



Manor Primary School

Early Years – Music Progression of Knowledge & Skills Overview

Progression of Skills	AK 16-26 months	BN 22-36 months	AN 30-50 months	BR 40-60 months	AR Early Learning Goal	AR+ Exceeding
Hearing & Listening	<p>Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.</p> <p>Anticipates changes in familiar music eg recognises and remembers when music is going to get louder, quieter or stop</p>	<p>Describes music, eg “scary music, angry music, happy music”.</p> <p>Can identify specific sounds in the environment eg sounds of cars, running water.</p>	<p>Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>Matches music to pictures/visual resources.</p> <p>Describes the sound of instruments eg scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p>	<p>Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”</p> <p>Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”</p> <p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p>		
Moving & Dancing	<p>Physically interprets different genres of music – children often move and express themselves differently to different genres.</p> <p>May enjoy dancing to music.</p> <p>Moves whilst playing instruments.</p>	<p>Moves in response to rhythms heard played on instruments eg a drum. This could be small movements eg moving fingers in response to sounds or large movements such as jumping.</p>	<p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.</p> <p>Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</p>	<p>Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in</p>	<p>Representing own ideas, thoughts and feelings through music, dance, role play and stories.</p>	<p>Talking about the ideas and processes which have led them to make music, movements or dances.</p>



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				<p>response to loud/sudden changes in the music. Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p>		
<p>Exploring & Playing</p>	<p>Plays instruments rhythmically and repetitively. Plays with both hands simultaneously and alternately whilst using beaters. Uses instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.</p>	<p>Creates own patterns in music making. Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.</p>	<p>Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. 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, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>Creates music based on a theme eg creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. 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, eg tapping the syllables of names/objects/ animals/lyrics of a song. Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to.</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them. Representing own ideas, thoughts and feelings through music</p>	<p>Talking about the ideas and processes which have led them to make music.</p>



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				May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.		
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