

Progression of skills in Music

* Based on the Chris Quigley Essentials Curriculum *

	EYFS (EAD)				Years 1 and 2
	22-36	30-50	40-60	ELG	Year 1 and 2 National Curriculum Objectives - Key Stage 1 Pupils should be taught to: <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.
Perform - Vocal	<ul style="list-style-type: none"> • Joins in singing favourite songs. 	<ul style="list-style-type: none"> • Sings a few familiar songs. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. 	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing. • Make and control long and short sounds, using the voice. • Imitate changes in pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Sing songs expressively. • Recall and remember short songs and sequences and patterns of sounds.
Perform - Instrumental	<ul style="list-style-type: none"> • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. 	<ul style="list-style-type: none"> • Explores the different sounds of instruments. 		<ul style="list-style-type: none"> • Follow instructions on how and when to play an instrument. • Recall and remember short songs and sequences and patterns of sounds. • Make and control long and short sounds, using instruments. • Imitate changes in pitch. • Accompany a chant or song by clapping or playing the pulse or rhythm. • Play instruments (tuned and untuned) in different ways and create sound effects.
Compose - Vocal					<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns.

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					<ul style="list-style-type: none"> Create short, rhythmic phrases.
Compose - Instrumental		<ul style="list-style-type: none"> Explores and learns how sounds can be changed. 			<ul style="list-style-type: none"> Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.

		Years 1 and 2
Transcribe		<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. Record own ideas using dot notation.
Describe		<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Identify long and short sounds in music. Listen with concentration and understanding to a range of high quality live and recorded music.