

Music Skills and Progression – EYFS and Key Stage 1



		EYFS	Year 1	Year 2
Listen and appraise	Knowledge	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use 	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style
	Skills	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
Explore and Create / Improvisation	Knowledge	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures 	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.
	Skills	<ul style="list-style-type: none"> Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. 	<ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.

		<ul style="list-style-type: none"> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. 		
Singing	Knowledge	<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.
	Skills	<ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
Share and perform	Knowledge	<ul style="list-style-type: none"> A performance is sharing music 	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
	Skills	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they

				were feeling about it.
Playing	Knowledge		<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of un-tuned percussion instruments played in class.
	Skills		<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.
Composition	Knowledge		<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose.
	Skills		<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.