

## MUSIC - Progression of Knowledge, Skills and Elements in EYFS

In our EYFS, Music is not taught through discrete, timetabled lessons. Musical skills and understanding are taught and developed through continuous and enhanced provision, cross-curricular experiences, special events (such as the Christmas play), and collective worship. Specific skills are modelled, encouraged and developed by adults and experienced peers. This document is in addition to the progression document for our 'Charanga' music scheme that we use from Year One upwards, and shows how we link our EYFS Music provision to this scheme. Please also see our supplementary document '*Learning in EYFS- Music*' to see what Music looks like in EYFS at St Luke's.

	<b>Nursery</b>	<b>Reception</b>
<b>Musicianship Understanding music</b>	<p>Explores different body percussion e.g. clapping, tapping, clicking, stomping.</p> <p>Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping.</p> <p>Is beginning to find the pulse/beat in familiar songs that they are listening to or singing e.g. moving to the beat, using body percussion to the beat, playing instruments to the beat.</p>	<p>Uses body percussion appropriately.</p> <p>Develops preference for forms of expression.</p> <p>Understands use for music in every day context e.g. singing happy birthday within role play.</p> <p>Finds the pulse of the music he or she is listening to or singing by using body percussion, moving to the beat, or playing instruments to the beat.</p> <p>Is beginning to engage in call and response exercises for rhythm, pitch, and tone of voice.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Listening and appraising</b></p>	<p>Listens with increased attention to sounds.</p> <p>Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker</p> <p>Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments.</p> <p>Responds to what they have heard, expressing their thoughts and feelings. E.g. through gestures, facial expressions, or words.</p> <p>Describes the sound of instruments, for example, scratchy sound, soft sound, loud sound.</p>	<p>Listens with increased attention to sounds (sounds, tone, pitch, dynamics)</p> <p>Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker.</p> <p>Creates movement in response to music.</p> <p>Responds to what they have heard, expressing their thoughts and feelings. E.g. through gestures, facial expressions, or words.</p> <p>Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices'.</p> <p>Can say songs that they like.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Singing</b></p>	<p>Sings a few familiar songs.</p> <p>Sings and chants with and to others.</p> <p>Creates sounds in vocal sound games.</p>	<p>Sings a large repertoire of songs.</p> <p>Creates sounds in vocal sound games.</p> <p>Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Shows understanding of the mood of a song through their voice e.g. singing Twinkle Twinkle with soft voices. Singing The Wheels on the Bus with appropriate vocals for the different characters on the bus.</p>

<b>Playing instruments</b>	<p>Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing.</p> <p>Explores sounds as part of play.</p> <p>Enjoys making sounds with musical instruments.</p> <p>Shows an interest in the way musical instruments sound and work.</p> <p>Begins to play instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p>	<p>Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p>Beginning to explore and understand how tuned percussion works. E.g. playing different keys on a glockenspiel creates different pitches.</p> <p>Keeps a steady beat whilst playing instruments.</p> <p>Plays rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> <p>Plays along to the beat of the song they are singing or music being listened to.</p>
<b>Improvising and composing</b>	<p>Children choose to play instruments to accompany songs they are listening to or singing.</p>	<p>Children make up their own songs.</p> <p>Use the instruments to create different rhythms.</p>

<b>Performing</b>	<p>Knows some action songs.</p> <p>Will perform a song as part of a group e.g. Christmas performance, Mother's Day assembly</p>	<p>Knows actions to accompany some songs.</p> <p>Performs songs to adults and peers within provision.</p> <p>Performs songs to be recorded.</p> <p>Performs songs confidently as part of a group e.g. within the class or as a performance to adults Christmas play etc.</p> <p>May choose to perform on their own.</p> <p>Enjoys watching their performance if it has been recorded and can evaluate performance e.g. smiling, saying phrases such as, "I liked singing that!" or "My mummy was proud".</p>
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