



Year 2 Progressions of Skills - Music

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Call and response - theme is animals	Nativity	Instruments - Musical story telling		Structure - Myths and Legends	Pitch - Musical Me
Knowledge						
	<ul style="list-style-type: none"> Recognise and name the following instruments: up to three instruments from Group A and B. Know that dynamics can change the effect a sound has on the audience. Be able to recognise and name up to three instruments from Group A and B. 		<ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. To be able to: Recognise and name up to three instruments from Group A and B. 		<ul style="list-style-type: none"> Pictorial representations of rhythm show sounds and rests. 	<ul style="list-style-type: none"> Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.
<input type="checkbox"/> Skills						



<p>Listening and responding to music</p> <p>Analysing music</p> <p>Evaluating music</p> <p>Composing and improvising</p> <p>Performing</p>	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). • Stating what they enjoyed about their peers' performances. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. 		<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). • Talking about the tempo of music using the vocabulary fast and slow. 		<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. • Identifying some common instruments when listening to music. • Stating what they enjoyed about their peers' performances. 	<ul style="list-style-type: none"> • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. •
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			<ul style="list-style-type: none"> • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Stating what they enjoyed about their peers' performances. • To recognise and name the following instruments: up to three instruments from Group A and B. 			
Cultural and historical awareness of music						
Creating sounds Singing repertoire	<ul style="list-style-type: none"> • Breathing at appropriate times when singing. 		<ul style="list-style-type: none"> • Developing an awareness of how 		<ul style="list-style-type: none"> • Using instruments imaginatively to create 	<ul style="list-style-type: none"> • Singing simple songs, chants and rhymes from memory.



<p>Singing technique</p> <p>Instruments</p> <p>Posture</p>	<ul style="list-style-type: none"> • Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. • Singing part of a given song in their head (using their ‘thinking voice’). • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. • Maintaining a comfortable position when sitting or standing to sing and play instruments. 		<p>dynamics are affected by the force with which an instrument is played.</p> <ul style="list-style-type: none"> • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. 		<p>soundscapes which convey a sense of place.</p> <ul style="list-style-type: none"> • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on tuned instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. 	<ul style="list-style-type: none"> • Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). • Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. • Breathing at appropriate times when singing. • Singing part of a given song in their head (using their ‘thinking voice’). • Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. • Starting to understand how to produce different sounds on pitched instruments (Group C). • Maintaining a comfortable position when sitting or standing to sing and play instruments.
<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p>					<ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Using pictorial 	<ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Using a simplified version of a stave (three lines) to notate known



Representing rhythm					<p>representations to stay in time with the pulse when singing or playing.</p> <ul style="list-style-type: none"> Beginning to read simple rhythmic patterns which include paired half beats (quavers). <ul style="list-style-type: none"> 	musical phrases (of two pitches).
<p>Improvising and composing - stimulus and purpose</p> <p>Improvising</p> <p>Selecting music and sounds</p> <p>Sequencing</p>	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 		<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at 		<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	



				the same time.						
Performing Understanding and evaluating a performance Awareness of music Awareness of self Awareness of others	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat. 					<ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately. 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform. 			
Lesson	Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style
1				Eric Coates	Classical Children may not have had exposure to this kind of music. Cultural/ timeless/ educational		Carthy Waterson	Folk (Traditional English) A sense of community/ different way of recording and sharing music.	Unknown	Traditional song
2	Neil Sidwell	Percussion Children may not realise the importance - it					Unknown	Nursery rhyme		

