

EYFS- KS1 Skills Progressions- Music

	EYFS	KS1
Vocalising and singing	ELG: Managing self. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ELG: Being imaginative and expressive. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music • Nursery rhymes/ songs • Christmas play • Circle song/ tidy u song • EYFS assembly • Singing as a group and as a whole • Topic related songs • Singing voice- responding to questions. • Sing different voices and tones. • Weekly music lesson for REC	Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes • Songs – hello, goodbye, • Nativity songs • Actions to a beat • Focus on pitch, beat, pulse. • Moving/clapping a steady beat • Has found their ‘singing voice’ • Sing 2/3 note melodies (so-la-mi)
Hearing and listening	ELG: Listening, attention and understanding. - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ELG: Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher • Pre RWI activities involving listening to sounds. • Sound walk. • Listening to stories and nursery rhymes • Learning songs • Carpet time • Modelling good listening skills • Circle time/PSHE	Pupils should be taught to: - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music • Focus on pitch, beat, pulse. • Move to a steady beat. • Listen to a range of live and recorded music. • Recognising changes in dynamic and tempo • Talk about how a piece of music makes you feel.

Moving and Dancing	ELG: Gross motor skills - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Being imaginative and expressive. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music. • Dance as part of PE • Dance and movement linked to topics e.g. Carnival of the animals., beanstalk, life cycle etc.7 • Learning dances and action songs • Christmas lay with dances and actions • Responding to music linked with topic e.g., superheroes	Pupils should be taught to: - experiment with, create, select and combine sounds using the inter-related dimensions of music • Moving/performing a steady pulse. • Copy a simple rhythm using my body. • Nativity/Christmas songs and actions • Cross-curricular songs and actions.
Exploring and playing	ELG: Building relationships. - Work and play cooperatively and take turns with others. ELG: Listening, attention and understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Musical instruments as part of indoor and outdoor continuous and enhanced provision. • Listening to different pieces of music and responding with instruments as well as their bodies. • Choosing instruments to represent different animals, actions, fireworks etc. • Tapping the beat/rhythm with hands, bodies, and instruments • Body percussion • Musical patterns • Singing sounds, clapping/ stamping in time to music/beat. • Making different sounds with instruments- loud, quiet, fast, slow etc. •	Pupils should be taught to: - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music • Moving/ performing a steady pulse. • Copy a simple rhythm. • Playing a range of tuned/untuned instruments. • Copy a simple rhythm with an instrument. • Create a simple rhythm using words and phrases as a starting point.