

<b><i>Musical Skills</i></b>	<b><i>Foundation Stage</i></b>	<b><i>Year 1</i></b>	<b><i>Year 2</i></b>
<b><i>Singing songs with control, using the voice expressively</i></b>	Develop their own repertoire of known songs and nursery rhymes. Develop confidence by joining in with singing.	Sing expressively and confidently in a large group. Sing a melody at their own pitch. Sing with an awareness of pulse and control of rhythm.	Begin to recognise phrase lengths and correct breathing places. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (following the shape of the melody).
<b><i>Listening, Memory and Movement</i></b>	Begin to develop own opinions about different pieces of music – likes/dislikes Begin to describe the sounds in musical terms – high, low, fast, slow Express how the music makes them feel.	Respond physically when performing, composing and appraising music. Recall short songs, sequences and patterns of songs. Identify classroom instruments by sight and sound. Listen with concentration to a variety of music genres. Develop own opinions about different pieces of music – likes/dislikes	Identify different groups of instruments in orchestra by sight and sound. Recognise changes in pitch and dynamics. Listen with concentration to a variety of music genres and express opinions about them using musical terms.

Progression of Music Skills – KS1 St George's Primary, Wallasey

<b><i>Controlling Pulse and Rhythm</i></b>	Repeat a clapping rhythm given by teacher or pupil. Clap a short rhythmic pattern independently.	Begin to use symbols to represent a composition and use them in performance. Clap rhythmic patterns confidently. Identify the pulse and join in with different pieces of music.	Identify long and short sounds in music. Create own short rhythmic patterns. Develop the use of symbols for composition and performance. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns.
<b><i>Exploring sounds, melody and accompaniment</i></b>	Begin to develop accompaniment skills by clapping along to favourite songs and rhymes.	Identify and name classroom instruments. Create and choose sounds in response to a given stimuli.	Identify how sounds can be changed.
<b><i>Play instruments with increasing control</i></b>	Explore the sounds of different pitched and non-pitched percussion instruments. Create different sounds using instruments.	Handle and play instruments with control, following instructions on how and when to play.	Change sounds to reflect different stimuli – in response to text, topic, mood Create a sequence of repeating different sounds.
<b><i>Composition</i></b>	Make a range of sounds with both voices and instruments.	Create a mixture of long/short, loud/quiet, low/high sounds. Work collaboratively with adult support to create short group compositions in sounds and lyrics.	Select sounds to make a specific effect both using instruments and digital technology. Sequence sounds to create a specific effect.

**Vocabulary by the end of KS1**

**EYFS:** chant, fast, follow, high, instrument, low, loud, quiet, repeat, rhythm, sing, slow, song, sounds

**Year 1:** as EYFS plus: beat, beater, cabasa, castanets, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice, woodblock

**Year 2:** accompany, body percussion, chime bar, chord, claves, compose, duration, maracas, ostinato, percussion, pitch, tuned and non-tuned percussion instruments, volume