



Music Progression Documents

Areas of Study	EYFS	Year 1	Year 2
Singing	<p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none">• sing a range of well-known nursery rhymes and songs.	<p>National Curriculum:</p> <ul style="list-style-type: none">• Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
	<ul style="list-style-type: none">• I can sing or rap nursery rhymes and simple songs from memory.• I can sing in a group or on my own, increasingly matching the pitch and following the melody.• I can sing along with a pre-recorded song and add actions.• I can sing along with the backing track.	<ul style="list-style-type: none">• I can sing notes of different pitches (high and low).• I can make different types of sounds with my voice - I can rap or say words in rhythm.• I can start and stop singing when following a leader.• I can confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none">• I can sing notes of different pitches (high and low).• I can make different types of sounds with my voice - I can rap (spoken word with rhythm).• I can find a comfortable singing position.• I can start and stop singing when following a leader.• I can confidently know and sing five songs from memory.• I can define the term unison as everyone singing at the same time.• I can explain why we need to warm up our voices.

Performing:	<p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none"> perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Use a range of small tools (e.g. instrument beaters). 	<p>National Curriculum:</p> <ul style="list-style-type: none"> Pupils should be taught to play tuned and untuned instruments musically. 	
	<ul style="list-style-type: none"> I can explain that a performance is sharing music with other people. I can perform nursery rhymes and other songs by singing and adding actions or dance. I can play instruments with increasing control to express my feelings and ideas. 	<ul style="list-style-type: none"> I can explain that a performance is sharing music with other people, called an audience. I can perform a song I have learnt from the Scheme. I can add my own ideas to the performance. I can record the performance and say how I feel about it. I can play a tuned instrumental part with the song I perform. I can listen to and follow musical instructions from a leader. I can name the notes in my instrumental part from memory or when written down. I can name the instruments I play. 	<ul style="list-style-type: none"> I can explain that a performance is sharing music with an audience. I can explain that a performance can be a special occasion and involve a class, a year group or a whole school, to an audience that can include parents and friends. I can perform a song I have learnt from the Scheme. I can add my own ideas to the performance. I can record the performance and say how I feel about it. I can play a tuned instrumental part with the song I perform and play it in time with the steady pulse. I can listen to and follow musical instructions from a leader.

			<ul style="list-style-type: none"> • I can name the notes in my instrumental part from memory or when written down. • I can name the untuned percussion instruments played in class.
Listening and Appraising	<p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments, and actions. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. 	

	<ul style="list-style-type: none"> • I can say how music makes me feel. • I can respond to music by moving- dancing, marching, being animals or pop stars. • I can listen to the words of songs and comment on what I have heard. 	<ul style="list-style-type: none"> • I can respond to music by moving- dancing, marching, being animals or pop stars. • I can explain what the songs I have listened to are about. • I can recognise the sound, and name, some of the instruments used in the music I listen to. 	<ul style="list-style-type: none"> • I can respond to music by moving- dancing, marching, being animals or pop stars. • I can explain what the songs I have listened to are about. • I can talk about how songs can tell a story or describe an idea. • I can recognise that some songs have a chorus or a response/answer part. • I can comment on the musical style of a song I have heard. • I can recognise the sound, and name, an increasing number of the instruments used in the music I listen to.
Composing	<p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. • Work and play cooperatively and take turns with others. • Use a range of small tools (e.g. instrument beaters). 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. 	

	<ul style="list-style-type: none"> • I can explore a range of sound makers and instruments and play them in different ways. • I can create my own songs or improvise a song around one I know. • I can explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • I can help to create a simple melody using one, two or three notes. • I can begin to learn how the notes of the composition can be written down and changed if necessary. • I can explain that composing is like writing a story with music. 	<ul style="list-style-type: none"> • I can help create simple melodies using one, three or five different notes. • I can learn how the notes of the composition can be written down and changed if necessary. • I can explain that composing is like writing a story with music.
--	---	--	---