



Music Skills Progression

	Performing	Composing	Appraising
Range 1 (0-12months)		Repeat actions that have an effect e.g. shaking a rattle	Shows interest in patterned songs and rhymes perhaps with repeated actions. Notices and engages with sounds in the environment Turn towards a familiar sound then locates a range of sounds with accuracy Listens to, distinguishes and responds to intonations and sound of voices
Range 2 (12 -18 months)	Frequently imitates words and sounds Enjoys babbling and increasingly experiments with sounds Moves whole body to sounds they enjoy, such as music or a regular beat Waves and taps arms bounces or stamps to simple rhythms to simple rhythms in songs and rhymes. Joins in with repeated actions in songs.	Becomes absorbed in combining objects e.g. banging 2 objects Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. Experiments with a range of media – sound and body movement- through multi-sensory exploration.	Responds to sounds in the environment such as cars, sirens and birds Enjoys finger and toe rhymes Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)



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<p>Range 3 (18-24 months)</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with vocalisation</p> <p>Participating in finger and action rhymes, songs and games, imitating the movements and anticipating actions.</p> <p>Shows interest, dances and sings to music, rhymes and songs, imitating movement of others</p> <p>Begins to join in with actions and sounds in familiar songs</p> <p>Joins in with and predicts what comes next in a rhyme</p> <p>Moves whilst singing and vocalising, while listening to sounds and music, while playing with sound makers and instruments</p> <p>Sings/vocalises whilst listening to music or playing with instruments/sound makers.</p>	<p>Mirrors and improvises actions they have observed e.g. clapping or waving</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories</p>
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<p>Range 4 (24-36 months)</p>	<p>Moves in response to music or rhythms played on instruments such as drums and shakers Fills in the missing word or phrase in a known rhyme or song e.g. Humpty Dumpty Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Joins in and anticipates repeated sound and action patterns. Joins in singing songs Shows increasing control in holding, using and manipulating ranges of tools and objects such as tambourines.</p>	<p>Shows interest in play with sounds, songs and rhymes Creates sounds by rubbing, shaking, tapping, striking or blowing. Experiments with ways to represent sounds. Creates rhythmic sounds and movements. Uses movement and sounds to express experiences, expertise, ideas and feelings. Sings to self and makes up simple songs. Creates sounds, movement, drawings to accompany stories.</p>	<p>Has some favourite songs , rhymes and jingles Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them e.g. loud, quite, fast slow. Beginning to describe sounds and music imaginatively, e.g. scary music. Experiments and creates movement in response to music.</p>
<p>Range 5 (36-48 months)</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Recognises rhythm in spoken words, songs, poems and rhymes Joins in with simple patterns in sounds and predicting what comes next Sings familiar songs e.g. pop songs, songs from TV, songs from home, rhymes. Taps out simple rhythms</p>	<p>Explores and learns how sounds and movements can be changed Develops an understanding of how to create sounds intentionally.</p>	



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<p>Range 6 (48-60 months)</p>	<p>Begins to build a collection of songs and dances</p>	<p>Make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of song they are singing or are listening to. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Uses a combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>Expresses and communicates feelings and understanding using a range of art forms e.g. movement, dance, drama, music Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs.</p>
<p>Year one</p>	<p>Use instruments to perform a simple piece Respond to musical indications about when to play or sing Respond musically with increasing accuracy to a call (louder, quieter, faster, slower) Keep a steady pulse Respond to different moods of music in different ways</p>	<p>Make sequences of sounds for different purposes</p>	<p>Form an opinion and express how they feel about a piece of music Recognise repeated patterns Differentiate between tempi, volumes and pitches Pick out the pulse in a piece of music Describe how sounds are made and changed Identify changes in sounds Differentiate between long and short sounds</p>



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Year two	Follow a melody using voice or instrument Sing songs in an ensemble, following a tune well Perform in an ensemble with instructions from a leader Play simple rhythmic patterns on an instrument Sing or clap with increasing or decreasing tempo Play instruments with control Perform musical patterns, keeping a steady pulse	Order sounds to create a beginning, middle and end Represent sounds pictorially with increasing relevance Choose sounds to achieve an effect, including with technology Begin to compose short, melodic patterns with two or three notes Create short, rhythmic patterns with long and short sounds Be selective in the control of an instrument to create an intended effect Create own symbols to represent sounds Choose sounds to create an effect on the listener	Identify particular features when listening to music Associate heard sounds with instruments Independently identify a pulse and tap along Listen carefully and recall short, rhythmic patterns Begin to recognise changes in timbre, dynamics and pitch Recognise and name different instruments by sight Evaluate and improve own work, giving reasons Listen to simple inter-related dimensions of music, describing what they have heard using simple vocabulary
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