

Music Skills Ladder

Skills ladders show the disciplinary knowledge that children will learn in the subject.



Strand	EYFS		Y1	Y2
	EYFS have ample opportunities to explore music within the continuous provision environment via access to a range of untuned instruments to experiment with alongside daily songs and rhymes. Children also get a short direct teach session each week. Musical learning comes under the 'Expressive Arts and Design' element of the EYFS framework.		During Years 1 and 2 , pupils should use the interrelated dimensions of music to compose and perform different pieces representing different genres and styles to an audience. Children use voice and instruments progressively to meet objectives. Opportunities should be made available to listen to live and recorded music.	
	F1/Nursery	F2/Reception		
Performing: Singing	I can sing a selection of songs. I can sing the pitch of a tone sung by another person e.g. high or low (pitch match).	I can sing a larger repertoire of songs. I can sing in a group as well as on their own. I can increasingly match the pitch and follow the melody.	I can sing songs, speak chants and rhymes, starting to use voices expressively. I can rehearse and perform with others – whole school, class and groups as ensemble.	I can sing a large repertoire of songs, chants and rhymes, using voices with detailed expression. I can sing in 2 parts and rounds. I can rehearse and perform with others – whole school, class and groups. I can start and finish together and keep a steady rhythm.
Performing: Instruments	I can play untuned instruments with some control to express their feelings and ideas.	I can play untuned instruments using further control to express feelings and ideas. I can play untuned percussion in a group as well as on their own.	I can play untuned instruments with control. I can name and know how to care for them. I can use body percussion. I can rehearse and perform with others – whole school, class and groups as ensemble.	I can play untuned and tuned instruments with good control, name a variety and know how to care for them. I can use body percussion combined with instruments. I can rehearse and perform with others – whole school, class and groups. I can play instruments in parts and rounds. I can start and finish together and keep to a steady rhythm.
Composing	I can create own simple songs, or improvise a song around one they know.	I can create own songs of more detail, or improvise a song around one they know with several elements.	I can create simple rhythmic patterns using untuned instruments and clapping games. I can explore instrument, body and environmental sounds. I can choose and organise sounds from a limited range provided by the teacher and some of own choice. I can use sound to accompany a story.	I can create simple rhythmic and musical patterns using tuned instruments – create and repeat a sequence of sounds. I can explore instrument, body and environmental sounds. I can choose and organise sounds freely from a wider range of tuned and untuned instruments and environmental sounds. I can create simple graphic scores to represent music using own ideas. I can choose musical notes A-G to create a piece on tuned instruments.
Listening and Appraising	I can respond to what they have heard, expressing simple thoughts and feelings. I can listen with attention to sounds in songs and rhymes.	I can move to and talk about music, expressing feelings and responses. I can listen carefully to rhymes and songs, paying attention to how they sound.	I can explore and express their ideas and feelings about music using movement. I can talk about sounds they have made or heard, using appropriate expressive language. I can listen to short pieces with growing concentration, recall sounds such as repeated rhythms and phrases. I can identify that music can be used for different purposes. I can experience listening and apply known skills to live music.	I can listen to music pieces with growing concentration, demonstrating increasing aural memory, recall sounds such as repeated rhythms and phrases. I can identify that music can be used for different purposes and to create different moods. I can experience listening and applying skills to live and recorded music. I can explore and express their ideas and feelings about music using movement and dance. I can talk about sounds they have made or heard, using appropriate expressive language. I can improve their own work in relation to set criteria.
Interrelated Dimensions of Music and Understanding	I can identify if a piece of music is loud or quiet. I can identify if a piece of music is fast or slow. I can identify the tune/melody of a piece.	I can identify if a piece of music has both loud and quiet elements. I can identify if a piece of music has both fast and slow elements. I can explain if a piece is longer or shorter than another. I can show an understanding of the basic beat/rhythm in a piece of music.	I can show and explain how the musical elements can be combined such as loud and quiet (dynamics), fast and slow, high and low (pitch). I can identify how sounds can be made in different ways. Invent own signs and symbols to record. I can identify basic structure of short pieces of music such as a verse and chorus and create some own ideas. I can experiment and identify different sounds that instruments make and explain why some may have a better sound for a particular purpose.	I can identify how the musical elements (using correct terminology) can be combined and how these are combined to create different effects. I can explain how sounds can be made in different ways and use instruments to create different effects. I can invent my own signs and symbols to record ideas and use them confidently. I can use the correct terminology for the interrelated dimensions of music across a variety of music types and explain in detail the features present in a piece. I can compare the musical elements between pieces of music.

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