

Progression pathway – knowledge, skills and understanding

Assessments are made against the statements below to show a child’s progress from developing within the age-related expectation, through to secure and then more depth within this expectation.

Subject: **Music: FS-KS1**

Year	Using the voice expressively and creatively	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music..
R	<ul style="list-style-type: none"> • Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds. 	<ul style="list-style-type: none"> • Play instruments to a steady beat. • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. • Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> • Express feelings about music by responding to different moods of a musical piece. • Listen to music and respond using hand and whole body movements. • Listen to different sounds (animal noises, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> • Choose different instruments, including voice and body percussion, to create sound effects. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat.
1	<ul style="list-style-type: none"> • Explore the use of the voice in different ways such as speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, and high and low pitch to create different effects. • Find out how to sing with expression, confidence and creativity to an audience. 	<ul style="list-style-type: none"> • Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols such as pictures and shapes. • Understand how to play an instrument with care and attention. 	<ul style="list-style-type: none"> • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds, including playing longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired.
2	<ul style="list-style-type: none"> • Sing with a sense of the shape of a melody. • Represent sounds with symbols such as shapes, pictures and notes. • Improvise in making sounds with the voice. • Perform songs using creativity and expression and create dramatic effect. 	<ul style="list-style-type: none"> • Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised with reference to minim, crotchet and quaver note values. • Control playing a musical instrument so that they sound as they should. 	<ul style="list-style-type: none"> • Understand and notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition. • Sort composers into different genres and instruments into different types. 	<ul style="list-style-type: none"> • Choose carefully and order sounds into a beginning, middle and end. • Use sounds to create an effect. • Create musical patterns. • Investigate long and short sounds. • Explore changes in pitch to communicate an idea.

