

Shropshire Music Service

Progression of Music Curriculum Skills from EYFS to Key Stage Two

Draft 2.0
September 2021

Progression Scheme for KS1 and KS2

Following changes to Ofsted's Education Inspection Framework and the introduction of the Deep Dive in 2019, the SMS Progression of Music Curriculum Skills (Draft 1.0, Nov 2019) was written to support SMS teachers with a standardised background document linked to the National Curriculum. The Progression scheme was based on the ISM's Assessment and Progression Framework (2014), which divides the curriculum into the four musical activities of Singing, Playing, Improvising & Composing, and Critical Engagement (Listening & Appraising). Each activity has a table of skills statements from EYFS to Key Stage 2 which are linked to the National Curriculum and divided into 'Area of Study' rows. Each Area of Study has a code (e.g. S.1, S.2 for Singing skills) which teachers are encouraged to use in lesson planning as a simple way to refer to the Progression. To aid planning further, a second document called the 'Overview Scheme of Work in Stages' (Nov 2019) lists the same skills by Key Stage, is available.

The Progression scheme is divided into columns called Stages A, B, C and D, which essentially refer to EYFS, KS1, Lower KS2 and Upper KS2, respectively. However, since it concerns general musical development, 'Stages' can be used when teaching pupils with SEND where progress does not need to be age-related.

Following the publication of the new Early Learning Goals (statutory from September 2021), the Early Years Foundation Stage (Stage A) column of the Progression was substantially rewritten in September 2020 to separate Nursery, Pre-school, and Reception teaching. This current document contains both Progression for KS1 to KS2 (pages 3 to 8) and the updated Progression for EYFS (pages 9 to 15).

Finally, with the publication in March 2021 of the Model Music Curriculum, a gap was identified in the Progression in the inclusion of Music Technology. This has been provisionally included in italics, subject to review.

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National Curriculum Links

KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select, and combine sounds using the inter-related dimensions of music.
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

Progression Scheme for Singing

STAGES		STAGE B		STAGE C		STAGE D
Areas of Study	NC	KS1	NC	Lower KS2	NC	Upper KS2
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre, and times.	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre, and times.
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking, and singing voice make.	2a	Uses own voice in a variety of ways, including vocal warm ups.	2a	Understands why and how to warm up the voice.
S.2 Pitch Skills	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.
	1a	Imitates melodic patterns in echoes.				
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	2a	Uses dynamics, phrasing, emphasis, and accents to create intended effects.
			2a	Sings with clear diction and breathing.	2a	Sings with an awareness of breathing, posture, and diction.
S.4 Ensemble skills and part-singing	1a	Sings in unison, in small and large groups, and may sing solo.	2a	Sings in unison and in short solos.	2a	Sings confidently in unison and solo.
	1a	Sings in time with others, with or without an accompaniment.	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones, and ostinato).	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato, and harmony).
	1a	Follows simple musical instructions (e.g. start and stop).	2a 2c	Follows musical instructions (e.g. dynamic changes).	2a	Follows more complex musical instructions (e.g. in part singing).
S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	2a	Performs confidently in a group and may occasionally perform a solo.	2a	Performs confidently in a group and solo with expression and variety.

	1a	Beginning to be aware of an audience during special performances.	2a	Shows an awareness of audience and a sense of occasion during special performances.	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.
S.6 Understanding song structure	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	2a	Recognises different song structures (call and response, verse, and chorus, cumulative).	2a	Understands more complex song structures.
			2c		2c	
			2a	Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.	2a	Identifies phrases through breathing appropriately.

