



## MUSIC

### SKILLS, KNOWLEDGE AND UNDERSTANDING

#### PROGRESSION

Nursery – Squirrels	Nursery – Owls	Reception	Year 1	Year 2
			<b>National Curriculum - Key Stage 1</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	
Listen and Appraise				
<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p>	<p>I can listen with increased attention to sounds.</p> <p>I can respond to what they have heard, expressing their thoughts and feelings.</p>	<p>I can listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I enjoy listening to the music and respond through dancing or other movement.</p>	<p>I am beginning to recognise different styles of music and different instruments used in the music I listen to.</p> <p>I have started to use basic musical language to describe music and say whether I like or dislike it.</p> <p>I am beginning to discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music I am listening to.</p> <p>I am beginning to listen, with respect, to other people's ideas and feelings towards the music we have listened to.</p>	<p>I can recognize different styles of music and different instruments used in the music I listen to.</p> <p>I can listen out for particular things when listening to music and use musical language: pitch, pulse, rhythm, tempo &amp; dynamics to describe music.</p> <p>I am able to discuss simple dimensions of music (pulse, rhythm, pitch, texture, tempo and dynamics) and how they fit into the music I am listening to.</p> <p>I can listen with respect to other people's ideas and feelings towards the music we have listened to.</p>



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Musical Activities				
I can explore a range of sound makers and instruments and play them in different ways.	I can play instruments (percussion) with increasing control to express their feelings and ideas.	<p>I can explore and engage in music making and dance.</p> <p>I can find the pulse in different ways.</p> <p>I can begin to think up and share my own ideas for actions in songs and dance.</p> <p>I can copy back the rhythm of my name.</p> <p>I can begin to clap the name of a friend for others to copy.</p> <p>I can copy sounds I can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>I can begin to enjoy finding and moving the pitch of my voice.</p>	<p>I can march, clap, tap my knees and move to find the pulse.</p> <p>I am beginning to understand what it means to find the pulse.</p> <p>I can clap the rhythm of my name, favourite food, favourite colour etc. on my own</p> <p>I can copy a simple rhythm within music.</p> <p>I am beginning to understand how pulse, rhythm and pitch work together and are sprinkled through songs.</p> <p>I can copy pitch.</p> <p>I can begin to find the pulse on my own.</p> <p>I can follow instructions so that I stop &amp; start appropriately.</p> <p>I can make different sounds with my voice and instruments.</p>	<p>I can confidently find the pulse.</p> <p>I can confidently create my own rhythm when asked.</p> <p>I can play rhythms on an instrument.</p> <p>I am able to show a greater understanding of how pulse, rhythm and pitch work together and are sprinkled through songs.</p> <p>I have a greater understanding of how pitch works in songs/music.</p> <p>I can find and keep to the pulse in music.</p> <p>I create, select &amp; combine sounds.</p> <p>I can stop &amp; start by following a leader/conductor.</p> <p>I treat instruments with respect and play them correctly.</p>



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			<p>I can copy &amp; repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>I join in and stop as appropriate.</p> <p>I can create simple musical tunes with my voice and instruments.</p> <p>I can create my own simple melodies of 1 or 2 notes within a song.</p> <p>I can choose sounds and instruments to represent different things.</p> <p>I can make music louder, quieter, higher or lower.</p>	<p>I can play classroom instruments &amp; move between different parts.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can order sounds to create a beginning, middle and an end.</p> <p>I can follow a leader / conductor</p> <p>I can create musical sounds with my voice or instruments within the song I am learning.</p> <p>I can make up my own tune using two or three notes with greater confidence.</p> <p>I can create music in response to different starting points.</p> <p>I can create compositions using two or three notes.</p> <p>I can choose sounds and instruments which create an effect.</p>
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Singing				
<p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>I can explore their voices and enjoy making sounds.</p>	<p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create their own songs or improvise a song around one they know.</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can learn to sing a range of songs in unison with support.</p> <p>I can add actions to songs or substitute a word in some sections of songs.</p> <p>I can begin to enjoy singing a song from memory.</p>	<p>I can use my voice to speak, sing and chant.</p> <p>I sing with a good sense of pulse &amp; rhythm.</p> <p>I can use my voice by singing songs, speaking chants &amp; rhymes.</p>	<p>I can sing, expressively &amp; creatively in time, with a sense of the pulse &amp; follow a melody.</p> <p>I sing with good diction</p> <p>I can sing or make music increasing and decreasing in tempo.</p> <p>I can use my voice expressively and creatively by singing songs, speaking chants &amp; rhymes.</p>
Share and Perform				
<p>I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>I can remember and sing entire songs.</p> <p>I can perform in the Christmas Nativity to an audience.</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can perform in the Christmas Nativity to an audience with some confidence.</p> <p>I can choose a song that I have been learning and perform it with actions.</p> <p>I can begin to create and share ideas for adding my own actions into performances of songs.</p>	<p>I can play a classroom instrument (glockenspiel and recorder) as part of a group.</p> <p>I can create simple rhythmic patterns that lead to melodies in a group</p> <p>I can perform my own rhythms and melodies in a group.</p> <p>I can play tuned &amp; untuned instruments musically, as part of a group.</p>	<p>I can play more notes on a classroom instrument (glockenspiel, recorder, ukulele) with greater control, as part of a group.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play and sing to an audience with confidence.</p>



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		I enjoy the challenge of performing songs with just the backing track.	I can play and sing to an audience with some confidence.	I can record my performance & learn from it by watching it back so I can improve my own work  I can perform my own rhythms & melodies.  I can perform my own rhythms and melodies with confidence in the group.
		<b>ELG</b>		
		I can sing a range of well-known nursery rhymes and songs;  I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		