

Curriculum Skills and Progression Map

Music

Early Years Foundation Stage	Key Stage One
<p>Expressive Arts and Design 3 – 4 Year Olds</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • 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. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>Reception</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <p>Early Learning Goal Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use their 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.

	Performing	Composing	Appraising
Early Years Foundation Stage	<ul style="list-style-type: none"> ● Use their voice to speak/sing chant ● Join in with singing ● Clap short rhythmic patterns ● Experiment with creating different sounds with different instruments ● Perform a rhythm 	<ul style="list-style-type: none"> ● Make a range of sounds with their voice ● Make a range of sounds with instruments ● Represent sounds pictorially ● Begin to sequence sounds to create a rhythm or beat ● Repeat short rhythmic and melodic patterns ● Begin to read pictorial representations of music (e.g. colour coded bells, music story maps) 	<ul style="list-style-type: none"> ● Say if they like or dislike a piece of music ● Identify and distinguish environmental sounds ● Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) ● Identify reasons why they like some music more than others
Key Stage One	<ul style="list-style-type: none"> ● Use their voice to speak/sing/chant ● Join in with singing ● Clap short rhythmic patterns ● Use instruments to perform a simple piece ● Respond to musical indications about when to play or sing ● Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse ● Perform a steady rhythm to a pulse ● To sing and follow the melody (tune) ● Sing accurately at a given pitch ● Perform simple patterns and accompaniments keeping a steady pulse ● Perform with others ● Play simple rhythmic patterns on an instrument ● Sing/ clap a pulse increasing or decreasing in tempo 	<ul style="list-style-type: none"> ● Make different sounds with their voice ● Make different sounds with instruments ● Identify changes in sounds ● Change the sound ● Repeat (short rhythmic and melodic) patterns ● Make a sequence of sounds ● Show sounds by using pictures ● Order sounds to create a beginning, middle and end ● Create music in response to different starting points ● Choose sounds which create an effect ● Use symbols to represent sounds ● Make connections between notations and musical sounds 	<ul style="list-style-type: none"> ● Respond to different moods in music ● Say how a piece of music makes them feel ● Say whether they like or dislike a piece of music ● Choose sounds to represent different things ● Recognise repeated patterns ● Follow instructions about when to play or sing