

Ryhope Infant School Academy

Progression of Music Skills as Key Questions

Area of Study	Nursery/Reception EYFS (40 - 60 months – ELG)	Year 1	Year 2
Appraising	<ul style="list-style-type: none"> • Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they identify reasons why they like some music more than others? 	<ul style="list-style-type: none"> • Can they form an opinion to express how they feel about a piece of music? • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they identify what different sounds could represent and give a reason why? • Can they identify texture - listening for whether there is more than one sound at the same time? • Can they identify musical structure in a piece of music (verse, chorus etc.)? 	<ul style="list-style-type: none"> • Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons? • Can they say what they like and dislike? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?
Performing	<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? <p>Can they sing their favourite nursery rhymes?</p> <ul style="list-style-type: none"> • Can they clap short rhythmic patterns? 	<p>Can they use their voice to speak/sing/chant? • Do they join in with singing?</p> <ul style="list-style-type: none"> • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? 	<ul style="list-style-type: none"> • Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?

	<ul style="list-style-type: none"> • Can they experiment with creating sounds with different instruments? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they perform a rhythm? 	<ul style="list-style-type: none"> • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they perform a rhythm to a steady pulse? 	<ul style="list-style-type: none"> • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse? <p>Greater Depth</p> <ul style="list-style-type: none"> • Can they understand the importance of a warm up? • Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?
<p>Composing</p>	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose? <p>Greater depth</p> <ul style="list-style-type: none"> • Can they repeat (short rhythmic and melodic) patterns? • Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? <p>Greater depth</p>

			<ul style="list-style-type: none"> • Can they use simple structures (e.g. repetition and order) in a piece of music? • Do they know that phrases are where we breathe in a song?
Statutory Requirements	<p>Expressive Arts and Design Exploring and using media and materials 40-60 months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs • Explores the different sounds of instruments <p>ELG Children sing songs, make music. Being Imaginative ELG They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> • use voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • use voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Vocabulary	<ul style="list-style-type: none"> • Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds 	<p>as EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice</p>	<p>Year 2 – as Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume</p>