Music Progression Grid 2021-22

	EYFS Skills	Key Stage 1 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations
Listening	FS1 - Listen with increased attention to sounds. FS2 - Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs	Listen with concentration and understanding to a range of high-quality live and recorded music Listen to recorded performances complemented by opportunities to experience live music making in and out of school.	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
Composing	FS1 - Sings to self and makes up simple songs. Create their own songs, or improvise a song around one they know. FS2 - Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music.	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds.	Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.

		Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	
Vocabulary	Chant Fast Follow High Instrument Low Loud Quiet (use instead of 'soft') Repeat Rhythm Sing Slow Song Sounds	As EYFS plus: beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice	As Year 1 plus accompany body percussion chime bar • hord claves compose duration ostinato percussion phrase pitch
Performing	FS1 - Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. FS2 - Represent personal ideas, thoughts and feelings through music. Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Perform with awareness of others e.g. take turns in a performance and sing/play and peers	Use own voice in different ways including speaking, singing and chanting for different effects

Singing	FS1 - Sing a large repertoire of songs. Remember and sing entire songs. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. FS2 – Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
Pulse and rhythm	FS1 – Play instruments with increasing control to express their feelings and ideas. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Uses movement to express feelings. Creates movement in response to music. Makes up rhythms. FS2 – Sing songs, make music and dance Experiment with ways of changing songs/music. Represent their own ideas, thoughts and feelings through music and dance.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Perform short copycat rhythm patterns accurately, led by the teacher.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point.

		Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.
Pitch	FS1- – Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. FS2- Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.
Appreciation and understanding	FS1- Respond to what they have heard, expressing their thoughts and feelings. FS2- Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	State what they like or dislike about a piece of music	Explain what they like or dislike about a piece of music and why.