

Music Progression of Skills – Critical Engagement

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 1	
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.

National Curriculum For Music in Key Stage 2	
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.

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Critical Engagement	NC	KS1 Year 1 & 2	NC	Lower KS2 Year 3 & 4	NC	Upper KS2 Year 5 & 6
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	Listen and shares comments and opinions about music including 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.

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Progression of Musical Skills for Early Years Foundation Stage

This document outlines key areas of musical development in different stages of nursery and early years. The tables below provide key skills in critical engagement (listening and appraising), and statements align with, and expand on, relevant statements from the Early Learning Goals in the EYFS statutory framework and Development Matters.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Listening to Music				
	0-1 Years	1-2 Years	2-4 Years	Reception
Listening and Responding to Music	Will turn to face a sound source. May respond emotionally e.g. show excitement	Develops favourites and indicates which songs or music they like.	Listens to music for an increasing length of time and shows preferences	Listens with increasing focus to longer pieces of music all the way through. Describes music or sounds they hear. e.g. happy, scratchy, including changes, e.g. gets louder
Recognising Different Sounds	Listens to, recognises and responds to sounds, including familiar voices. Listens attentively when sung to and anticipate phrases	Anticipates and responds to changes in music	Shows an interest in the way musical instruments sound. Recognises sounds in the environment (vehicles, animals, theme tunes).	Identifies different sounds, e.g. environmental sounds or those that match instruments. Recognises distinctive sections of songs and music, accurately anticipating changes.
Responding through Movement or Dance	Moves body and hands to sounds they enjoy	Moves body or join in actions in response to a strong beat. Begins to physically interpret different music, e.g. fast, slow.	Moves in response to a strong beat, including large movements. May tap the pulse whilst listening or singing Imitates movement in response to music.	Responds to a wide variety of sounds including changes they hear in music. Walks in time to a beat and performs large and small actions to a pulse. Imitates a set of dance steps for a piece of music/song or may choreographs own dances