

Music – Key Stage One

Progressive statements

Year Group	Playing – play tuned and untuned instruments musically	Composing – experiment with, create, select and combine sounds using the inter related dimensions of music	Listening – listen with concentration and understanding to a range of high quality live and recorded music	Singing – use their voices expressively and creatively by singing songs and speaking chants and rhymes
EYFS	<ul style="list-style-type: none"> • I can record sounds using recording devices. • I can play instruments to the rhythm of the music • I can keep a steady beat whilst playing an instrument • I can tap rhythms to accompany words • I can play along to the beat of the song I am singing or music being listened to. 	<ul style="list-style-type: none"> • I can create music based on a theme • I can create rhythms using instruments and body • I can explore different sounds instruments make • I can explore and learn how sounds can be changed 	<ul style="list-style-type: none"> • I can think abstractly about music and express this physically or verbally e.g. this music sounds like dinosaurs • I can recognise and describe changes in music and compare pieces of music • I can associate music with characters and stories. • I can anticipate changes in music, e.g. when music is going to get faster • I can move to the sound of instruments and move to a rhythm 	<ul style="list-style-type: none"> • I can sing the sounds I hear • I can sing familiar songs from start to finish • I sing on my own or in groups • I can internalise music • I can make up songs
Year 1	<ul style="list-style-type: none"> • I can clap a rhythm • I can follow an instruction when playing my instrument • I can explore how sounds can be made and changed and create a mixture of sounds • I can repeat short rhythmic and melodic patterns • I can perform with others 	<ul style="list-style-type: none"> • I can create a sequence of long and short sounds • I can choose sounds to create an effect • I can sequence sounds to create an overall effect • I can create short musical patterns 	<ul style="list-style-type: none"> • I can identify the beat in a tune • I can respond to different moods in music • I can recognise changes in sounds (pitch, timbre) • I can identify a simple repeated pattern • I can start to recognise loud and quiet • I can identify some sections and instruments in an orchestra. 	<ul style="list-style-type: none"> • I can use my voice in different ways • I can follow instructions on when to sing • I can make and control long and short sounds with my voice • I can sing and follow a melody • I can perform with others • I can sing in unison
Year 2	<ul style="list-style-type: none"> • I can play short rhythmic phrases • I can follow a score when playing my instrument • I can perform simple patterns and accompaniments keeping a steady pulse • I can improve my own work 	<ul style="list-style-type: none"> • I can choose and order sounds carefully within simple structures e.g. beginning, middle and end • I can choose instruments to play to create an effect • I can represent sounds with symbols • I can use the musical elements to create different moods and effects 	<ul style="list-style-type: none"> • I can recognise changes in timbre, dynamics and pitch • I can comment on what the piece of music is meant to represent • I can comment on the sounds I hear using technical vocabulary • I can identify different instruments in a piece of music 	<ul style="list-style-type: none"> • I can sing with a sense of shape and melody • I can follow instructions on how to sing • I can make and control a range of sounds with my voice • I can perform with others with expression and creativity • I can sing in tune