



**Progression of skills – Music Curriculum Baddow Hall Infant School**

Skill	EYFS	Year 1	Year 2
<p><b>Listen &amp; Appraise</b></p> <p>Charanga music lessons Assembly Music: Range of composers and musicians</p>	<p><b>EYFS - Listen &amp; Appraise</b> Listen carefully to rhymes and songs, paying attention to how they sound. (C&amp;L)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (Expressive Arts)</p> <p>Describe sounds using the terms: high, low, loud, quiet, fast, slow</p>	<p><b>Year 1 - Listen &amp; Appraise</b> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Talk about music heard with appropriate vocabulary</p> <p>Clap along with the pulse in music</p> <p>Key concepts Pitch- recognise, high, low and middle sounds Pulse- identify and demonstrate a pulse Dynamics- identify and demonstrate loud and quiet sounds Tempo- understand fast and slow</p>	<p><b>Year 2 - Listen &amp; Appraise</b> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Say how a piece of music creates a mood and use musical knowledge to explain how the mood is created. Eg fast beat for music to make us happy</p> <p>Being able to compare two pieces of music. Building on the key concepts in year 1: Timbre- identify different percussion sounds Texture identify whether they are hearing one layer or many layers of sounds in a piece of music</p>
<p><b>Musical Activities</b></p>	<p><b>EYFS - Musical Activities</b></p> <p>Combine different movements with ease and fluency. (PD)</p> <p>Engage in music making. (EA&amp;D)</p> <p>Represent their own ideas, thoughts and feelings through music and dance.</p>	<p><b>Year 1 - Musical Activities</b></p> <p>Use the correct technique when playing a range of instruments</p> <p>Keep a steady beat/Copy and follow a simple rhythm pattern.</p> <p>Create and clap own rhythms</p>	<p><b>Year 2 - Musical Activities</b></p> <p>Play with control and follow hand signals from a leader including getting louder/quieter; faster/slower</p> <p>Compose patterns of sound</p>



			<p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p> <p>Copy back a rhythm pattern on one note on tuned percussion</p> <p>Use tuned instruments to perform a repeated pattern to accompany a song.</p>
<b>Perform and Share</b>	<b>EYFS - Perform &amp; Share</b>  Learn rhymes, poems and songs. (C&L)  Sing in a group or on their own, increasingly matching the pitch and following the melody. (Expressive Arts)  Explore and engage in music making and dance, performing solo or in groups. (Expressive Arts)  Handle percussion instruments with control	<b>Year 1 - Perform &amp; Share</b>  Use their voices expressively by singing songs and speaking chants and rhymes.  Play tuned and un-tuned instruments musically.  Perform to an audience	<b>Year 2 - Perform &amp; Share</b>  Use their voices expressively by singing songs and speaking chants and rhymes.  Start and stop together on direction  Perform to an audience as a group or individually.  Play tuned and un-tuned instruments musically