

# Music: Progression of skills



	Appraising Hearing and Listening	Composition Exploring and Playing	Performing Vocalising and Singing
Nursery	<ul style="list-style-type: none"> <li>• Enjoy listening to different kinds of sounds (environmental sounds, toys, instruments).</li> <li>• Move freely and spontaneously to music (wiggling, swaying, bobbing, rocking).</li> <li>• Begin to copy simple actions to music (tap knees, clap hands, march on the spot).</li> <li>• Explore moving fast/slow or big/small with music.</li> <li>• Notice and respond when music stops (freezing, pausing movement).</li> <li>• Begin to imitate very simple claps or taps (one tap, two taps).</li> <li>• Explore loud and quiet sounds with support (adult models "soft/loud").</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making sounds with their voices (babbling, humming, squeaking, experimenting).</li> <li>• Copy playful vocal sounds (woo!, ah!, beep!) during musical games.</li> <li>• Join in with simple call-and-response echoes (hello songs, name songs).</li> <li>• Explore high and low sounds with support (adult models "high like a bird" / "low like a bear").</li> <li>• Explore instruments freely (shakers, drums, bells, tapping objects).</li> <li>• Begin to control simple instruments (shake, tap, scrape).</li> <li>• Try short bursts of repeating a sound (shake-shake, tap-tap).</li> <li>• Take turns making a simple sound in a group circle (one shake, one clap).</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with simple nursery rhymes using actions or key words.</li> <li>• Begin to copy repeated refrains or sounds in songs (e.g., "baa baa").</li> <li>• Participate in group music time by exploring instruments alongside others.</li> <li>• Start learning how to carry and hold instruments safely with adult help.</li> <li>• Begin to tidy instruments away with guidance.</li> <li>• Take part in simple group performances (e.g., singing a class favourite rhyme).</li> <li>• Share their feelings about music in simple ways (smiling, choosing a favourite song, pointing).</li> <li>• Add simple ideas to a shared performance (actions, shaking an instrument, dancing).</li> </ul>

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Reception	<ul style="list-style-type: none"> <li>• Enjoy moving to music in different ways (dancing, marching, tiptoeing, jumping, pretending to be animals or pop stars).</li> <li>• Explore how music makes their bodies want to move.</li> <li>• Listen to a sound or rhythm and clap it back.</li> <li>• Take turns copying each other in simple pulse and rhythm games.</li> <li>• Watch and listen for signals to start and stop when playing an instrument (e.g., Charanga stop/start games).</li> <li>• Follow simple musical instructions such as:               <ul style="list-style-type: none"> <li>• Play softly / loudly</li> <li>• Play two taps</li> <li>• Copy me</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore different voice sounds: speaking, whispering, shouting safely, and singing.</li> <li>• Experiment with high and low sounds and change voices to match characters.</li> <li>• Say simple words or phrases in rhythm (early rhythmic speech).</li> <li>• Join in with songs and singing games from Charanga's EYFS units.</li> <li>• Play simple patterns on instruments using one or two notes.</li> <li>• Listen carefully and sing back or play back short patterns.</li> <li>• Explore how different instruments make different sounds.</li> <li>• Take turns making up their own small sound pattern using voice or percussion.</li> <li>• Create short patterns using one or two notes on a glockenspiel or chime bar (if used).</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to hold and use instruments carefully and safely.</li> <li>• Treat instruments with respect and put them away properly.</li> <li>• Choose a favourite class song to sing or play as part of a mini-performance.</li> <li>• Add their own ideas to a performance (actions, movement, sound effects).</li> <li>• Record or watch their performance and talk about how it felt (early self-evaluation).</li> </ul>