Progression Scheme for Playing

STAGES		STAGE B		STAGE C		STAGE D
Areas of Study	NC	KS1	NC	Lower KS2	NC	Upper KS2
P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.	2a 2b	Confidently explores and creates sounds, <i>including with music technology.</i>	2a 2b	Creates and performs sounds with accuracy <i>including with music technology.</i>
P.2 Controlling Sounds on Instruments	1b	Keeps a steady pulse	2a 2c	Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence	2a 2c	Plays with others keeping to a common pulse
	1b 1b	Controls and demonstrates changes in dynamics and tempo Shows control, playing clearly and with increasing confidence	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando	2a 2b 2c	Plays instruments with confidence and expression
	1b 1d 1b	Selects instrumental timbres to create sound effects Selects high/low ascending/ descending pitches where appropriate.		<i>Selects and controls beats, chords or loops in music technology programmes.</i>		<i>Selects and controls beats, chords, effects, and loops effectively in music technology programmes.</i>
P.3 Rhythm Skills	1b 1c 1b 1b	Responds to sounds of different duration Recognises difference between long and short sounds Recognises and copies simple patterns of long/short sounds	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	2a 2b 2a 2c 2a 2c	Performs complex rhythmic patterns to an internalised pulse Recognises a metre of 3 & 4 Recognises a change in metre
P.4 Pitch Skills	1b 1d 1b	Identifies and selects high/low high/low ascending/ descending pitches where appropriate. Plays simple melodic patterns	2a	Performs simple melodies and pitched ostinati to an internalised pulse	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse

P.5 Ensemble skills	1b	Follows instructions on when to play	2a	Follows a leader directing changes and start/stops.	2a	Leads a group and follows a leader directing changes in musical expression
			2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat	2a 2b 2c	Maintains an independent part in an ensemble
			2a 2c	Recognises the melodic line and an accompaniment in a texture	2c	Understands how the texture might vary
P.6 Playing from Notation	1b	Plays from a picture score	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
P.7 Performing	1b	Performs in a group with good sense of pulse and rhythm	2a	Performs with an awareness of a group and to an audience	2a	Performs confidently in a group and solo, with expression and variety.
P.8 Understanding instruments and how they are played	1b 1d	Matches selected sounds with their pictured source	2b	Selects appropriate instruments and plays in a variety of ways	2a 2b	Organises sounds effectively using a variety of instruments or <i>music technology</i> and styles
	1b 1d	Uses sound words or phrases to describe selected sounds and the ways in which they are produced				

Progression Scheme for Improvising and Composing

STAGES		STAGE B		STAGE C		STAGE D
Areas of Study	NC	KS1	NC	Lower KS2	NC	Upper KS2
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body, or instruments	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments <i>and music technology</i> .	2b	Selects and use instruments, creative sound-makers, <i>and music technology</i> , or playing techniques to improvise sounds or patterns.
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	2a 2b	Selects, orders, combines, and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story.
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	2a 2b	Creates rhythms, melodies, lyrics, <i>loops</i> , or accompaniments within simple or given musical structures.	2a 2b	Creates and combines rhythms, melodies, harmonies, <i>loops</i> , or lyrics within own musical pieces effectively.
IC.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	2a 2b	Improvises, with growing confidence and control with voice, instruments, or <i>music technology</i> to demonstrate musical changes or contrasts.	2a 2b	Improvises imaginatively and expressively with voice, instruments or <i>music technology</i> using inter-related dimensions of music.
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	2a 2b	Improvises and composes effectively to communicate ideas or moods	2b	Improvises and composes imaginatively to communicate ideas & moods
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato, or chord sequence)	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato, or chord sequence) confidently and imaginatively.
IC.7 Creating and Performing own music in a group	1d	Contributes ideas to a composition and perform this solo or as a class or group.	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants, or pieces.	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants, or pieces
IC.8 Using Notation	1d	Uses pictures, graphic symbols, or rhythm notation as support to improvise, compose or record own music.	2b 2d	Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.	2b 2d	Uses notation (graphic scores, rhythm, or staff notation) to support & record composition to improvise, compose and record own compositions.

