



Skills development

Subject area: Music

Area of study	EYFS	Year 1	Year 2
Pulse	<ul style="list-style-type: none"> • Keep a steady pulse with some accuracy (eg clapping, marching, tapping) • Imitate movements in response to music. • Explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> • Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments) • Follow and create simple musical directions for faster, slower, stopping and starting. • Create, explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> • Sing / play with good sense of pulse. • Demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc. • Respond to visual and aural cues.
Pitch	<ul style="list-style-type: none"> • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally • Sing broadly in tune with a limited pitch range • Create music, and suggest symbols to represent sounds (Eg a large foot for Daddy bear, small foot for baby bear) • Comment on and respond to recordings of own voice, other classroom sounds and musical instruments 	<ul style="list-style-type: none"> • Sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally • Use graphic notation to record rhythms • Listen to ideas from others and use them to help improve my work 	<ul style="list-style-type: none"> • Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. • Musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content (Eg graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made,



			<p>combined, etc and names of common classroom instruments) supported by verbal explanation, pictures, movements etc as appropriate</p> <ul style="list-style-type: none"> • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.
Rhythm	<ul style="list-style-type: none"> • Explore rhythm through play • Create rhythms and suggest symbols to represent rhythms • Keep a steady pulse with some accuracy while playing • Recognise and control changes in tempo • Listen to ideas from others, taking turns 	<ul style="list-style-type: none"> • Begin to play rhythmic patterns found in speech • Confidently copy given rhythms • Begin to understand the differences between pulse and rhythm through physical movement, playing and singing • Use graphic notation to record rhythms • Listen to ideas from others and use them to help improve my work 	<ul style="list-style-type: none"> • Begin to recognise rhythmic patterns found in speech • Demonstrate they understand the differences between pulse and rhythm through physical movement, playing and singing • Use graphic notation to record rhythms • Offer comments about others' work and accept suggestions from others
Voice	<ul style="list-style-type: none"> • Sing songs, which contain a small range of notes (2 or 3 notes for example). • Take turns when singing and be a good listener. • Perform actions to accompany songs. (Move like a snake etc) 	<ul style="list-style-type: none"> • Sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. • Follow performance instructions including starting and stopping with accuracy. • Recognise and represent higher and lower sounds using graphic notation. 	<ul style="list-style-type: none"> • Sing, with accuracy, within a range of notes. • Follow and use performance instructions. (including, starting, stopping, dynamics and tempo) • Recognise and demonstrate the link between pitch and shape using graphic notation.



Technology	<ul style="list-style-type: none"> • Explore and change sounds and music through play and technology. • Comment and respond to recordings of own voice, other classroom sounds. • Create music and suggest symbols to represent the sounds. • Begin to demonstrate an understanding of musical structure 	<ul style="list-style-type: none"> • Use technology to create and change sounds. • Demonstrate an understanding of musical structure • Comment and respond to recordings of own and other's compositions. 	<ul style="list-style-type: none"> • Experiment changing and combining sounds, through technology. • Comment and respond to a variety of live and recorded music, making statements and observations about musical structure. • Demonstrate a deeper understanding of musical structure, through discussing musical structure.
Genre	<ul style="list-style-type: none"> • Comment on and respond to recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> • Listen to recorded music, and use one element, from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> • Listen to and use features of recorded music from different traditions, genres, styles and times.