

Music Progression
End of Year Expectations



	Performing –Singing	Performing – Playing	Improvising and Experimenting	Composing	Listening, Developing Knowledge and Understanding
EYFS - Nursery	<ul style="list-style-type: none"> Be able to join in with rhymes or songs. Sings a few familiar songs. 	<ul style="list-style-type: none"> Shows an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> Create sounds by banging, shaking, tapping or blowing. Explore and learn how sounds can be changed. 		<ul style="list-style-type: none"> Show an interest in the way musical instruments sound through listening to them.
EYFS – Reception	<ul style="list-style-type: none"> Represent ideas, thoughts and feelings through music. Be able to join in with rhymes or songs. Sings familiar songs. Build up a repertoire of songs. 	<ul style="list-style-type: none"> Explore the different sounds of instruments. Explores and learns how sounds can be changed. Clap in time to short rhythmic patterns. 	<ul style="list-style-type: none"> Be able to make up rhythms Be able to make up simple songs Explore the different sounds of instruments. Explores and learns how sounds can be changed. 		<ul style="list-style-type: none"> Be able to create movement in response to listening to music
Y1	<ul style="list-style-type: none"> Begin to understand the importance of warming up their voices and to establish a good singing position. Sing with a good sense of pulse and try to sing together with the group. Know when to stop and start as appropriate; begin to follow a leader/conductor. Be able to perform to other people with as much confidence as possible. Be able to watch their performance and discuss what they have learnt. 	<ul style="list-style-type: none"> Begin to learn to play together in a band or ensemble. Be able to join in and stop as appropriate. Begin to respond to simple musical cues such as starting and stopping etc. Be able to follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Be able to perform to other people with as much confidence as possible. Be able to watch their performance and discuss what they have learnt. 	<ul style="list-style-type: none"> Explore and create simple musical sounds with voices and instruments. Create simple rhythmic patterns. Begin to perform own rhythms and melodies within the group. Start improvising using one or two notes. Begin to understand that when you improvise you make up your own tune or rhythm. 	<ul style="list-style-type: none"> Create simple melodies in a group. Be able to record the composition in an appropriate way. Begin to recognise the link between shape and pitch using picture notations. 	<ul style="list-style-type: none"> Start to recognise/identify very simple style indicators and different instruments used in a piece of music. Begin to listen, with respect, to other people's ideas and feelings towards music. Start using basic musical language to describe music
Y2	<ul style="list-style-type: none"> Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. Continue to understand the importance of warming up their voices and to establish a good singing position. Sing with a good sense of pulse and try to sing together, in time with the group. Know when to stop and start as appropriate; follow a leader/conductor. Be able to practise, rehearse and present performances with some awareness of an audience. Begin to communicate ideas, thoughts and feelings through simple musical demonstration. Be able to watch a recording and/or discuss the performance and make helpful and thoughtful comments and feedback about others. 	<ul style="list-style-type: none"> Continue to play a classroom instrument as part of a group/ensemble. Be able to move between differentiated parts as required using a sound-before-symbol approach. Continue to respond to basic musical cues from the leader/conductor. Be able to play more confidently as part of an ensemble/group with a sound-before-symbol approach. Be able to perform to other people. Play an instrument, improvise and play compositions as part of the performance with as much confidence as possible. Be able to practise, rehearse and present performances with some awareness of an audience. Begin to communicate ideas, thoughts and feelings through simple musical demonstration. Be able to watch a recording and/or discuss the performance and make helpful and thoughtful comments and feedback about others. 	<ul style="list-style-type: none"> Continue to explore and create simple musical sounds with voices and instruments. Deepen understanding - when you improvise you make up your own tune (or rhythm) using one or two notes, or by singing. Know that an improvisation is not written down or notated. If recorded it would be a composition. Continue to improvise using very simple patterns on an instrument or by singing. Continue to create simple rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform their own rhythms and melodies with confidence and understanding using one or two notes. 	<ul style="list-style-type: none"> Continue to create simple melodies Be able to compose using one or two notes, increasing to three notes if appropriate. Be able to record the composition in an appropriate way - graphic/pictorial notation, video, ICT. Demonstrate a very simple understanding of - making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). Continue to recognise the link between shape and pitch using picture notations or any other appropriate way. 	<ul style="list-style-type: none"> Try to recognise and identify very simple style indicators and different instruments used. Be able to march, clap, tap your knees, move to find and internalise the pulse. Begin to use basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards music. Be able to discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music. Begin to discuss the meaning of the song words and how they work together with the music.

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