



Whitestone Infant School

Progression of skills in Music



Area of study	Reception (STATE ASPECT OF LEARNING SUBJECT FITS WITH)	Year 1	Year 2
Performing – Singing – use voices expressively	(Expressive arts and design – being imaginative and expressive) Range 5 Sing familiar songs Sings to self and makes up simple songs Range 6 Begins to build a collection of songs ELG Sing a range of well known nursery rhymes Perform songs with others with and without accompaniment I can keep a steady pulse	Join in with singing with a sense of the shape of a melody Find their singing voice and use their voices confidently Be aware of the need for silence before and after a song Sing with an awareness of the audience changing the volume of songs	Continue to join in with singing Sing a melody accurately at a clear pitch Sing songs expressively to an audience Sing songs in parts or rounds
Performing – Instruments – tuned and untuned instruments musically	(Expressive arts and design – being imaginative and expressive) Range 5 Explore how sounds can be changed Tap out simple repeated rhythms Range 6 Make music in a variety of ways ELG Choose instruments for their own purpose Know some different instruments that can be played Repeat short melodic patterns	Use instruments with care and control Explore different sounds Play short rhythmic patterns Change the volume of instruments Change the tempo of playing instruments Follow simple pictures and symbols to guide playing Begin to name some classroom instruments	Continue to use instruments with care and control Continue to explore different sounds Perform simple patterns and rhythms keeping a steady pulse clapping and on instruments Increase or decrease the volume or tempo of instruments as they play Read and respond to rhythm using stick notation Continue to name some classroom instruments
Composition – experiment with, create, select and combine sounds	(Expressive arts and design – being imaginative and expressive) Range 5 Use sounds to express experiences, expertise, ideas and feelings	Make different sounds with their voice and instruments Make a sequence of sounds Understand the difference between rhythm and pitch	Choose sounds to create an effect Create a musical sequence taking into account speed, volume and beat Choose symbols to represent sounds Write down patterns using stick notation

	Creates sounds to accompany stories Range 6 Makes music in a range of ways Chooses particular sounds for their own imaginative purpose ELG Respond to music in a variety of ways Select appropriate sounds for a purpose Put two sounds into a sequence	Explore symbols for sounds	
Listening and Appraising – listen with concentration and understanding	(Communication and Language – Listening, Attention and Understanding & Expressive arts and design – being imaginative and expressive) Range 5 Joins in with repeated refrains Range 6 Shows variability in listening Responds imaginatively to music ELG Listen to a piece of music Ask questions about music Talk and make comments about music	Talk about musical elements such as volume or tempo Talk about how a piece of music makes them feel Talk about whether they like or dislike a piece of music Name some instruments that can be heard	Find the beat of the music they are listening to Talk about the music that they listen to – tempo / volume / instruments Respond to change in pitch or tempo Compare two pieces of music
Key Vocabulary	bang crash click ding / jingle rattle shake tap	beat / pulse body percussion call and response chants ostinato pentatonic scale question and answer rhythm sequence tempo tuned instruments	beat groupings crescendo / decrescendo crotchet / quaver crotchet rest cuckoo interval dot / graphic / stick notation dynamics improvisation melodic phrase pause pitch rests untuned instruments

