



Roe Green Infant School
Music – Knowledge and Skills Progression



AUTUMN/SPRING/SUMMER

Reception

Year 1

Year 2

Performing

- Explore and engage in music making and dance performing solo or in groups.
- 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. (ELG)

- Take part in singing showing awareness of melody.
- Follow instructions on how and when to sing/play an instrument.
- Take notice of others when performing.
- Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking.
- Imitate changes in pitch– high and low.

- Sing songs in an ensemble following the tune (melody) well.
- Use voice to good effect understanding the importance of warming up first.
- Perform in ensemble with instructions from the leader.
- Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).
- Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.
- Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases.

Composing

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| <ul style="list-style-type: none">• Create their own songs or improvise a song around one they know. <p>(This is taught discretely alongside the curriculum.)</p> | <ul style="list-style-type: none">• Carefully choose sounds to achieve an effect (including use of ICT).• Order sounds to create an effect (structure-beginnings/endings).• Create short musical patterns.• Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.• Control playing instruments so they sound as they should.• Use pitch changes to communicate an idea.• Start to compose with two or three notes.• Create a simple rhythm by clapping or using percussion. | <ul style="list-style-type: none">• Compose and perform melodies using two or three notes.• Use sound to create abstract effects (including using ICT).• Create/ improvise repeated patterns (ostinato) with a range of instruments.• Effectively choose, order, combine and control sounds (texture/ structure). |
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Appraising

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| <ul style="list-style-type: none">• Watch and talk about dance and performance art expressing their feelings and responses. | <ul style="list-style-type: none">• Hear the pulse in music.• Hear different moods in music.• Identify texture– one sound or several sounds?• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).• Say what they like or dislike about a piece of music | <ul style="list-style-type: none">• Identify the pulse in music.• Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).• Start to recognise different instruments.• Explain what they like about a piece of music and why |
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Listening and applying knowledge and understanding

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| <ul style="list-style-type: none">• Choose sounds to represent different things (the thunder, sea etc...). <p>(This is taught discretely alongside the curriculum.)</p> | <ul style="list-style-type: none">• Listen for different types of sounds.• Know how sounds are made and changed.• Make sounds with a slight difference, with help.• Use voice in different ways to create different effects.• Begin to represent sounds with drawing.• Listen to a piece of music, describing if it is fast or slow, happy or sad. | <ul style="list-style-type: none">• Listen carefully and recall short rhythmic and melodic patterns.• Use changes in dynamics, timbre and pitch to organise music.• Change sounds to suit a situation. Make own sounds and symbols to make and record music.• Start to look at basic formal notation- play by ear first.• Know music can be played or listened to for a variety of purposes (in history/ different cultures).• Follow a simple piece of written rhythmic notation.• Describe basic elements of a piece of music (e.g. pace, volume, emotion).• Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). |
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