

Music: Progression of skills



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



Music: Progression of skills

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

Music: Progression of skills



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

Music: Progression of skills



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

Music: Progression of skills



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