Progression Scheme for Critical Engagement (Listening and Appraising)

STAGES		STAGE B		STAGE C		STAGE D
Area of Study	NC	KS1	NC	Lower KS2	NC	Upper KS2
CE.1 Listening to a Range of Live, Recorded, and own Music.	1c	Listens with growing focus to a range to high quality live and recorded music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	2c 2e 2f	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.
CE.2 Differentiating between Sounds	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect, and justifying ideas.
CE.3 Recognising and Recalling	1c	Recalls simple rhythmic and melodic phrases.	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	2c	Listens and accurately recalls melodies, rhythms, notated music, or separate parts in a group.
CE.4 Responding through movement	1c	Responds to sounds or music through physical movements.	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
CE.5 Describing and appraising	1c	Listens and shares comments and opinions about music, including to own work.	2c	Listens to own music, commenting on it in order to improve it.	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.

Progression for Early Years Foundation Stage / Stage A

from Birth to Reception Year

Children aged 0-5 are classed as being in the **Early Years Foundation Stage**, the final year being Reception.

The Early Years Framework is statutory for anyone teaching in this age group: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

(National Curriculum starts in Year 1). The framework has been revised and updated with the latest version becoming statutory 1st September 2021.

Within the framework are 7 areas of Learning and Development, split into prime areas and specific areas:

- **PRIME AREAS:** 1) Communication and Language, 2) Physical Development, 3) Personal, Social, and Emotional Development,
- **SPECIFIC AREAS:** 4) Literacy, 5) Mathematics, 6) Understanding the World and 7) Expressive Arts and Design.

The **Early Learning Goals (ELGs)** are the **goals** (or targets) for children to achieve at the end of their Reception year. They will be working towards these **goals** throughout the EYFS. The ELG's are not designed to be a curriculum but to support teachers. They are used more as an assessment tool.

The **Early Years Outcomes, Development Matters 2020** (Dr Julian Grenier et al.) <https://www.gov.uk/government/publications/development-matters--2>

Musical Development Matters by Nicola Burke <https://www.early-education.org.uk/musical-development-matters-download>

and **Birth to Five Matters** <https://www.eyalliance.org.uk/changes-eyfs-2021>

are all non-statutory guidance to help practitioners see what expected development might look like in each of the 7 areas of learning and development and how to provide enabling environments for progress to happen.

“Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.”

Within the 7 Areas there are 17 ELG's:

1 COMMUNICATION AND LANGUAGE - PRIME	Children at the expected level of development will:
Listening, attention and understanding	1a listen attentively and respond appropriately when being read to and during whole class discussions and small groups interactions.
	1b make comments about what they have heard and ask questions to clarify their understanding
	1c hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Speaking	2a participate in small group, class and 1 to 1 discussion offering their own ideas using new vocabulary
	2b offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes, and poems where appropriate
	2c express their ideas and feelings about their experiences using full sentences including accurate use of past present and future tenses and making use of conjunctions with modelling and support from their teacher
2 PHYSICAL DEVELOPMENT - PRIME	
Gross motor skills	3a negotiate space and obstacles safely with consideration for themselves and others
	3b demonstrate strength balance and coordination when playing
	3c move energetically such as skipping running jumping dancing hopping skipping and climbing
Fine motor skill	4a hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases
	4b use a range of small tools including scissors paint brushes and cutlery
3 PSED - PRIME	
Self-regulation	5a show an understanding of their own feelings and those of others and be.g.in to regulate their behaviour accordingly
	5b set and work towards a simple goal, being able to wait for what they want and control their immediate impulses when appropriate
	5c give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Managing Self	6a be confident to try new activities and show independence resilience and perseverance in the face of challenge
	6b explain the reason for rules, know right from wrong and try to behave accordingly
	6c manage their own basic hygiene and personal needs including dressing going to the toilet and understanding the importance of healthy food choices.
Building relationships	7a work and play cooperatively and take turns with others
	7b form positive attachments and friendships
	7c show sensitivities to others needs
4 LITERACY - SPECIFIC	
Comprehension	8a demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduce vocabulary
	8b anticipate - where appropriate - key events in stories,
	8c use and understand recently introduce vocabulary during discussions about stories nonfiction rhymes and poems during role play.
Word reading	9a say a sound for each letter in the alphabet and at least 10 diagraphs

