

EYFS Skills progression (skills development top to bottom across the year)

Moving and Dancing	Exploring and playing	Hearing and Listening	Vocalising and singing
- Explore different ways of moving e.g gallop, slither - Follow, lead and copy movements - Play movement and listening games that use different sounds for different movements - Move in response to music - Change movements in response to varied music - Hold position in silence e.g. musical statues - Replicates familiar dances e.g. pop songs, Danny go, Ku Ku kangaroo - Make up their own dances individually or in small groups and share these - Respond with movement to sound of instruments - Clap or tap to the pulse of music and songs - Make and follow sequences and patterns of movements related to rhythms - Accurately fit actions to songs - Use flags, streamers and scarves to move and mark music - Pretend to play instruments to music - Play instruments to music - Play instruments on the beat to music - Move while playing instruments and singing - Move to walk (crotchet) jogging (quavers) and stride (minim) and be still on rests	- Explore instrumental sounds - Respond to a start/stop signal with hands - Respond to a visual symbol e.g. green and red to stop and start - Follow the teacher to know when to play and stop - Follow the teacher to know how to play e.g fast, slow - Take turns at being the conductor in the whole class - and in smaller groups - Play with control over dynamics - Play with control over tempo - Play on a steady beat in a song - Play a steady beat along with recorded music - Play instruments according to the structure of songs and other music-their own and recorded - Count actions and sounds and play a certain amount of sounds - Put sound effects to stories - Make up small musical ideas - Improvise and extend their own musical ideas - Create music on a theme - Play along with the lyrics of songs - Clap syllables of their name - Clap syllables of familiar words - Tap out word rhythms - Create simple rhythms on the spot - Create rhythms on body percussion and instruments - Play simple rhythm cards - Listen and respond to other's musical ideas - Operate electronic devices to capture sound - Record children's music and play it back - Comment on their own music with likes and dislikes	- Listening games - Listening for environment sounds - Recognise familiar sounds - Recognise instrumental sounds - Describe sounds they hear - Match sound and pictures e.g. shaker - Mark make to sounds "This music sounds like" - Talk about how music makes them feel - Talk about favourite sounds/songs and music - Respond to certain sounds or changes in sounds with actions e.g. put hands up when you hear a loud sound - Recognise changes in music they hear and talk about it - Respond to changes in sound by playing instruments differently or moving and singing differently - Capture sounds with an IPAD and describe and explain what they hear - Compare different pieces of music - Associate music with characters and stories - Anticipate changes in music, e.g. knowing when the music is going to get faster <i>Listen to music from different times, genres and cultures including LIVE music</i>	- Use the voice to copy and make noises - Create lots of different sounds in vocal sound games - Make animal noises - Make vocal noises in response to a stimulus or direction - Do mouth exercises and warm ups in preparation for singing - Know a wide range of chants and recognise and compete the rhyming words - Pitch match on a small range and follow the melodic shape of phrases - Develop a "singing voice" - Sing <i>so me</i> songs accurately - Sing familiar nursery rhymes - Learn new songs by repetition - Create and carry on "song stories" started by the teacher - Use a singing puppet to build confidence - Sing familiar songs from the singing bag - Sing songs and parts of song in their head - Sing new topic songs - Sing songs in different sized groups - Sing songs on their own - Choose songs for the class to sing - Sing in different voices - Sing in different tempos - Sing at different pitches - Add drama to songs - Change rhyming words in songs to their own interests e.g. names - Improvise lines and parts to existing songs - Create own songs - Have favourite songs and explain why - Enjoy performing songs using props such as a microphone and stage or dressing up clothes - Record children's voices and play them back for their responses Incorporate a wide range of songs, chants, rhymes including poems, counting songs, call and response and encountering a wide range of historical periods, cultures and genres.