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	Appraising & Improvisation	Composition	Performing
KS1	<ul style="list-style-type: none"> <li>Learn how to enjoy moving to music (dancing, marching, pretending to be animals or pop stars).</li> <li>Clap back simple rhythms and patterns after listening.</li> <li>Improvise rhythm answers by clapping their own response.</li> <li>Listen and respond when others improvise.</li> <li>Follow a leader to start and stop when singing or playing.</li> <li>Listen carefully and follow simple musical instructions (e.g. louder, softer, stop, play).</li> </ul>	<ul style="list-style-type: none"> <li>Learn about using voices in different ways, including singing high and low notes.</li> <li>Understand that voices can create different sound types (e.g., speaking, whispering, rapping, words in rhythm).</li> <li>Sing back or play back simple patterns using one or two notes.</li> <li>Improvise using voices or instruments with one or two notes.</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn that notes and musical ideas can be recorded and changed (early notation awareness).</li> <li>Explore tuned instruments safely and begin to understand how different sounds are created.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part as part of a song they are learning.</li> <li>Learn to play an instrumental part that matches their level using differentiated Charanga parts.</li> <li>Sing, play and improvise within a performance.</li> <li>Follow musical signals and instructions from a leader during rehearsals.</li> <li>Choose a favourite Charanga song to perform.</li> <li>Add their own ideas (actions, sounds, simple improvisations) to enhance a performance.</li> <li>Record or watch their performance and talk about how it felt to perform.</li> </ul>

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	Appraising & Improvisation	Composition	Performing
LKS2	<ul style="list-style-type: none"> <li>Confidently identify and move to the pulse.</li> <li>Think about and discuss what the words of a song mean.</li> <li>Talk about the music and how it makes them feel, beginning to use musical vocabulary.</li> <li>Take turns discussing feelings about the music while listening respectfully to others.</li> <li>Talk about the musical dimensions working together in songs (e.g. noticing when the music becomes louder in the chorus).</li> <li>Listen carefully and respectfully to each other's ideas and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Explain or talk about how their music/composition was created.</li> <li>Listen to and reflect on the developing composition, making musical decisions about:               <ul style="list-style-type: none"> <li>Pulse</li> <li>Rhythm</li> <li>Pitch</li> <li>Dynamics</li> <li>Tempo</li> </ul> </li> <li>Record compositions in any appropriate way that shows the link between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and in simple two parts.</li> <li>Demonstrate a good singing posture.</li> <li>Follow a leader when singing.</li> <li>Begin to enjoy exploring solo singing.</li> <li>Show awareness of singing in tune.</li> <li>Be aware of the pulse internally when singing; re-join the song if lost.</li> <li>Rehearse and perform their part within the context of the unit song.</li> <li>Communicate meaning and emotion through expression and articulation of lyrics.</li> <li>Present a musical performance designed to engage or capture the audience.</li> </ul>

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	Appraising & Improvisation	Composition	Performing
UKS2	<ul style="list-style-type: none"> <li>Identify and move to the pulse with ease.</li> <li>Think about and discuss the message of songs.</li> <li>Compare two songs in the same style, identifying musical similarities and differences.</li> <li>Talk about what stands out musically using appropriate musical vocabulary.</li> <li>Listen carefully and respectfully to one another's thoughts about the music.</li> <li>Discuss how musical dimensions work together in the unit songs.</li> <li>Talk about how the music makes them feel, using musical language to describe the sound.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that suit the style of the unit song.</li> <li>Explain the key note/home note and describe the structure of their melody.</li> <li>Reflect on the developing composition and make musical decisions about how the melody fits and connects with the song.</li> <li>Record compositions in any appropriate format that shows the connection between sound and symbol (e.g., graphic or pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and confidently with backing vocals.</li> <li>Demonstrate a consistently good singing posture.</li> <li>Experience and explore rapping and solo singing.</li> <li>Listen to each other and understand how individual parts fit within the group.</li> <li>Sing with increasing awareness of pitch and being in tune.</li> <li>Play an instrument using correct technique within the context of the unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge using differentiated parts when needed.</li> <li>Rehearse and perform their part within the context of the unit song.</li> <li>Discuss and talk musically about their performance, reflecting on what went well and what could improve.</li> </ul>