	9b read words consistent with their phonetic knowledge by sounds blending
	9c read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words
Writing	10a write recognisable letters most of which are correctly formed
	10b spell words by identifying sounds in them and representing the sounds with a letter or letters
	10c write simple phrases and sentences that can be read by others
5 NUMERACY – SPECIFIC	
Number	11a have a deep understanding of number to 10, including the composition of each number
	11b subitise (recognise quantities without counting) up to 5
	11c automatically recall (without reference to rhyme, counting or other aids) number bonds to 5 (including subtraction facts) and some numbers bonds to 10 including double facts
Numerical patterns	12a count confidently beyond 20 recognising the pattern of the counting system
	12b compare sets of objects up to 10 in different contexts considering size
	12c explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
6 UNDERSTANDING THE WORLD – SPECIFIC	
Past and present	13a talk about the lives of the people around them and their roles in society
	13b know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class
	13c recall some important narratives characters and figures from the past encountered in books read in class
People culture and communities	14a describe their immediate environment using knowledge from observations discussion stories non-fiction texts and maps
	14b know some similarities and differences between different religious and cultural communities in this country drawing on their experience and what was read in class
	14c explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories nonfiction texts and-when appropriate- maps
The natural world	15a explore the natural world around them making observations and drawing pictures of animals and plants
	15b know some similarities between the natural world around them and contrasting environments drawing on their experience and what has been read in class
	15c understand some important processes and changes in the natural world around them including the seasons and changing states of matter
7 EXPRESSIVE ARTS AND DESIGN – SPECIFIC	
Creating with materials	16a draw and paint using a range of material tools and techniques experimenting with colour design texture form and function
	16b share their creations explaining the process they have used
	16c make use of props and materials when role playing characters in narratives and stories
Being imaginative and expressive	17a invent adapt and recount narratives and stories with peers and their teacher
	17b sing a range of well-known nursery rhymes and songs
	17c perform songs rhymes poems and stories with others and-when appropriate- try to move in time with music.

Progression of Music Curriculum Skills for Early Years Foundation Stage or Stage A

SINGING	0 - 1 Years	1 - 2 Years	2 - 4 Years	ELG	Reception
S.1 Engagement and Using the Voice	Imitates the caregivers' voice. Vocalises using a variety of different sounds e.g. crying, vowel like sounds and syllable like sounds.	Creates sound effects of animals e.g. roar, baa baa. Anticipates and sings certain words in songs.	Vocalises freely within play. Enjoys joining in with known songs and rhymes but maybe not all the way through.	17b	Enjoys joining in with familiar rhymes and songs with near pitch accuracy. Makes a variety of vocal sounds including speaking and singing
S.2 Pitch Skills	Vocalises aspects of singing e.g. up/down	Singing emerges.	Begins to sing cuckoo notes. May be able to sing nearly an entire song but not necessarily in tune.	17b	Sings cuckoo notes (3 rd) Sings a widening range of notes (5 th), following the melodic shape of a familiar song. Pitch matches most of the time.
S.3 Singing with Control and Expression	Imitates the melodic shape of another voice. Uses voice to communicate.	Singing emerges. Vocalises whilst engaged in other activity e.g. playing instruments	May be able to sing nearly an entire song.	1b,c 2a,c 6a 17	Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo).
S.4 Ensemble Skills and Part-Singing	When vocalising can 'take turn' with care giver. Makes a sound to get a response.	Begins to respond to others during music making e.g. copying an adult/child that is not family.	Sings and chants with and to others not necessarily in tune all the way through.	5a b 7a,b	Enjoys taking turns. Enjoys singing with others, gradually more in time and in tune. Internalises songs
	Starts and stops with support.	Starts and stops with support.	Starts and stops with increasingly less support.	6b	Starts and stops to a variety of signals.
S.5 Performing	Enjoys performing to an audience as part of a group.	Enjoys performing to, and with, caregivers. Joins in with action songs singing some words and performing some actions	Enjoys sharing learnt songs with familiar people in informal situations.	5b 17c	Sings solo in a variety of situations. Performs in a group to an audience
S.6 Understanding Song Structure	Begins to anticipate certain words/phrases in familiar songs. Enjoys play songs	Anticipates and sings certain words in songs	Anticipates and sings words and some phrases in songs.	1a 8b 17b	Grasps simple structures (e.g. verse & chorus AB)

