Sur le Pont d'Avignon Open strings, and chords of C, F and G7. Practising and performing techniques and skills, eg internalising counting in and rests.	Pupils recognise and explore the ways sounds can be combined and used expressively. They perform rhythmically simple parts that use a limited range of notes on recorders, ukuleles and glockenspiels.
<b>Improvise and compose music</b>	Make sequences of sounds with combinations of	Children discriminate between longer and shorter sounds, higher and lower, faster and slower, louder and quieter sounds and to use them to create interesting sequences of sound in	Children are given the opportunity to develop own strumming patterns on ukulele. Children compose four beat, four line piece of recorder music using standard	Pupils improvise repeated patterns and combine several layers of music with awareness of the combined effect. They recognise how the musical elements can be used to

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	<p>Metallic and wooden instruments and sound-makers in a song and a story. (ELG =EAD)</p>	<p>response to stories or settings. Children work in groups and make graphic scores to record the sequences they create.</p>	<p>rhythmic notation, and then transfer to stave using B A and G.</p>	<p>create different moods and effects and they can improve their own work.</p>
<p><b>Careful listening</b></p>	<p>Identifying sounds in the environment. Through the window and recorded sounds. (ELG= CAL)</p>	<p>Children develop ability to recognise sound features of different instruments and other sound sources. They learn how sounds and instruments can be used expressively and can be combined to create music. Timbre. Children evaluate work of others in groups.</p>	<p>Singing in parts entails listening to others. Playing tuned instruments involves listening carefully to maintain tunefulness. Feel the difference between major and minor chords and between <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> time signatures.</p>	<p>While performing by ear they maintain their own part with awareness of how the different parts fit together. Pupils are able to describe varying timbres using some appropriate musical terminology.</p>
<p><b>Notation</b></p>	<p>Sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Follow graphic scores to alter dynamics. (ELG=CAL)</p>	<p>Children learn to play the glockenspiel using graphic scores and naming notes of the scale, C -C. Children develop ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p>	<p>Children are encouraged to learn to read ukulele tabs. Children learn standard notation values: crotchet, minim, semi-breve, quaver and related symbols for rests. Children learn to play B A G on recorder.</p>	<p>Pupils understand that sounds can be codified. Pupils are aware of the basics of standard notation.</p>
<p><b>History and culture of music</b></p>	<p>Sing traditional nursery rhymes, Christmas and Harvest songs.  Assembly listening programme provides opportunities to appreciate a wide variety of musical genres.  (ELG =P&amp;C)</p>	<p>Listen to music from a wide variety of genres and evaluate. What mood does it engender and what images are created in our imaginations? Assembly listening</p>	<p>Listen to music from a wide variety of genres, finding links to other areas of learning eg History and Geography, and evaluate. Use more technical language to comment on aspects of recorded music. Assembly listening</p>	<p>Pupils gain appreciation and enjoyment from listening to music from a variety of cultures, genres and historical periods.</p>

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