

EYFS Music Progression

Skill	Nursery – Free flow and child led activities	Reception- Free flow and child led activities
	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).
Use voices expressively.	To find a singing voice and begin to use their voice confidently – Sing echo songs and perform movements to a steady beat . Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds.	To confidently use voices in different ways including singing, speaking and chanting to a steady beat . Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings.
Listening, memory and movement.	Remember short songs and sounds Begin to repeat patterns of sounds Begin to copy and follow a steady beat . Begin to respond physically when performing music. Identify different sound sources.	Repeat patterns of sounds with increasing accuracy. Show increasing rhythm and control when responding to music with movement. To identify sources of sound with accuracy.
Play tuned and un-tuned instruments	To begin to explore and create sounds by selecting instruments To begin to follow and imitate simple patterns using body movements (clapping etc.) percussion instruments , To begin to show an awareness of beat while playing To begin to name some classroom instruments. (Free flow play and adult directed activities)	To choose sounds and instruments for a specific purpose To follow and imitate simple patterns using body movements (clapping etc.) percussion instruments with increasing control. To begin to create own patterns using instruments To use percussion instruments to accompany a chant or song independently. To confidently name classroom instruments. (Free flow play and adult directed activities)
Reading and writing notation	Begin to be aware of when to stop and start using symbols and signals.	Developing an awareness of when to stop and start using symbols and signals.
	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)
Create musical patterns	To begin to explore and create sounds by selecting percussion instruments. To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments . To begin to show an awareness of beat while playing	To choose sounds and instruments for a specific purpose. To follow and imitate simple patterns using body movements (clapping etc.) percussion instruments with increasing control. To begin to create own patterns using instruments. To use percussion instruments to accompany a chant or song independently

Explore, choose and organise sounds and musical ideas	Begin to select and choose own instruments to create own beats and sequences independently. Can begin select and choose instruments to represent and respond to stimuli (weather, parts of stories).	Confidently select and choose own instruments to create own beats and sequences independently and within a group. Can select and choose instruments to represent and respond to stimuli (weather, parts of stories).
	Responding and reviewing appraising skills	Responding and reviewing appraising skills
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To begin to express whether they like or dislike music. To begin to say and explain why.	To confidently express whether they like or dislike music. To confidently say and explain why.
To make improvements to my own work.	To begin to think of how they can make their work better with support.	To independently think of ways to make their work better.
	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding
To know how the combined musical elements can be used expressively within simple structures	To begin to think about, with support, the effect the music is meant to have, and why.	To begin to think about, with support, the effect the music is meant to have, and why.
To know how music is used for particular purposes	To begin to listen to familiar music and think about when it may be used, with support – e.g. nursery rhyme before bed time, Christmas carol etc.	To listen to familiar music and think about when it may be used, with support – e.g. nursery rhyme before bed time, Christmas carol etc.