PLAYING	0-1 Years	1-2 Years	2-4 Years	ELG	Reception
P.1 Creating and Exploring Sound	Explores the environment around them by banging on things and shaking them.	Explores the environment around them by banging on things and shaking them. Vocalises and sings whilst playing instruments.	Experiments with a wider range of instruments and sound sources. Experiments with how to play them.	4b 17	Makes sounds confidently in different contexts by banging, shaking, or blowing using body and objects.
P.2 Controlling Sounds on Instruments	Engages through imitation. Begins to hold small instruments in each hand and bring them together.	Plays with both hands simultaneously whilst using beaters. Uses instruments in a range of ways.	Engages through imitation. Moves between keeping the beat and not keeping the beat. Starts to control sound changes whilst playing instruments e.g. loud/quiet.	1a 4b	Moves towards making regular beats whilst singing or to music listened to.
			Holds instruments more securely including beaters.	2b 4b	Shows control in holding, naming, and playing instruments. Learns how sounds can be changed and plays instruments in a variety of ways.
P.3 Rhythm Skills (playing a pattern, etc)	Experience rhythm through large body actions and through caregiver.	Responds physically to different rhythms.	Attempts to copy simple patterns.	1a	Makes rhythmic patterns by repeating sounds deliberately. Plays chunks of rhythms or syllables of names/words.
P.4 Pitch Skills	Experiences pitch changes through caregiver.	Explores playing pitched instruments with two beaters, one in each hand.	Holds beaters to play pitched instruments as directed.	4b	Makes melodic patterns by repeating sounds deliberately.
P.5 Ensemble skills	Enjoys turn taking with caregiver. Needs support to start and stop.	Increasingly becomes aware of others music making in a group. Begins to start and stop with support. Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy.	Develops the idea of stopping when others stop to a signal. Initiates music. Responds to others during music making e.g. playing instruments to and with others.	4b 6b 7a,c	Starts and stop to a variety of signals. Plays instruments with an awareness of others.
P.6 Playing from Notation			Creates visual representation of sounds, instruments, and pieces of music e.g. drawing to a piece of music	2a,c 6a 8c 17	Changes how they play when following two pictures/symbols (e.g. long/short sounds)
P.7 Performing	Enjoys performing in a variety of situations	Will perform to caregivers.	Leads music for others e.g. be conductor. Follows music led by others.	5b,c 17	Performs with others and follows directions. Performs to an audience in a variety of situations.
P.8 Understanding instruments and how they are played	Explores the environment around them by banging on things and shaking them.	Explores the environment around them by banging on things and shaking them.	Experiments with how to play a range of instruments.	2a,c 8c	Copies ways to play instruments and suggests new ways based on knowledge of how instruments work.

