



What does greater depth in Music look like?



Skill / domain	EYFS			Year 1			Year 2		
	WTS	ARE	GDS	WTS	ARE	GDS	WTS	ARE	GDS
Pitch	Begin to explore and respond to high and low sounds.	Explore, use and respond to high and low sounds.	Find, use, respond to and describe a range of different high and low sounds e.g. performed on different types of instruments.	Begin to explore, respond to and recognise high, middle and low sounds.	Explore, use, respond to and recognise high, middle and low sounds.	Find, use, respond to, recognise and describe a range of high, middle and low sounds.	Begin to respond to, recognise and identify higher and lower sounds and the general shape of melodies.	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.	Recognise, describe and create melodic shapes including the use of steps, leaps and repeated notes.
Duration	Begin to explore and respond to long and short sounds and the steady beat in music heard and performed.	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed.	Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed.	Begin to explore, respond to and recognise patterns of long and short sounds and to steady beats.	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats.	Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat.	Begin to respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Distinguish between steady beat and rhythm patterns accurately, being able to fit them together with confidence.
Dynamics	Begin to explore and respond to loud, quiet and silence.	Explore, use, respond to and recognise loud, quiet and silence.	Independently choose and use loud and quiet sounds and silence for a purpose.	Begin to explore, respond to, recognise and identify loud, moderate, quiet and silence.	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence.	Recognise and describe, choose and use loud, moderate, quiet and silence.	Begin to respond to, recognise and identify getting louder and quieter.	Respond to, use, recognise and identify getting louder and quieter.	Describe, control and extend the use of getting louder and quieter.
Tempo	Begin to explore and respond to fast and slow.	Explore, use, respond to and recognise fast and slow.	Independently choose and use fast and slow sounds for a purpose.	Begin to explore, respond to, recognise and identify fast, moderate and slow.	Explore, use, respond to, recognise and identify fast, moderate and slow.	Recognise and describe, choose and use fast, moderate and slow.	Begin to respond to, recognise and identify getting faster and slower.	Respond to, use, recognise and identify getting faster and slower.	Describe, control and extend the use of getting faster and slower.
Timbre	Begin to explore and respond to a range of sounds and sound-makers.	Explore, use and respond to a range of sounds and sound makers including vocal sounds.	Independently choose and use different sounds for a purpose.	Begin to use and identify families of school percussion instruments, their sound properties and explore how they could be played.	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used.	Independently choose and use school percussion instruments for a purpose, describe and demonstrate their sound properties.	Begin to identify and choose the way sounds are made, exploring how they can be used.	Identify, choose and use the way sounds are made and can be used.	Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques.

Texture	Begin to explore and respond to one sound and many sounds.	Explore, use and respond to one sound and many sounds.	Choose and use different combinations of sounds for a purpose.	Begin to explore, respond to and recognise solo sounds and layers of sounds	Explore, use, respond to and recognise solo sounds and layers of sounds.	Recognise and describe, choose and use different solo sounds and layers of sounds and how they can be used for a purpose.	Experience and begin to respond to different layers.	Respond to and begin to recognise and use different layers including simple accompaniments.	Recognise, describe and use solo sounds and layers of sounds for a specific purpose.
Structure	Begin to explore and respond to ideas and events in stories.	Explore, use and respond to sequences of events and stories, distinguish between same and different .	Independently order sounds for a purpose.	Begin to explore, respond to and recognise simple structures.	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses.	Recognise and describe, choose and use simple structures used for a purpose.	Experience and respond to a range of repetition and contrast structures.	Respond to, use and recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA.	Recognise, describe and use a range of simple structures for a specific purpose.
Singing	Begin to explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory.	Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory.	Find, use, respond to and describe vocal sounds, use talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with accuracy of intonation.	Begin to explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.	Find, use, respond to and describe vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory with accuracy of intonation.	Begin to explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments led by an adult.	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments.	Find, use, respond to and describe vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments in smaller groups.
Playing	Begin to explore and use a range of sounds including body sounds, other sound makers and classroom percussion.	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy.	Independently choose and use a range of sounds including body sounds, other sound makers and classroom percussion with increasing control and accuracy demonstrating understanding of the simpler dimensions e.g. dynamics and tempo.	Begin to explore and use an increased range of sounds (including body sounds).	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand.	Independently choose and use an increased range of sounds (including body sounds) using correct percussion techniques with use of dominant hand demonstrating understanding of some of the dimensions.	Begin to use correct technique on a range of untuned and tuned percussion instruments.	Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.	Extend the controlled use of a range of untuned and tuned percussion instruments. Use appropriate musical vocabulary to describe the sounds made. Play with obvious musical intent.