

## EYFS progression of skills – Music

	<b>Nursery Autumn</b>	<b>Nursery Spring</b>	<b>Nursery Summer</b>	<b>Reception Autumn</b>	<b>Reception Spring</b>	<b>Reception Summer</b>
<b><u>Playing Instruments</u></b>	Play instruments softly/loudly/quietly.	Use accurate names for simple instruments e.g. drum, tambourine, bells.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Accompany songs with simple instruments – keeping a steady beat.	Name an increasing number of instruments, describing the sounds they make and what they might be used for.
<b><u>Vocabulary</u></b>	Softly, speed, loud, quiet	Beater, stick, blow, tambourine, drum, bells, shaker.	Fast, slow, happy, excited, sad.	Fast, slow, happy, excited, sad.	Beat, rhythm, in time, volume, tempo	Xylophone, flute, beater
<b><u>Listening and concentration</u></b>	Join in with known nursery rhymes	Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.	Begin to show interest in others' performances.  To begin to move rhythmically	Begin to show interest in others' performances.  To begin to move rhythmically	Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn taking.	Listen to others when singing a short song or sharing opinions about music and performance.
<b><u>Vocabulary</u></b>	Join in, sing, nursery rhymes	Together, actions, sing, songs, story, phrase	Listen, join in, dance, move, sway, beat	Listen, join in, dance, move, sway, beat	Dance, action, songs, singing, respond	Opinion, perform, rhythm

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<b><u>Experimenting with sounds</u></b>	To be able to tap their legs, stomp their feet and clap their hands when joining in with songs.	To experiment with different parts of their bodies and different parts of instruments to make different sounds.	Create sounds both on their own and with others linked to a specific stimulus.  Create sounds, movements, drawings to accompany stories	Tap out simple repeated rhythms.	Choose particular instruments/body parts and sounds for their own imaginative purposes.	Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds.
<b><u>Vocabulary</u></b>	Clap, tap, hands, feet, legs, sing, join in, together	Body parts, instrument, loud, quiet	Experiment, create, story, imagine	Repeated rhythm, clap, tap, hands, feet, beat	Body parts, instruments, sounds, story	Share, group, solo, explain
<b><u>Response, discussion and evaluation</u></b>	Respond to what they have heard, expressing their thoughts and feelings with increasingly accurate vocabulary.	Express preferences about different types of music / performance	Experiment and create movement in response to music, stories and ideas.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art expressing their feelings and responses.	Respond imaginatively to art works and objects.
<b><u>Vocabulary</u></b>	Think, thoughts, feelings,	Type, like, dislike	Create, soft, loud, quiet	Respond, listen, thoughts, feelings.	Dance, performance, feelings, emotions	Evaluate, imagine