IMPROVISING AND COMPOSING	0-1 Years	1-2 Years	2-4 Years	ELG	Reception
IC.1 Exploring Sounds	Babbling starts to resemble speech.	Creates sound effect for toys in their play. Vocalises and sings whilst playing instruments.	Sings to toys and props whilst playing.	2a 6a 17	Experiments with making sounds with voice, body & objects. Identifies and matches instrumental sounds
IC.2 Choosing and Organising Sounds	Uses sounds for communication.	Creates chosen sounds effects whilst playing.	Uses small chunks of known songs to create 'new' songs. Can add sound effects to stories using instruments	2a 5b 6a 16b 17	Uses sounds to symbolise things. Chooses the sound they want e.g. loud or quiet Creates music based on a theme
IC.3 Creating Music Within Structures	Takes turns with caregiver e.g. like in a conversation.	Enjoys turn taking with caregiver often initiating music making.	Reproduces songs in individual ways. Creates songs with a sense of structure e.g. with a beginning and an end.	1a 8b 16b 17	Fills in missing word from a rhyme or song Makes up alternative endings. Creates own songs using familiar structures. Plays instruments to match the structure of the music
1C.4 Improvising to Demonstrate Musical Ideas		Combines sections of different known songs into longer songs.	Changes the words to a song.	1a 2a 6a	Makes suggestions. Improvises different ways to play instruments
IC.5 Communicating Ideas or Moods	Uses sounds to communicate with others and sometimes initiates this.	Uses sounds to communicate ideas e.g. roaring when seeing a picture of a dinosaur.	Adds sound effects to stories using instruments, voice, and body percussion.	1 7b,c 17c	Uses sounds to represent ideas. Uses facial expressions or vocal changes to indicate moods or emotions.
IC.6 Improvising Rhythms & Tunes	Rhythms are experienced through the care giver.	May enjoy repeating rhythms.	Creates own patterns in music making.	17a	Improvises new pieces in time and in tune. Taps syllable patterns of words.
IC.7 Creating and Performing own music in a group	Will turn take with caregiver. May initiate musical 'conversation'	May perform own music to caregivers.	Performs to a familiar audience e.g. parents. Contributes to ideas of how to change songs to perform to an audience.	17c 6a	Responds to others by making own sound Choreographs own dances.
IC.8 Using Notation			Reorders pictures that represent specific sounds into their own music sequence.	1b 2a 5b 6a 16b 17	Selects pictures or symbols to represent sounds and compose music using them.

CRITICAL ENGAGEMENT	0-1 Years	1-2 Years	2-4 Years	ELG	Reception
CE.1 Listening to a Range of Live, Recorded, and own Music.	Will turn to face a sound source. Responds emotionally to music.	Indicates which songs/music they would like to hear. Favourites are firmly developed.	Listens for an increasing length of time and show preferences.	1a	Attends to music all the way through.
CE.2 Differentiating between Sounds	Listens to, distinguishes, and responds to intonations and sounds of voices.	Responds to changes in music.	Shows an interest in the way musical instruments sound. Starts to identify them.	1a	Identifies different sounds, e.g. environmental sounds or those that match instruments
CE.3 Recognising and Recalling	Listens attentively when sung to and can anticipate phrases and actions of familiar rhymes and songs.	Anticipates changes in familiar music e.g. remembers when music will get quieter.	Recalls increasingly longer chunks of familiar songs/chants. Identifies sounds in environment.	8b 17b	Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes.
CE.4 Responding Through Movement	Turns towards a familiar sound. Moves body to sounds they enjoy. Imitates and improvises actions they have observed. Claps hands	Joins in with actions songs with increasing accuracy. Physically interprets different genres of music.	Moves in response to rhythms. Imitates movement in response to music. Begins to change actions to changing music. Begins to tap the pulse whilst listening or singing.	3a,b,c 17c 3b 3a	Responds to a wide variety of different sounds, regular beats, and patterns of regular change in sound. Combines moving, singing, and playing. Moves in time to the pulse. Imitates a set of dance steps that are associated with a piece of music/song.
CE.5 Describing and Appraising	Will show caregiver their musical preferences e.g. by smiling, bouncing up and down.	Musical preferences are further developed.	Has favourite pieces of music and songs and can express this through words or actions. Describe music e.g. scary music, happy music	1 2a,b,c	Describes e.g. the mood of music (e.g. happy) or sounds of instruments e.g. scratchy. Distinguishes and describes changes in music and compares pieces of music. Thinks more abstractly about music.