



Music

Knowledge and Skills Progression



Progression of Knowledge, Skills and Vocabulary

	Reception	Year 1	Year 2	Year 3
Improvise and Compose	<ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Explore storytelling elements in the music and create a class story inspired by the piece. • Make up a simple accompaniment using percussion instruments. • Make up new lyrics and vocal sounds for different kinds of transport. 	<ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen themed props. • Compose music to march to using tuned and un-tuned percussion. • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols 	<ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and response music. • Select instruments and compose music to reflect an animal's character • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. 	<ul style="list-style-type: none"> • To listen with attention. • To begin to understand how different musical elements are combined and used to create an effect. • To begin to recognise simple notations to represent music, including pitch and volume. • To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
Sing and Play	<ul style="list-style-type: none"> • Sing with a sense of pitch, following the shape of the melody with their voices. • Mark the beat of the song with actions. • Use the voice to adopt different roles and characters. • Match the pitch of a 4-note (la-so-mi-do) call-and response song. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on 	<ul style="list-style-type: none"> • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Sing a unison song rhythmically and in tune • Play percussion instruments expressively, representing the character of their composition. 	<ul style="list-style-type: none"> • Play the melody on a tuned percussion instrument. • Sing with good diction. 	<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • To think about others while performing • Depth: • To sing in unison maintaining the correct pitch and using increasing expression.

	percussion instruments.			
Listen and Appraise	<ul style="list-style-type: none"> Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). Respond to music in a range of ways (e.g. movement, talking, writing). 	<ul style="list-style-type: none"> Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Listen to 'Aquarium', reflecting the character of the music through movement. 	<ul style="list-style-type: none"> Recognise and play echoing phrases by ear Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. 	<ul style="list-style-type: none"> To explore and comment on the way sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements. Depth: To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. <p>To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.</p>