



Music

EYFS

Music Progression

Knowledge/ Skills

The aim of this document is to provide a framework for the progression of musical skills for EYFS in order to develop increasingly high standards of musical knowledge, understanding and skill. This framework is linked to Musical Development Matters.

The plan focuses on a set of skills to be developed over the year. The skills have been divided into four key areas:

- **Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually.
- **Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music is constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.)
- **Composing** - Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music.
- **Musicianship & Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum. Pupils should be taught the fundamental musical techniques of controlling **pulse/beat, rhythm and pitch**.

These key areas should not be taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. Pupils should be 'doing music' as much as possible.

The activities chosen to develop these skills will depend on the children's previous knowledge and experience and what is relevant to them. Our aim is to secure a consistent and progressive development of skills underpinning a diverse range of musical activities and opportunities. As a result, it will be possible to identify and build on the musical progress, which pupils make over time.

Knowledge/ Skills – SINGING

Nursery	Reception	Year 1
<p>Change voices (speak, sing, quiet voice) at a given signal.</p>	<p>Change voices (speak, sing, quiet voice) at a given signal. Copy soh-me pattern with voice.</p>	<p>Use voices to sing songs, chants and rhymes. To find their singing voice.</p>
<ul style="list-style-type: none"> • Join in singing simple repetitive songs and melodic patterns using a limited pitch range. • Start to use spoken voice rhythmically in rhymes and in free creative play. • Explore using the voice in different ways (e.g. whispering, singing, speaking, and animal /sounds.) • Start to copy and pitch match simple intervals such as so-me pattern with voice. 	<ul style="list-style-type: none"> • Join in singing simple repetitive songs and melodic patterns using a limited pitch range. • Use spoken voice rhythmically in rhymes and in free creative play. • Explore using the voice in different ways (e.g. whispering, singing, speaking, and animal /sounds.) • Copy and pitch match simple intervals such as soh-me pattern with voice. 	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Distinguish between and develop control of diction when speaking, chanting & singing songs. • Begin to internalise short melodic phrases. • Begin to use the 'thinking' voice.

Knowledge/ Skills – LISTENING

Nursery	Reception	Year 1
Respond and react musically to what is heard.	Respond and react musically to what is heard.	Listen and recall short patterns of sounds.
<ul style="list-style-type: none"> • Explore different sounds of musical instruments and other sound makers. • Respond and react musically to others, copying, 'answering,' and interacting with creative sound • Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics. 	<ul style="list-style-type: none"> • Explore different sounds of musical instruments and other sound makers. • Respond and react musically to others, copying, 'answering,' and interacting with creative sound. • Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics. 	<ul style="list-style-type: none"> • Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally.

Knowledge/ Skills – COMPOSING

Nursery	Reception	Year 1
<p>Explore and experiment with sounds.</p> <ul style="list-style-type: none"> • Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) • Suggest words, sounds or ways to play to contribute to change and variation in simple songs. • Use simple age-appropriate music technology (recording, playing back, mic, headphones). 	<p>Explore and experiment with sounds.</p> <ul style="list-style-type: none"> • Experiment creatively with sounds (voice, body percussion, instruments and sound maker). • Create simple representations of events, people and objects and feelings using sounds. • Suggest words, sounds or ways to play to contribute to change and variation in simple songs. • Experience using simple age- appropriate music technology (recording, playing back, mic, headphones). 	<p>Create musical patterns. Explore, choose and organise sounds.</p> <p>Improvise</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. <p>Compose</p> <ul style="list-style-type: none"> • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds

Knowledge/ Skills – MUSICANSHIP & PERFORMING

Nursery	Reception	Year 1
<p>Feel and move to the pulse. Perform actions in time with pulse of song or rhyme.</p>	<p>Feel and move to the pulse Perform actions in time with pulse of song or rhyme.</p>	<p>Recognise and respond to steady beat in music heard. Recognise long and short sound patterns.</p>
<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) • Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <p>Rhythm</p> <ul style="list-style-type: none"> • Develop awareness of rhythm and rhyme in speech. 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) • Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <p>Rhythm</p> <ul style="list-style-type: none"> • Copy and create simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. • Repeat patterns of sounds. 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Maintain a steady beat on tuned/un-tuned percussion instruments <p>Rhythm</p> <ul style="list-style-type: none"> • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.

Knowledge/ Skills – MUSICANSHIP & PERFORMING

Nursery	Reception	Year 1
Explore variation in pitch.	Respond to obvious changes in pitch e.g. stand up/sit down.	Distinguish between high and low sounds. Know that sounds can be described using given invented signs and symbols
<p>Pitch</p> <ul style="list-style-type: none"> • Explore variation in pitch using voice and body movements. <p>Dynamics</p> <ul style="list-style-type: none"> • Explore changes in dynamics (loud and quiet) using voice and sound makers. 	<p>Pitch</p> <ul style="list-style-type: none"> • Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe. <p>Dynamics</p> <ul style="list-style-type: none"> • Explore changes in dynamics (loud and quiet) using voice and sound makers. <p>Reading Notation</p> <ul style="list-style-type: none"> • Any visual representation of sounds explored, such as symbols, shapes, or colours. 	<p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars). <p>Dynamics</p> <ul style="list-style-type: none"> • Explore changes in dynamics (loud and quiet) using voice and sound makers. <p>Reading Notation</p> <ul style="list-style-type: none"> • Follow graphic notations and symbols when playing and performing.

MUSICAL VOCABULARY

Key vocabulary for all pupils is the inter-related dimensions of music and their meaning:

Pitch	How high or low a note sounds
Duration	The length of the notes – long or short
Dynamics	The volume of the music – loud or quiet
Tempo	The speed of the music – fast or slow
Timbre	The sound quality of an instrument
Texture	Layers of sound
Structure	The musical plan – beginning, middle and end

EYFS Musical Vocabulary

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Sing Sound Voice Play Stop Copy	High Low	Beat Pattern Walk Jogging Shh	Loud Getting louder Quiet/Soft Getting quieter	Slow Getting slower Fast Getting faster	(General descriptive terms to describe sounds) Squeaky Growly Scratchy Spiky Smooth	Together	Repeat Call/answer	(If anything, very basic graphic representational notation) Big shape/ small shape denoting loud or quiet etc.

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Shakers, Tapping sticks,