 **Music Progression**

**EYFS links:**

***Expressive Arts and Design In Reception***

* Listen attentively, move to and talk about music, expressing their feelings and responses
* Watch and talk about dance and performance art, 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

***Being Imaginative and Expressive ELG***

* 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

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|  | **Year 1** | **Year 2** | **Year 3** |
| **GENRES** | hip-hop, blues, baroque, Latin, bhangra, folk, funk, pop, classical | afro-pop, south African, rock, reggae, classical | R&B, western classical, musicals, Motown, soul, reggae, western classical music |
| **NEW VOCABULARY** | pulse, rhythm, repeated patterns, glockenspiel, audience | pitch, melody, chorus, unison, compose, improvise | lyrics, dynamics, tempo, introduction, verse, choir, conductor, ensemble, solo, rehearse |

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|  | **Year 1** | **Year 2** | **Year 3** |
| **LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING** | begin to identify simple repeated patterns and follow basic musical instruction  begin to understand that musical elements can be used to create different moods and effects  begin to represent sounds with simple symbols including shapes and marks  listen to short, simple pieces of music and talk about when and why they may hear it  e.g. a lullaby | identify and recognise repeated patterns and follow a wider range of musical instruction  understand how musical elements create different moods and effects.  confidently represent sounds with a range of symbols, shapes or marks  listen to pieces of music and discuss where and when they may be heard explaining why using some musical vocabulary | listen with attention and begin to recall sounds  begin to understand how different musical elements are combined and used to create an effect  begin to recognise simple notations to represent music, including pitch and volume.  listen to and begin to respond to music drawn from different traditions, great composers and musicians |
| **APPRAISING AND RESPONDING** | talk about how music makes you feel or want to move  think about and make simple suggestions about what could make their own work better | respond to different moods in music and explain their thinking about changes in sound  suggest what improvements could be made to own work and make some of these changes e.g. altering use of voice, playing of and/or choice of instruments | explore and comment on the ways sounds can be used expressively  comment on the effectiveness of own work, identifying and making improvements |

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|  | **Year 1** | **Year 2** | **Year 3** |
| **SINGING** | use voices in differing ways such as speaking, singing and chanting | use voices expressively and creatively to sing a melody | sing in unison becoming aware of pitch |
| **PLAYING** | create and choose sounds | create and choose sounds for a specific effect | perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes |
| **COMPOSING AND CREATING** | experiment with sounds  recognise and explore how sounds can be organised  identify and organise sounds using simple criteria | repeat short, rhythmic and melodic patterns  begin to explore, choose and order sounds using some of the elements of music | create simple, rhythmical patterns that use a small range of notes  begin to join simple layers of sound e.g. a background rhythm and a melody |
| **PERFORMING** | perform simple rhythmical patterns, beginning to show an awareness of pulse  begin to think about others while performing | perform rhythmical patterns and accompaniments, keeping a steady pulse  think about others while performing | perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes  think about others while performing |