

FS and KS1 Progression of Skills - Music

Based on the National Curriculum for KS1 and EYFS objectives/ Early Learning Goal as set out in Development Matters

	Pre-School	Reception	Year 1	Year 2	Year 3
Singing	Can join in with familiar songs	Can sing a few simple songs	Build up a repertoire of songs. Understands some songs need to be sung softly and others loudly	Follow a melody. Can sing with simple pitch Can sing in time with the pulse Can increase/decrease the tempo when singing.	To sing in unison, becoming aware of pitch.
Musical genres	Choose a favourite song	Begin to listen to and identify different genres	Can begin to identify some musical genres through listening to a wide range of music	Can begin to hear the similarities and differences between musical genres. Can name some well-known genres	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
Listening and appreciations	Say or show how music makes them feel	Can hear changes in music Can say why they like/dislike something	Can listen out for particular things when listening to music.	Listens to a wide range of genres. Can voice their likes and dislikes about a piece and music. Can begin to use their musical knowledge to explain which parts they like and dislike such as instruments	To explore and comment on the ways sounds can be used expressively. To listen with attention and begin to recall sounds
Musical instruments / composition	Tap out simple repeated rhythm Explore untuned instruments	Add sound to songs and explore sound changing	Introduction in notation- crochets, quavers, semibreves and minim Follow a rhythm tuned & untuned	Can play a simple rhythmic pattern on an instrument. Can begin to make connections between a musical note and the sound it creates.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To begin to recognise simple notations to represent music, including pitch and volume

				Introduction in notation-crotchets, quavers, semibreves and minims	
Musical elements i.e pitch	Can begin to know: High/low Loud/quiet fast/slow	Over the course of EYFS and KS1 children should be exposed to the following musical terms: Timbre Rhythm Duration Tempo Texture Pitch Pulse Beat	Over the course of EYFS and KS1 children should be exposed to the following musical terms: Timbre Rhythm Duration Tempo Texture Pitch Pulse Beat	Over the course of EYFS and KS1 children should be exposed to the following musical terms: Timbre Rhythm Duration Tempo Texture Pitch Pulse Beat	To begin to understand how different musical elements are combined and used to create an effect
Musical patterns i.e finding the pulse	Begin to move rhythmically	Move in time to music Can clap out syllables Can adapt rhymes	Can keep a steady pulse	Can play simple rhythmic patterns keeping a steady pulse. Can clap or sing increasing/decreasing the tempo. Can order sounds into a beginning, middle and end	To create simple rhythmical patterns that use a small range of notes.