



Music Progression  
EYFS

Skills	Nursery	Reception
<b>Hearing and Listening</b>	<p>Can describe pieces of music, stating whether they like or dislike the genre.</p> <p>Can identify specific sounds in the environment e.g., sounds of cars, running water.</p> <p>Can identify and match an instrumental sound.</p> <p>Matches music to pictures/visual resources. Describes the sound of instruments e.g., scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of music.</p>	<p>Thinks abstractly about music and expresses this physically or verbally</p> <p>Distinguishes and describes changes in music and compares pieces of music</p> <p>Associates' genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, e.g., when music is going to get faster, louder, slower.</p>
<b>Vocalising and Singing</b>	<p>Sings or chants individually, with or to others.</p> <p>Sings to and with toys, props, resources.</p> <p>Creates his or her own songs, often with a real sense of structure, e.g., a beginning and an end.</p> <p>Can sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Creates sounds in vocal sound games.</p> <p>Changes some or all of the words of a song.</p>	<p>Pitch matches, i.e., reproduces with his or her voice the pitch of a tone sung by another</p> <p>Able to sing the melodic shape (moving melody, e.g., up and down, down &amp; up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, e.g., sings songs inside his or her head.</p>
<b>Moving and Dancing</b>	<p>Moves in response to rhythms heard played on instruments.</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Physically interprets the sound of instruments. Physically imitates the actions of musicians.</p>	<p>Moves to the sound of instruments.</p> <p>Combines moving, singing and playing instruments</p> <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music</p> <p>Replicates familiar choreographed dances e.g., imitates dance and movements associated with pop songs. ☐ Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p>



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<b>Exploring and Playing</b>	22-36 Creates own patterns in music making. Adds sound effects to stories using instruments. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound.	Creates music based on a theme Plays instruments (including imaginary ones such as air guitar) to match the structure of the music. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music.
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