



MUSIC CURRICULUM PROGRESSION

	RECEPTION	YEAR 1	YEAR 2
Listening	Children in Reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses. Listen appropriately to someone leading a short musical phrase, song or rhyme. Explore spontaneous movement with different parts of their body in response to music. Identify and imitate sounds from a variety of music. Show preferences for certain music or sounds. Listen to music from a variety of cultures and historical periods. Recognise and name two tuned and two untuned percussion instruments.	Listen with concentration to short pieces of music or excerpts from longer pieces of music, giving a response as to how it makes them feel and what common instruments they can hear. Begin to move in time to the beat. Begin to recognise simple patterns and repetition in rhythm. Talk about music using the vocabulary of fast and slow, loud and quiet, high and low. Appreciate music from an increasing variety of cultures and historical periods. Recognise and name four tuned and four untuned instruments.	Listen with concentration to longer pieces of music, beginning to explain why the music has a certain effect on them and what common instruments they can hear. Confidently move in time with the beat. Recognise simple patterns and repetition in rhythm. Talk about music using the vocabulary of tempo, dynamics and pitch. Appreciate music from a wide variety of cultures and historical periods. Recognise and name six tuned and six untuned instruments.
Creating sound	Children in Reception will be learning to: Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing short, rhythmic rhymes and songs.	Sing simple songs, chants and rhymes from memory. Sing songs with an increasing pitch range.	Sing simple songs, chants and rhymes from memory. Sing songs with a wide pitch range. As year 1 but increasing in skill.

	Use both speaking and singing voices. Begin to sing to the pulse of a song. Explore different ways of making sound with everyday objects and instruments. Explore different ways of holding a range of instruments. Use instruments expressively to music. Use instruments to begin to follow a beat, with guidance.	Develop an awareness of how sound is affected by the way an instrument is held. Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Use instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Start to understand how to produce different sounds on pitched instruments.	
Notation	Develop an awareness of high and low through pictorial representations of sound. Develop an awareness of how simple marks or objects can show single beats and single beat rests.	Know that notation is read from left to right. Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	Recognise pitch patterns using dots. Use pictorial representations to stay in time with the pulse when singing or playing. Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Know that pictorial representations of rhythm show sounds and rests.
Improvising and Composing	Children in Reception will be learning to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Explore and imitate sounds from their	Create sound responses to a variety of physical stimuli such as nature, artwork and stories. Experiment with creating different sounds using a single instrument. Experiment with creating loud, soft, high and low	Create sound responses to a variety of physical stimuli such as nature, artwork and stories. Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Select and create short sequences of sound with

	environment and in response to events in stories.	sounds. Select objects and/or instruments to create sounds to represent a given idea or character. Play and combine sounds under the direction of a leader.	voices or instruments to represent a given idea or character. Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Select and create short sequences of sound with voices or instruments to represent a given idea or character.
Performing	Children in Reception will be learning to: Watch and talk about dance and performance art, expressing their feelings and responses. Begin to say what they liked about others' performances. Face the audience when performing. Perform actively as part of a group. Demonstrate being a good audience member, by looking, listening and maintaining attention.	Offer positive feedback on others' performances. Keep head raised when singing and instruments still until their part in the performance. Perform actively as part of a group, keeping in time with the beat. Show awareness of leader particularly when starting or ending a piece.	Stand or sit appropriately when performing or waiting to perform. Begin to acknowledge their own feelings around their own performance and that of others. Perform actively as a group, clearly keeping in time with the beat. Follow a leader to start and end a piece appropriately.