

Music Skills Progression ASSESSMENT
Nursery to Year 2

Skill	Nursery	Reception	EYFS End Point	Year 1	Year 2	Key Stage 1 End Point
Use voice expressively	Participate in chants, songs and rhymes.	Participate in, and learn, chants, songs and rhymes.	By the end of Reception children will have listened to, sung and moved to a variety of musical genres. They will have been given the opportunity to explore and make sounds using conventional and non-conventional instruments, developing their creativity and awareness of musical forms. They will be confident talking about their likes and dislikes in music and will use core skills to talk about the pulse, tempo, pitch and rhythm in music. They will be able to represent their own thoughts and ideas through music.	Use voice in different ways such as speaking, singing and chanting.	Use voice expressively and creatively. Sing with the sense of the shape of a melody.	By the end of Key Stage one children will have built on their prior knowledge developing core skills further understanding the use of dynamics and timbre. They will be able to listen with concentration to a wide range of musical genres and have experienced live and recorded performances. They will build on singing skills in Foundation Stage and by the end of KS1 be able to sing in an ensemble. They will be able to play and improvise musically using voices, tuned and un-tuned percussion and will be able to compose their own short pieces of music. Children will have studied a range of musical genres, and know about composers from
Emerging						
Developing						
Embedded						
Play tuned and un-tuned instruments	Explore a range of tuned and un-tuned instruments, experimenting with ways if making sound.	Experience playing a range of tuned and un-tuned instruments. Play instruments that make sound in a range of different ways (e.g. hit/scraped/shaken) correctly.		Create and choose sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse.	
Emerging						
Developing						
Embedded						
Rehearse and perform with others	Engage in adult-led activities around singing, rhyme and chants.	Engage in adult-led activities around singing, rhyme and chants.		Be able to sustain concentration for duration of short rehearsals and performance.	Be able to sustain concentration for duration of short rehearsals and performance. Think about others when performing.	

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Create musical patterns	Explore pattern through movement and other activities.	Know about, and experiment with, sounds.		Join in with short rhythmic and melodic patterns.	Repeat and create rhythmic and melodic patterns.	
Emerging						
Developing						
Embedded						
Explore, chose and organise musical ideas.	Participate in games responding to different types of sounds.	Participate in games responding to different types of sounds. Sort contrasting sounds into groups.		Recognise and explore how sounds can be organised. identify and organise sounds using different criteria e.g. loud/quiet, high/low etc.	Explore, chose and order sounds using the dimensions of music (see below).	
Emerging						
Developing						
Embedded						
Explore and express feelings about music using movement, dance and expressive and musical language.	Hear a range of music including different moods and genres.	Respond to music through a range of opportunities.		Talk about/represent in other ways (e.g. painting/movement) how music makes you feel.	Respond to different moods of music and changes in sound, and explain responses to it.	
Emerging						
Developing						
Embedded						

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To make improvements in own work.	Share musical ideas with others e.g. sounds they can make/rhymes they know.	Participate in whole class evaluative activities when working musically.		Think about and make simple suggestions about how to improve their work. E.g. play faster/louder.	Identify what improvements could be made to their own work, and make them. E.g. choice of instrument/tempo etc.
Emerging					
Developing					
Embedded					
To listen with concentration and recall sounds with increasing accuracy.	Hear a range of music including different moods and genres.	Listen to recorded or live performances of a range of music.		Begin to identify simple repeated patterns and follow basic musical instructions.	Identify, recognise and imitate repeated patterns.
Emerging					
Developing					
Embedded					
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	Hear a range of music including different moods and genres linked with theme based curriculum.	Participate in whole class reflection on musical elements when listening to music.		Begin to understand that musical elements can be used to create different moods and effects.	Understand how musical elements create different moods and effects
Emerging					
Developing					
Embedded					

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To understand that sounds can be made in different ways and described using given and invented signs and symbols.	Explore ways of representing sounds by mark-making.	Share own ideas of representing sounds by mark-making.		Begin to represent sounds with simple symbols including shapes and marks, and recognise simple standard notation.	Represent sounds using a range of symbols and interpret simple standard notation.	
Emerging						
Developing						
Embedded						
To know how music is used for particular purposes.	During role-play and small-world activities be exposed to music for a range of purposes.	During role-play and small-world activities be exposed to music for a range of purposes.		Listen to short pieces of music and why they may hear it e.g. lullaby/wedding march.	Listen to music and discuss where/when they may be heard using musical vocabulary e.g. It's quiet and smooth so it would be a good lullaby.	
Emerging						
Developing						
Embedded						

Inter-related dimensions of music:

- PULSE-the steady beat of a piece of music
- PITCH-the melody or way the notes change from low to high or vice versa
- RHYTHM- pattern of long and short sounds
- DYNAMICS-loud and soft/quiet
- TEMPO-fast and slow

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- TIMBRE-the type of sound e.g. whisper/hum/sing or hard/soft/scratchy
- TEXTURE-layers of sound
- STRUCTURE-the way the music is laid out e.g.verse, chorus, verse or ABA

NATIONAL CURRICULUM

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

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Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music