



Onslow Infant School Music Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Play and Perform	<ul style="list-style-type: none"> ▪ Opportunity to play with instruments in continuous provision. ▪ Performing during Harvest and Christmas Production. ▪ Perform any of the nursery rhymes by singing and adding actions or dance. ▪ Perform any nursery rhymes or songs adding a simple instrumental part. ▪ Record the performance to talk about. 	<ul style="list-style-type: none"> ▪ Use voices in different ways such as speaking and singing. ▪ To perform simple rhythmical patterns beginning to show awareness of pulse. ▪ Learn about voices, singing notes of different pitches (high and low). ▪ Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ▪ Learn to start and stop singing when following a leader. ▪ Treat instruments carefully and with respect. ▪ Play a tuned instrumental part with the song they perform. ▪ Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ▪ Use voices expressively and creatively. ▪ To create sounds for a specific effect. To perform rhythmical patterns keeping a steady pulse. ▪ Listen and respond to voices singing notes of different pitches (high and low). ▪ Make up different types of sounds with their voices – you can rap or say words in rhythm. ▪ Learn to find a comfortable singing position. ▪ Learn to start and stop singing when following a leader. ▪ Treat instruments carefully and with respect. ▪ Play the part in time with the steady pulse. ▪ Listen to and follow musical instructions from a leader.
	<p><i>bang</i> <i>crash</i> <i>noise</i> <i>quiet</i> <i>whisper</i> <i>noisy</i> <i>loud</i> <i>shrill</i> <i>squeaky</i> <i>boom</i> <i>shout</i> <i>singing</i> <i>tap</i> <i>voice</i> <i>shake</i></p>	<p><i>pulse</i> <i>rhythm</i> <i>pitch</i> <i>rap</i> <i>improvise</i> <i>compose</i> <i>melody</i></p>	<p><i>keyboard</i> <i>drums</i> <i>bass</i> <i>electric guitar</i> <i>saxophone</i> <i>trumpet</i> <i>audience</i></p>

	EYFS	Year 1	Year 2
Create and Compose	<ul style="list-style-type: none"> ▪ Begin to explore different instruments. ▪ Moving in time to a piece of music (slow/fast). ▪ Making own instruments. 	<ul style="list-style-type: none"> ▪ Clap and Improvise – Listen and clap back. ▪ Sing, Play and Improvise – Use voices and instruments, listen and sing back. ▪ Improvise! – Take it in turns to improvise. ▪ Help to create a simple melody using one, two or three notes. ▪ To identify and organise sounds using simple criteria e.g. loud/soft, high/low. 	<ul style="list-style-type: none"> ▪ Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). ▪ Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ▪ Improvise! – Take it in turns to improvise using one or two notes. ▪ Help create three simple melodies with the units using one, three or five different notes. ▪ Learn how the notes of the composition can be written down and changed if necessary. ▪ To begin to explore and choose sounds using the different dimensions of music e.g. pitch, tempo.
	<i>Rhyme</i> <i>Song</i> <i>Sing</i> <i>Explore</i> <i>Instrument</i> <i>Sound</i> <i>Fast</i> <i>slow</i>	<i>percussion</i> <i>trumpets</i> <i>saxophones</i> <i>Blues</i> <i>Baroque</i> <i>Latin</i> <i>Irish Folk</i> <i>Funk</i> <i>pulse</i> <i>rhythm</i> <i>pitch</i> <i>groove</i> <i>audience</i> <i>imagination</i>	<i>question and answer</i> <i>melody</i> <i>dynamics</i> <i>tempo</i> <i>perform/performance</i> <i>rap</i> <i>Reggae</i> <i>glockenspiel</i> <i>recorder</i> <i>tuned</i> <i>untuned</i> <i>percussion</i>

	EYFS	Year 1	Year 2
Evaluate and Appraisal	<ul style="list-style-type: none"> ▪ To listen to and discuss a variety of recorded and live music. ▪ Talking about if we like or dislike a piece of music. ▪ Listening out for different instruments in music. 	<ul style="list-style-type: none"> ▪ To talk about how music makes you feel or want to move. ▪ To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder. ▪ Choose a song they have learnt from the Scheme and perform it to another class. ▪ Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ▪ To respond to different moods in music and explain thinking about changes in sound. ▪ To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. ▪ Choose a song they have learnt from the Scheme and perform it to the school. ▪ They can add their ideas to the performance. ▪ To talk about the best place to be when performing and how to stand or sit. ▪ To record the performance and say how they were feeling, what they were pleased with what they would change and why.
	<i>listen</i> <i>talk</i> <i>think</i> <i>feel</i>	<i>Dynamics</i> <i>timbre</i>	<i>Texture</i> <i>Structure</i> <i>notation</i>

	EYFS	Year 1	Year 2
Listening and applying knowledge and understanding	<ul style="list-style-type: none"> ▪ To learn that music can touch your feelings. ▪ To enjoy moving to music by dancing, marching, being animals or Pop stars. ▪ Listening attentively to a piece of music. ▪ Listening to songs from different genres. ▪ Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. 	<ul style="list-style-type: none"> ▪ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ▪ Find the pulse. Choose an animal and find the pulse. ▪ Listen to a rhythm and clap back. ▪ Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. ▪ To begin to identify simple repeated patterns and follow basic musical instructions. ▪ To begin to understand that musical elements can be used to create different moods and effects. ▪ To begin to represent sounds with simple sounds including shapes and marks. ▪ To listen to short, simple pieces of music and talk about when and why they may hear it. 	<ul style="list-style-type: none"> ▪ To learn how songs can tell a story or describe an idea. ▪ Find the pulse. Choose an animal and find the pulse. ▪ Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ▪ Create rhythms for others to copy. ▪ Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. Then make up your own rhythms using 'la' using pitch. ▪ To identify and recognise repeated patterns and follow a wider range of musical instructions ▪ To understand how musical elements create different moods and effects. ▪ To confidently represent sounds with a range of symbols, shapes or marks. ▪ To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.
	<p><i>pulse</i> <i>beat</i></p>	<p><i>Mood</i> <i>Effect</i> <i>notation</i></p>	<p><i>Pitch</i> <i>Rhythm</i> <i>Syllables</i> <i>Pattern</i> <i>tempo</i></p>

	EYFS	Year 1	Year 2
Continuous Provision & Enhancements			
Performance / Stage Area	<ul style="list-style-type: none"> ▪ Explore a range of different musical instruments. ▪ Use everyday objects to make sounds. ▪ Listen to different types of music on CD players etc. ▪ Move / dance in time with music. ▪ Perform to music e.g. accompanying instruments, dancing, singing. 	<ul style="list-style-type: none"> ▪ Use instruments to create own music, beats and tunes. ▪ Create own instruments to use. ▪ Perform to an audience and give feedback to others. ▪ Order music by preference and begin to explain why. 	<ul style="list-style-type: none"> ▪ Plan, perform and evaluate a 'piece' e.g. child led talent show. ▪ Create pictorial representations of a song for others to copy. ▪ Practise and apply what has been taught in lessons e.g. independent recorder practise. ▪ Listen to different types of music and write a review.