

Progression of skills: Subject Music

Programme of study: Listening, responding and performing		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> • Listen and respond creatively to contrasting music; Loud/Quiet, High/Low, Smooth/Jumpy, Fast/Slow • To use voices and musical instruments to demonstrate contrasting sounds • Respond appropriately to musical instructions. • Follow pitch movements with their hands and use high, low and middle voices. • To rehearse and perform rhythms in groups, keeping a steady pulse using body percussion and instruments. • Perform in front of an audience confidently 	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically with expression and control, listening and observing carefully. • Identify the pulse/beat and join in getting faster and slower together. • Use voices expressively and with control when singing songs • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • To understand pitch and duration as musical elements 	<ul style="list-style-type: none"> • Sing with an awareness of beat and rhythm and a sense of melody. • Perform confidently with control and awareness of audience.
Vocabulary pitch, rhythm, pulse, beat, contrast, percussion	Vocabulary: pitch, rhythm, pulse, tempo, expression, confidence, conductor	Vocabulary: melody, dynamics, crescendo, diminuendo, duration, posture, control
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Expressive arts and design, communication and language, Personal social and emotional, physical, understanding of the world, literacy (phonics phase 1)	Music interweaves through all areas of child development and fosters characteristics of effective early learning	

Programme of study: Composing

Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> • Use their voices confidently in different ways. • Recognise how sounds can be made and changed • Make a sequence of sounds. • Identify the beat in different pieces of music. • Show contrasting sounds by using pictures. • Compose rhythmic phrases using symbols 	<ul style="list-style-type: none"> • Choose sounds which create an effect • Select and order sounds within simple structures and sounds in response to given starting points. • Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch. • Represent sounds with symbols and musical notation 	<ul style="list-style-type: none"> • Explore the ways sounds can be combined and used expressively. • Improvise ostinato rhythm patterns • Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.
Vocabulary: pitch, rhythm, pulse, musical symbols, orchestra	Vocabulary pitch, rhythm, pulse, quaver, crotchet, minim, semi breve, rest, conductor	Vocabulary: dynamics(crescendo and diminuendo), duration, effect, notation, timbre, ostinato

Awareness of EYFS links

Development Matters Area	Development Matters Statement
Communication and language, personal, social and emotional, physical, Expressive arts and design	Playing and Exploring, Active Learning, and Creating and Thinking Critically support children’s learning across all areas

Programme of study: Appraising

Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> • Identify long and short sounds in music. • Respond verbally and physically to different musical moods. • Create and choose sounds in response to given starting points. • Identify long and short sounds in music. • Talk about the how music makes us feel 	<ul style="list-style-type: none"> • Recognise how sounds can be organised. • Talk about the ways music can change • Respond to a range of high-quality live and recorded music from different genres and cultures 	<ul style="list-style-type: none"> • Begin to recognise, recall and perform simple rhythmic patterns. • Recognise and explore different combinations of pitch sounds. • Listen carefully and recognise patterns and increase aural memory. • Understand how music can create dramatic effect
Vocabulary: rhythm, pulse, tempo, contrast, pitch, orchestra families,	Vocabulary: rhythm, 3 and 4 beat rhythm, dynamics, orchestra families, compose, composer,	Vocabulary: rhythmic phrase, ostinato, crescendo, diminuendo, fortissimo, pianissimo, dramatic effect
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Expressive arts and design, communication and language, physical, and understanding of the world	Playing and Exploring, Active Learning, and Creating and Thinking Critically support children’s learning across all areas	