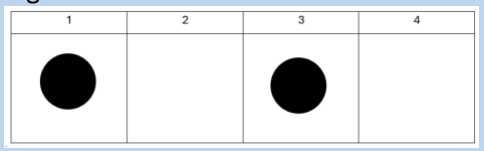
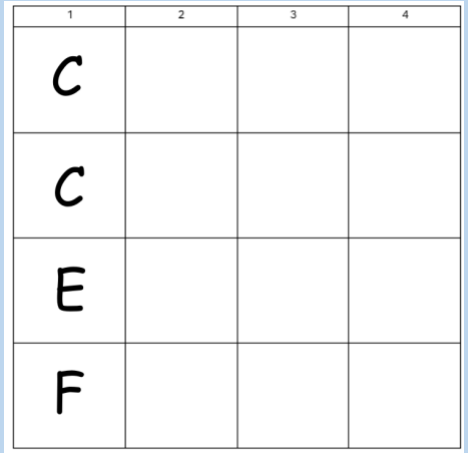
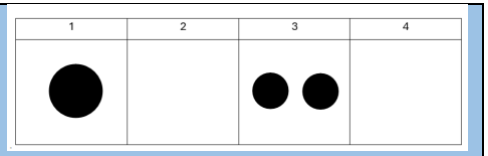
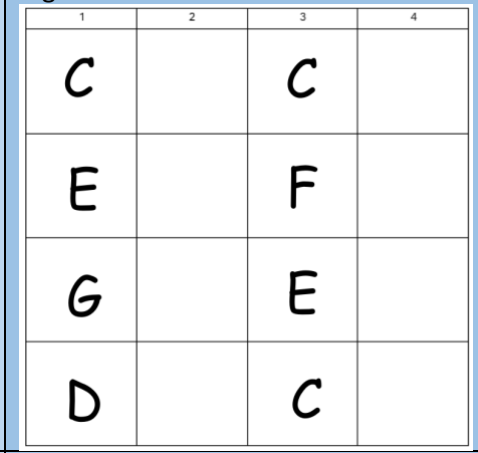
Care Federation Schools – Sparhawk Infant and Nursery School Music Skills Progression				
	EYFS		**KS1**	
Curriculum	ELG: Being Imaginative and Expressive Children at the expected level of development will: • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music		• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned 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 inter-related dimensions of music.	
Coverage	**A nursery musician can:**	**A Reception Musician can:**	**A Year 1 Musician can:**	**A Year 2 Musician can:**
Singing	Begin to sing/learn Nursery Rhymes and known songs. Build a repertoire of familiar songs.	Explore vocal percussion: imitating the sounds of instruments with voices. Sing known songs confidently in unison. Begin to sing acapella and with backing tracks.	Explore adapting voices and begin to include emotion when singing. Explore echoing one another in whole group/small group situations. Introduce pitch and how to adapt it. Explore singing in a round.	Confidently adapt voices to include emotion when singing, chanting, and speaking. Begin to sing solo/duets/trios. Explore playing instruments in a duet, trio and smaller group situations. Independently sing acapella, in unison Explore introducing harmonies when singing and performing.
Playing instruments	Explore playing different un tuned instruments. Explore 'body percussion': claps, stamps, slaps, tongue clicks.	Explore learning how to play different untuned instruments: pat, hit, blow, shake, pluck. Learn how to use a beater to play a wood block and how to hold a triangle so it makes a sound. Explore changing the sounds by volume and tempo.	Confidently play untuned instruments. Begin to read simple music. Begin to play a tuned instrument (glockenspiel).	Play a tuned instrument with minimal support and follow music. Begin to play more complex tuned instruments. (Ocarinas)
Composing	Listen to adults modeling making up songs. E.g. Narrating what they are doing through song. Improvise singing their responses to a question.	Adapt known songs by changing the words, e.g. 'the train on the tracks' to the tune of wheels on the bus. Point to groups of instruments in an order they would like them to be played.	Suggest their own lyrics for a song linked to an area of learning. Compose simple percussion music using a percussion grid. This should include no more than 1 note per beat.	Compose more complex percussion music using a percussion grid. This should include 2 notes in a beat. E.g

			E.g.  Compose simple music using a composition grid. This should only include notes on the 1st beat. E.g  	 Compose more complex music using a composition grid. This should only include notes on the 1st and 3rd beat. E.g. 
Appraising music	Listen to recorded performances and be a good audience.	Listen to recorded performances, and those of their peers, and be a good audience. Begin to evaluate performances with 2 stars and a wish. Begin to explain their likes and dislikes in group conversation and why.	Demonstrate good listening and attention skills independently by listening to others performances. Listen to a range of genres of music/recorded music/live music and express likes and dislikes. With support evaluate/compare them and discuss what tuned instruments have been used. Explore the different instrument families: wind, percussion, brass and strings.	Demonstrate excellent listening and attention skills independently. Begin to identify the tempo, count how many beats in a bar and the instruments used. Confidently be able to group the different instrument families: wind, percussion, brass and strings. Compare how the music makes them feel and if they prefer live or recorded music, a specific genre and why.