



**Carr Hill Community Primary School**  
**Music Progression Steps Key Stage 1**

Strand	Developing	Expected	Exceeding	Vocabulary
<b>Singing Songs with Control and using the voice expressively</b>	<ul style="list-style-type: none"> <li>Develop their singing voice and use their voices</li> <li>Begin to sing a melody with their own pitch</li> <li>Sing with some awareness of pulse and control of rhythm</li> <li>Begin to sing songs expressively</li> <li>Try to follow pitch movements with their hands and use high low and middle voices</li> <li>Begin to sing with control of pitch (e.g follow the shape of the melody)</li> </ul>	<ul style="list-style-type: none"> <li>Find their singing voice and use their voices</li> <li>Sing a melody accurately with their own pitch</li> <li>Sing with a sense of awareness of pulse and control of rhythm</li> <li>Sing Songs expressively</li> <li>Follow pitch movements with their hands and use high low and middle voices</li> <li>Begin to sing with control of pitch (e.g follow the shape of the melody)</li> <li>Sing with an awareness of other performers</li> </ul>	<ul style="list-style-type: none"> <li>Find their singing voice and use their voices confidently</li> <li>Consistently Sing with a sense of awareness of pulse and control of rhythm</li> <li>Naturally follow pitch movements and use high low and middle voices</li> <li>Confidently sing with control of pitch</li> </ul>	<b>Pulse</b> <b>Control</b> <b>Rhythm</b> <b>Pitch</b> <b>Beat</b> <b>Song</b> <b>Pattern</b> <b>Composing</b>
<b>Listening, Memory and Movement</b>	<ul style="list-style-type: none"> <li>Begin to recall and remember short songs and sequences and patterns of sound.</li> <li>Start to physically respond when performing composing and appraising music</li> <li>With support identify different sound sources</li> <li>With support Identify musical features</li> </ul>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sound.</li> <li>Respond physically when performing composing and appraising music</li> <li>Identify different sound sources</li> <li>Identify well- defined musical features</li> </ul>	<ul style="list-style-type: none"> <li>Develop a repertoire of songs and sequences and patterns of sound.</li> <li>Confidently respond physically when performing composing and appraising music</li> <li>Regularly Identify different sound sources</li> <li>Confidently Identify well- defined musical features</li> </ul>	
<b>Controlling Rhythm and Pulse</b>	<ul style="list-style-type: none"> <li>With support identify the pulse in different pieces of music</li> <li>With support join in with the pulse and join in getting faster and slower together</li> <li>Begin to identify long and short sounds in music</li> <li>With support perform a rhythm to a given pulse</li> <li>With support internalise and create rhythmic patterns</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm with support.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pulse in different pieces of music</li> <li>Identify the pulse and join in getting faster and slower together</li> <li>Identify long and short sounds in music</li> <li>Perform a rhythm to a given pulse</li> <li>Begin to internalise and create rhythmic patterns</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify the pulse in a variety of different music pieces.</li> <li>Identify the pulse and take the lead in getting faster and slower together</li> <li>Confidently identify long and short sounds in music</li> <li>Confidently perform a rhythm to a given pulse</li> <li>Confidently internalise and create rhythmic patterns</li> <li>Lead a song by clapping or playing the pulse or rhythm</li> </ul>	
<b>Exploring sounds, melody and accompaniment</b>	<ul style="list-style-type: none"> <li>Explore different sound sources with support</li> <li>Begin to make sounds and recognise how they can give a message</li> <li>Identify and name classroom instruments with support</li> <li>Begin to create and choose sounds in response to a given stimulus</li> <li>Identify how sounds can be changed with support</li> <li>Begin to change sounds to reflect different stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Explore different sound sources</li> <li>Make sounds and recognize how they can give a message</li> <li>Identify and name classroom instruments</li> <li>Create and choose sounds in response to a given stimulus</li> <li>Identify how sounds can be changed</li> <li>Change sounds to reflect different stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Regularly explore different sound sources</li> <li>Confidently Identify and name classroom instruments</li> <li>Confidently create and choose sounds in response to a given stimulus.</li> </ul>	
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects with support</li> <li>Begin to handle and play instruments with control</li> <li>Identify different groups of instruments with support</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects</li> <li>Handle and play instruments with control</li> <li>Identify different groups of instruments</li> </ul>	<ul style="list-style-type: none"> <li>Confidently play instruments in different ways and create a variety of sound effects</li> <li>Confidently handle and play instruments with control and Identify different groups of instruments</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>With support contribute to the creation of a class composition</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the creation of a class composition</li> </ul>	<ul style="list-style-type: none"> <li>Create own composition</li> </ul>	
<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>Begin to perform long and short sounds in response to symbols.</li> <li>Start to create long and short sounds on instruments.</li> <li>Record own ideas with support</li> <li>With support make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record own ideas.</li> <li>Make their own symbols as part of a class score</li> </ul>	<ul style="list-style-type: none"> <li>Confidently perform long and short sounds in response to symbols.</li> <li>Confidently play and sing phrase from dot notation.</li> <li>Create their own symbols as part of their own score.</li> </ul>	
<b>Performing Skills</b>	<ul style="list-style-type: none"> <li>With support perform together and follow instructions that combine the musical elements</li> </ul>	<ul style="list-style-type: none"> <li>Perform together and follow instructions that combine the musical elements</li> </ul>	<ul style="list-style-type: none"> <li>Perform individually including all the musical elements</li> </ul>	
<b>Evaluating and Appraising</b>	<ul style="list-style-type: none"> <li>Begin to choose sounds and instruments carefully and make improvements to their own and others' work with support.</li> </ul>	<ul style="list-style-type: none"> <li>Choose sounds and instruments carefully and make improvements to their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>Confidently select instruments and critically evaluate their own work.</li> </ul>	