

Hadrian Primary School - Progression of skills in Music EYFS and KS1

Skill	Nursery In Harmony. Free flow and child led activities	Reception – In Harmony. Free flow and child led activities	Year 1 - In Harmony- level one and whole class singing	Year 2 - In Harmony- level two and whole class singing
Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).
Use voices expressively.	To find a singing voice and begin to use their voice confidently – Sing echo songs and perform movements to a steady beat . Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. (In Harmony – Musicality)	To confidently use voices in different ways including singing, speaking and chanting to a steady beat . Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. (In Harmony – Musicality)	Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of awareness of pulse and control of rhythm .	Recognise phrase length and know when to breathe while singing. Begin to recognise pitch movements with their hands while signing to recognise high low and middle sounds .
Listening, memory and movement.	Remember short songs and sounds Begin to repeat patterns of sounds Begin to copy and follow a steady beat . Begin to respond physically when performing music. Identify different sound sources.	Repeat patterns of sounds with increasing accuracy. Show increasing rhythm and control when responding to music with movement. To identify sources of sound with accuracy.	To begin to identify pitch and pattern of long and short sounds in music pitch . To begin to create sequences of movements in response to sounds.	To identify pitch and pattern of long and short sounds in music pitch . To confidently create sequences of movements in response to sounds.
Play tuned and un-tuned instruments	To begin to explore and create sounds by selecting instruments	To choose sounds and instruments for a specific purpose.	To begin to select string instruments and play a steady beat with control and confidence.	To recognise and play a steady beat using string instruments and some wind instruments.

	To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments , To begin to show an awareness of beat while playing To begin to name some classroom instruments. (In Harmony – Musicality, Free flow play and adult directed activities)	To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. To begin to create own patterns using instruments To use percussion instruments to accompany a chant or song independently. To confidently name classroom instruments. (In Harmony – Musicality, Free flow play and adult directed activities)	To hear the pulse and join in getting faster and slower together with instruments. Begin to explore and create sounds to a given stimulus.	To identify and play short and long sounds sing instruments. Change sounds to given stimulus using, pulse, tempo, pitch.
Reading and writing notation	Begin to be aware of when to stop and start using symbols and signals.	Developing an awareness of when to stop and start using symbols and signals.	Begin to perform long and short sounds and differing notes in response to symbols and colours.	Perform consistently long and short sounds in response to symbols and colours Begin to Play and sing a notated phrase.
Rehearse and perform with others	To begin to perform in front of others within a small group session.	To think about others while performing in a small group session.	To perform and be part of an audience.	To perform and be part of an audience and recognise the need for performance and audiences.
Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)
Create musical patterns	To begin to explore and create sounds by selecting percussion instruments. To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments ,	To choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control.	To begin to select instruments for a chosen purpose and effect. To begin to contribute to a whole class ensemble with support. To begin to recognise strings on their violin.	To confidently select instruments for a chosen purpose and effect. To confidently contribute to whole class ensembles. To confidently recognise strings on their violin.

	To begin to show an awareness of beat while playing	To begin to create own patterns using instruments To use percussion instruments to accompany a chant or song independently.		
Explore, choose and organise sounds and musical ideas	Begin to select and choose own instruments to create own beats and sequences independently. Can begin select and choose instruments to represent and respond to stimuli (weather, parts of stories).	Confidently select and choose own instruments to create own beats and sequences independently and within a group. Can select and choose instruments to represent and respond to stimuli (weather, parts of stories).	Make a sequence of long and short sounds with help (duration). Begin to explore Make different sound sequences (high and low– pitch ; loud and quiet– dynamics ; fast and slow– tempo ; quality of the sound–smooth, crisp, scratchy, rattling, tinkling etc.– timbre .	Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure–beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should.
Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To begin to express whether they like or dislike music. To begin to say and explain why.	To confidently express whether they like or dislike music. To confidently say and explain why.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound and the effect they have on the person.
To make improvements to my own work.	To begin to think of how they can make their work better with support.	To independently think of ways to make their work better.	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder (tempo and pitch)	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.

Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding
To know how the combined Musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to think about with support the effect the music is meant to have and why.	To begin to think with support effect the music is meant to have and why.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.
To know how music is used for particular purposes	To begin to listen to familiar music and think about when it may be used with support eg – nursery rhyme before bed time. Christmas carol at Christmas etc.	To listen to familiar music and talk about when it may be used with support eg – nursery rhyme before bed time. Christmas carol at Christmas etc. To learn songs for In Harmony in preparation for year one.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.

***Inter-related dimensions of music (dynamics):**

- _ **PULSE:** the steady beat of a piece of a piece of music
- _ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- _ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- _ **DYNAMICS:** Loud and soft
- _ **TEMPO:** Fast and slow
- _ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- _ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- _ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.