**Progression of skills in Music**

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| **Area of learning** | **Early Years** |  |
| **Hearing and Listening** |  |  |
| **40 – 60+** |  |  |
| Can identify and match an instrumental sound to an instrument. | Play matching games e.g. hidden instruments what instrument is that sound coming from. |  |
| Describe the sound an instrument makes e.g. scratchy, soft. | Encourage the children to listen to a wide range of music, bands, and orchestras.  Music of the Morning/Day. |  |
| Mark making to represent sounds. | Invite children to create marks/symbols/pictures to pieces of music and instrumental sounds. |  |
| Describes music abstractedly e.g. this sound like dinosaurs. | Discuss music, invite them to describe the music and seek out their opinions. |  |
| Begin to anticipate when music is going to get faster/slower. | Stop the music and see if the children can predict what will happen next. Will it get louder/faster? Initially try with a familiar piece. |  |
| **Vocalising and Singing**  . | Creates their own songs often with a beginning and end.  Demonstrate songs – be aware children sing a lot higher than we do.  Create sounds in vocal games.  Shows a preference for different songs.  Immerse children in different songs throughout the week.  Weather songs/topic songs/tidy up songs etc. Group singing etc.  To be able to sing whole songs/sing solo.  Invite children to share their songs with other children at Show and Tell time.  Provide recording devises to record their own songs |  |
| **Moving and Dancing.** | Claps to the pulse of music. Play songs and allow the children to copy you and then be the ‘leader’ themselves.  Physically interprets the sound of instruments.  Encourage children to move whilst playing instruments.  Physically imitates the actions of musicians e.g. pretends to play a guitar. Moves to the pulse of the music.  Join in clapping/walking/swaying and tapping to a song they are singing. |  |
| **Exploring and Playing** |  |  |
| Operates musical equipment e.g. CD player/tape player/keyboards. | Shows control when playing the triangle. Drum etc. |  |
| Creates music based on themes. | Invite children to create a piece of music based on a theme e.g. castles, monster, dinosaurs, a tea party etc. |  |
| Keeps a steady beat whilst playing an instrument. | Play rhythm games e.g. tapping out the syllables of children’s names, song lyrics. |  |
| Taps rhythms using body percussion and instruments. Play along with the rhythm in music e.g. may play along with the lyrics in songs they are singing or listening to. | Invite children to choose shapes to represent instruments e.g. circle could represent a tambour, rectangle a chime bar. |  |