



Music Progression Map

Area of Study	EYFS	Year 1	Year 2
<p>To perform: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><i>Begins to build a repertoire of songs and dances</i> Child sings songs, makes music and dance, and experiments with ways of changing them. ELG</p>	<p>Takes part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument</p>	<p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>
<p>Compose: play tuned and untuned instruments musically</p>	<p><i>Taps out simple repeated rhythms.(30-50)</i> They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories.</p>	<p>Create a sequence of long and short sounds.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect.</p>	<p>Sequence sounds to create an overall effect.</p> <p>Create short musical patterns.</p> <p>Create short, rhythmic phrases</p>
<p>To transcribe listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><i>Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms.(30-50)</i></p>	<p>Use symbols to represent composition and the use them to help with a performance</p> <p>Explore and express their ideas and feelings about music using movement , dance and expressive musical language</p>	<p>Make improvement to their own work</p> <p>How sounds can be made in different ways</p> <p>How music is used for particular purposes.</p>



<p>To describe experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>makes music and dance, and experiments with ways of changing them. ELG <i>Child talks about the ideas and processes which have led them to make music,(exceed)</i></p>	<p>Identify the beat of a tune. Listen with concentration, internalise and recall sound with increasing aural memory.</p>	<p>Recognise change in timbre, dynamics and pitch. Combine musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p>
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