



Music Progression Through School

Music links to the EYFS Curriculum				
Nursery	Communication and Language Sing a large repertoire of songs. Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks. Expressive Arts and Design • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.			
Reception	Communication and Language • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. Physical Development • Combine different movements with ease and fluency. Expressive Arts and Design- 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 music.			
Area of Music	Singing	Instruments	Listening and responding to music	Experimenting with sound
Nursery	Repeats phrases of songs. Sings a few familiar songs. Has strong preferences for songs he or she likes to sing and/or listen to. Creates sounds in vocal sound games.	Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments. Explores sounds as part of play.	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. Knows some action songs. Shows an interest in the way musical instruments sound. Listens with increased attention to sounds. Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker.	Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments. Explores sounds as part of play.



Music Progression Through School

Reception	Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.	Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.
Year 1	Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together).	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) Appreciating music from a wide variety of cultures and historical periods.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).



Music Progression Through School

Year 2	Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience Appreciating music from a wide variety of cultures and historical periods.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
End of KS1 Outcome	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	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 interrelated dimensions of music.