



Pocklington C of E Infant School

Music: Progression of Skills 2025 - 2026

Music			
Birth-Three <ul style="list-style-type: none"> . Show attention to sounds and music. . Respond emotionally and physically to music when it changes. . Move and dance to music. . Anticipate phrases and actions in rhymes and songs, like 'Peepo'. . Explore their voices and enjoy making sounds. . Join in with songs and rhymes, making some sounds. . Make rhythmical and repetitive sounds. . Explore a range of sound-makers and instruments and play them in different ways. . Enjoy and take part in action songs, such as 'Twinkle Little Star'. 	Three- Four Years <ul style="list-style-type: none"> . Listen with increased attention to sounds. . Respond to what they have heard, expressing their thoughts and feelings. . Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. . Play instruments with increasing control to express their feelings and ideas. 	Reception <ul style="list-style-type: none"> . Listen attentively, move to and talk about music, expressing their feelings and responses. . Sing in a group or on their own, increasingly matching the pitch and following the melody. . Explore and engage in music making and dance, performing solo or in groups. 	Being imaginative and expressive- ELG . <ul style="list-style-type: none"> . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

Progression of Substantive Knowledge in KS1 (I know....)

	KS1 Cycle A
Musicianship: understanding music	I know the difference between a steady beat and a pattern of long/short sounds (rhythm). I recognise and maintain a steady beat. I understand pitch and matching notes accurately. I understand and apply dynamics and expression. I can analyse how dynamics and tempo affect storytelling in a song. I understand and can use musical vocabulary.
Listening: respond/analyse	I know how to identify and classify sounds and notes as high, low, or middle pitch. I can analyse how dynamics and tempo affect storytelling in a song.
Singing	I understand how to be a good singer. I know song structure (verse, chorus, dynamics)
Notation	I know how to represent music with symbols.

	I know some musical notation.
Playing instruments	I know how to play tuned and untuned percussion. I recognise orchestral instruments and where they belong within an orchestra.
Creating: composing	I use voice, body, and instruments to discover different sound I listen to others' ideas and adapt their own I understand what composition means. I can describe the difference between creating and performing. I understand the difference between creating a rhythm pattern and a pitch pattern
Performance	I know how to perform and how to improve my performance. I can perform a selection of pieces to an audience with good timing and expression.

Progression of Disciplinary Skills in KS1 (I can)

	Year 1	Year 2
Musicianship: understanding music	I can clearly distinguish between pitch and rhythmic patterns and identify if a pitch is moving up or down. I can create and perform simple, repeating rhythmic patterns (e.g., ABAB). I can use movement to represent pitch shape.	I can tell the difference between pitch and rhythm and say if a pitch goes up or down. I can create and perform simple repeating rhythms. I can use movement to show the shape of a melody or pitch.
Listening: respond/analyse	I can listen attentively and use simple musical vocabulary (e.g., loud, soft, fast, slow) to describe and compare pieces of music.	I can listen attentively and use simple musical vocabulary (dynamics, tempo, pitch) I can listen attentively to others.
Singing	I can sing with accurate pitch-matching on simple melodies and clear diction. I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing loudly or quietly, fast or slow, and know the difference.	I can maintain an accurate pitch (in tune) and control the volume (dynamics) and speed (tempo) when singing. I can use good posture and controlled breathing to help my voice sound clear and strong.
Notation	I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. I can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of different sets of notes. I can identify hand signals as notation, and recognise music notation on a stave of five lines

Playing instruments	<p>I can perform simple rhythmic patterns in time with a steady beat using body percussion or simple classroom instruments.</p> <p>I can demonstrate my understanding of the dynamic forte.</p> <p>I can rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.</p>	<p>I can maintain a rhythm pattern accurately, even when others are playing a different rhythm (ensemble work).</p> <p>I can explain and demonstrate what the dynamic forte is.</p> <p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation.</p>
Creating: composing	<p>I can make a short piece of music with two different parts.</p> <p>I can choose sounds and rhythms to make my music fun to listen to</p>	<p>I can compose short pieces with contrasting sections (A and B).</p> <p>I can choose and combine different sounds, textures, and rhythmic ideas to achieve a specific effect.</p> <p>I can create 4-bar melodies, integrating rests and dynamic markings.</p>
Performance	<p>I can sing in tune/perform with others, listening carefully to match pitch and stay together as a group.</p> <p>I enjoy singing songs and join in with confidence, showing that I am engaged and having a good time.</p> <p>I am beginning to provide constructive peer feedback.</p> <p>I am beginning to reflect: about my own personal progress.</p>	<p>I can use gestures, facial expressions, and movements to bring the story or mood of the song to life.</p> <p>I can perform familiar songs/pieces to a small, supportive group with growing confidence.</p> <p>I can refine pitch and rhythm accuracy under performance conditions.</p> <p>I can provide constructive peer feedback.</p> <p>I can reflect: articulating my personal progress.</p>