



Progression of Skills and Knowledge in Music



Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

<u>Expressive Art and Design</u>										
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61- 66 mths	12 67-72 mths	ELG
Being Imaginative and Expressive	Uses everyday objects and instruments to make sounds/music. Imitates sounds from the natural or made world.	Explores sounds, songs/ simple rhymes and movement. Beginning to make believe by pretending	In play, beginning to express their own ideas, likes and dislikes. Plays alongside other children, showing an interest in those who are exploring new ideas.	Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.	In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.	Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.	Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.	Sings songs, makes music, dances and tells stories, experimenting with ways of changing them. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance, designs, images or products.	Can talk about features of their own and others work and expressions of creativity, recognising the differences between them and the strength of others.	Invent, adapt and recount narratives and stories with peers and their teacher. <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.

The knowledge and skills then feed into the KS1 curriculum shared below

KS1 & KS2 KNOWLEDGE, SKILLS AND UNDERSTANDING

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing a few familiar songs. • Begin to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> • Begin to sing more in tune and with clear words • Join in with chants and rhymes 	<ul style="list-style-type: none"> • Follow a melody well, controlling dynamics and tempo • Begin to use expression 	<ul style="list-style-type: none"> • Increase dynamic control • Sing in an ensemble with increasing awareness of others 	<ul style="list-style-type: none"> • Maintain a part in a group • Perform longer parts from memory 	<ul style="list-style-type: none"> • Increase breath control • Sing in harmony • Understand use of rests 	<ul style="list-style-type: none"> • Convey lyrical meaning • Perform a complex song rhythm with confidence
Playing Instruments	<ul style="list-style-type: none"> • Tap out simple repeated rhythms • Explore the different sounds of instruments. Explore and learn how sounds can be changed 	<ul style="list-style-type: none"> • Keep a steady beat • Play untuned instruments with emerging attention to tempo and dynamics 	<ul style="list-style-type: none"> • Play the pitch line on tuned instruments • Use instruments to accompany a song with attention to tempo 	<ul style="list-style-type: none"> • Begin to read simple notation • Use ostinato to create rhythm patterns 	<ul style="list-style-type: none"> • Use a range of instruments to compose short pieces with attention to bass, chords and melody 	<ul style="list-style-type: none"> • Play a tuned instrument in an ensemble, maintaining a part 	<ul style="list-style-type: none"> • Play a tuned instrument with increasing control and confidence, coordination and rhythmicity
Composing	<ul style="list-style-type: none"> • Make up rhythms. • Make up simple songs. • Capture experiences and responses with music. • Represent own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> • Create a picture in sound • Explore different sounds instruments make 	<ul style="list-style-type: none"> • Invent rhythms to accompany a steady beat • Explore sounds and silence 	<ul style="list-style-type: none"> • Choose different timbres to make an accompaniment • Make choices about musical structure 	<ul style="list-style-type: none"> • Compose a rap or chant with rhythmic accompaniment • Record the composition 	<ul style="list-style-type: none"> • Compose a short operatic piece using contrasting pitch • Record the composition 	<ul style="list-style-type: none"> • Use a variety of devices (melody, rhythm, lyrics and chords) for a performance composition • Use 8-track digital technology to record the composition
Listening and Appraising	<ul style="list-style-type: none"> • Imitate movement in response to music. 	<ul style="list-style-type: none"> • Respond to different moods in music • Identify instruments within a piece 	<ul style="list-style-type: none"> • Use simple music vocabulary to describe a piece • Reflect using own opinions 	<ul style="list-style-type: none"> • Listen to an increasing range of genres and styles • Recognise rhythms patterns in staff notation 	<ul style="list-style-type: none"> • Begin to talk about the history and geography of music 	<ul style="list-style-type: none"> • Listen to a range of music and discuss cultural context 	<ul style="list-style-type: none"> • Compare and contrast the work of several writers and composers