

Progression of Skills	Listen and Appraise	Games (Pulse,rhythm, pitch,etc)	Singing	Playing Instruments	Improvisation	Composition	Perform and Share
Lower Foundation	Move,dance and express themselves to music. Use body sounds to find the pulse.	Begin to internalise pulse using body sounds and simple percussion.Play circle and listening games.	Learn simple action songs and Nursery Rhymes.	Learn how to hold and care for percussion. Start and stop on a given signal.Play a note on a glock when instructed.	Play percussion instruments in a music area in a way of their choosing. Use music challenge cards to change sounds.	Create sound effects for stories and songs.	Perform a song for their friends. Present Xmas Plays for parents.
Upper Foundation	Say whether they like/dislike styles of music. Listen to other peoples' feelings about music they perform.I Can explore the different sounds of instruments.	Continue to keep the pulse using percussion. Clap back simple rhythms. Play simple pitch games.	Learn topic related songs and sing with clearer diction and a sense of performance.I can sing and make up my own songs.	Continue to develop playing on a signal and control dynamics by playing louder and more quietly when asked. Recognise how instruments are played.	Invent patterns and use music challenge cards in the outdoor provision using percussion instruments.	Continue to make up sound effects and collectively give ideas for instruments to use and symbols to draw.	Perform songs and percussion parts on video. Take part in bigger Xmas performances. I can move in response to music.
Year 1	Begin to recognise style indicators for HipHop,Latin,Baroque and Bhangra. Begin to use musical language. I can say whether I like/dislike a piece of music. I can recognise and find the pulse. I can recognise some instrumental sounds.	Be confident in finding the pulse. Learn what rhythm means and the difference between rhythm and pulse. Copy back rhythms and short pitch patterns.I can play rhythms attached to a symbol.	Begin to understand the importance of warming up our voices. Sing as part of a group. Consider that lyrics have a meaning. I can learn the words of a song and start anad stop when instructed.	Learn to play percussion to a steady pulse. Begin to tap and play simple rhythms. Begin to learn to play tuned instruments (ocarinas). I can look after my instrument and hold it correctly.I know there is a language that represents the music we play.	Learn what the word improvise means and create simple patterns on untuned instruments.	Work in groups to create compositions. Make up own words for an existing melody and organise symbols to create rhythmic patterns.	Perform and share their compositions for peers. Christmas performances and Class Assemblies. I can recognise that practising improves our performances.I know it is important to watch the conductor and work as a team.

<p>Year2</p>	<p>Recognise style indicators for South African, rock and reggae music. Discuss simple dimensions of music eg. Pulse, rhythm, tempo, dynamics. I can identify some names of instruments. I can start to use the correct musical language.</p>	<p>Demonstrate more confidently how pulse and rhythm work together. Learn about pitch, texture and structure. Play pitch games. Play more complex rhythm and pitch games that involve taking the lead and making up own patterns.</p>	<p>Establish good posture and breathing. Continue to work on clear diction. Encourage solo singing when appropriate. I can understand the meaning of the words I am singing. I can echo a short musical phrase. I know that the pitch changes as my voice gets higher/lower.</p>	<p>Begin to read simple musical notation when playing tuned instruments. Choose suitable instruments for their own compositions. Opportunity for recorder tuition. I can play a rhythmical ostinato. I can start and stop playing on a signal.</p>	<p>Continue to develop their understanding of improvising, build confidence to do so on tuned instruments.</p>	<p>Work together in small groups and pairs to create pentatonic melodies, rhythmic ostinato adding dynamics when possible.</p>	<p>Begin to perform and share with an awareness of audience. Appraise their own performances on video. Perform larger roles in Christmas plays and Choir performances. Use some dynamics in my performance. I can talk about our performance and how to improve it.</p>
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