

EYFS – Progression of Music Skills

Singing and music underpin every area of learning in the EYFS Framework and enable self-expression, as well as boosting physical and mental wellbeing.

Each term is organised into progressive steps and within each step there are a selection of short adult-led activities to choose from.

Each lesson focuses on specific musical elements known as 'inter-related dimensions of music' such as pulse, rhythm, tempo and dynamics. Musical skills are specified in each lesson too and these fall under the headings of:

- Listening
- Singing and Voice Play
- Playing and Exploring
- Movement and Imagination
- Composing and Notating

Term 1: My Musical Classroom

The children learn simple songs and create actions to accompany songs and nursery rhymes. They learn to follow musical instructions and explore creative movement. They will experience a range of music from different cultures. As the term progresses they will learn to recognise simple classroom percussion instruments and compare their sounds. They will compose simple sound sequences and represent them using objects and pictures.

Term 2: Musical Patterns and Performing

At the beginning of this term the children learn to recognise musical patterns in songs and music. They add actions to match song lyrics and play listening games to develop recall of sound sequences. They also explore music and movement patterns. They develop their recognition of classroom percussion instruments using them to play simple accompaniments and simple rhythm patterns. They also begin to explore ways to change sounds and create simple patterns, e.g. playing loudly, quietly, slowly or quickly. Composing music inspired by transport, machines and robots provides an opportunity to explore descriptive sounds and to develop an understanding of pictorial notations. Every lesson has an active listening activity providing the children with regular opportunities to experience music through movement, dance, art or role-play. The children have the opportunity to do a simple performance to the class at the end of this term.

Term 3: Sound Stories

This term begins with opportunities to tell playful stories using voices and tuned instruments. The natural environment is used as inspiration to create musical patterns using natural objects as a musical score. The children also listen to instruments made from wood. They are introduced to musical timbre through fairy tale characters and learn to associate characters with instruments. They explore the effect of layering instrumental sounds to develop an understanding of musical texture. The story theme continues as they learn to use simple sound effects and pictorial notation to accompany a story or song.