

Learning Wall: Y1/2 Music skills progression							Name:	
<b>Singing songs with control and using the voice expressively</b> Sing a melody accurately at their own pitch.	<b>Singing songs with control and using the voice expressively</b> Sing with a sense of awareness of pulse and control of rhythm.	<b>Singing songs with control and using the voice expressively</b> Recognise phrase lengths and know when to breathe.	<b>Singing songs with control and using the voice expressively</b> Sing songs expressively.	<b>Singing songs with control and using the voice expressively</b> Follow pitch movements with their hands and use high, low and middle voices.	<b>Singing songs with control and using the voice expressively</b> Begin to sing with control of pitch (e.g. following the shape of the melody).	<b>Singing songs with control and using the voice expressively</b> Sing with an awareness of other performers.		
	<b>Controlling pulse and rhythm</b> Begin to internalise and create rhythmic patterns.	<b>Controlling pulse and rhythm</b> Accompany a chant or song by clapping or playing the pulse or rhythm.	<b>Listening, Memory and Movement.</b> Recall and remember short songs and sequences and patterns of sounds.	<b>Listening, Memory and Movement.</b> Respond physically when performing, composing and appraising music.	<b>Listening, Memory and Movement.</b> Identify different sound sources.	<b>Listening, Memory and Movement.</b> Identify well defined musical features.	<b>Singing songs with control and using the voice expressively</b> To find their singing voice and use their voices confidently.	
<b>Exploring sounds, melody and accompaniment.</b> Create and chose sounds in response to a given stimulus.	<b>Exploring sounds, melody and accompaniment.</b> Identify how sounds can be changed.	<b>Exploring sounds, melody and accompaniment.</b> Change sounds to reflect different stimuli.	<b>Controlling pulse and rhythm</b> Identify the pulse in different pieces of music.	<b>Controlling pulse and rhythm</b> Identify the pulse and join in getting faster and slower together.	<b>Controlling pulse and rhythm</b> Identify long and short sounds in music.	<b>Controlling pulse and rhythm</b> Perform a rhythm to a given pulse.		
	<b>Composition</b> Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	<b>Control of instruments</b> Play instruments in different ways and create sound effects.	<b>Control of instruments</b> Handle and play instruments with control.	<b>Control of instruments</b> Identify different groups of instruments.	<b>Exploring sounds, melody and accompaniment.</b> To explore different sound sources.	<b>Exploring sounds, melody and accompaniment.</b> Make sounds and recognise how they can give a message.	<b>Exploring sounds, melody and accompaniment.</b> Identify and name classroom instruments.	
<b>Performance skills</b> Perform together and follow instructions that combine the musical elements.	<b>Reading and writing notation</b> Perform long and short sounds in response to symbols.	<b>Reading and writing notation</b> Create long and short sounds on instruments.	<b>Reading and writing notation</b> Play and sing phrase from dot notation.	<b>Reading and writing notation</b> Record their own ideas.	<b>Reading and writing notation</b> Make their own symbols as part of a class score.	<b>Composition</b> Contribute to the creation of a class composition.		
						<b>Evaluating and appraising</b> Choose sounds and instruments carefully and make improvements to their own and others' work.		