

<b>Progression of Knowledge, skills and Elements EYFS</b> <b>Notation elements: Pulse, Dynamics, Pitch, Tempo</b>	
Nursery	Reception
Hearing and listening	
<ul style="list-style-type: none"> <li>Identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.</li> <li>Many influences may encourage children to associate music with “types” of people and places, e.g. stereotypes such as rock music with bikers.</li> <li>Match music to pictures/visual resources.</li> <li>Describe the sound of instruments e.g. scratchy sound, soft sound.</li> <li>Create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. (Write Dance).</li> </ul>	<ul style="list-style-type: none"> <li>Think abstractly about music and express it physically or verbally e.g. “This music sounds like a floating boat”.</li> <li>Distinguish changes in music, e.g. “This music started slow and got faster”.</li> <li>Associate Genres of music with characters and stories.</li> <li>Anticipate when changes will happen in music e.g. when it will get faster, slower, louder, quieter.</li> </ul>
Vocalising and singing	
<ul style="list-style-type: none"> <li>Create own songs that feel as though they have a structure – beginning, middle end.</li> <li>Can often sing a whole song, could be nursery rhymes, pop songs, theme tunes of familiar programmes.</li> <li>Merge elements of familiar songs with improvised singing.</li> <li>Create sounds in vocal games.</li> <li>Change some or all words in songs.</li> <li>Has preferences of songs that they like.</li> </ul>	<ul style="list-style-type: none"> <li>Matches pitch i.e. produces same pitch of a tone sung by another.</li> <li>Sings the melodic shape of familiar songs.</li> <li>Sings an entire song</li> <li>May enjoy performing, solo or in groups.</li> <li>Internalises music, e.g. sings songs inside his or her head.</li> </ul>
Moving and dancing	
<ul style="list-style-type: none"> <li>Claps/taps to the pulse of the music being played.</li> <li>Claps/taps to the pulse of the song being sung.</li> <li>Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone.</li> <li>Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</li> </ul>	<ul style="list-style-type: none"> <li>Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</li> <li>Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.</li> <li>Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music.</li> <li>Replicates familiar choreographed dances e.g. imitates dance and movements associated with pop songs.</li> <li>Choreographs own dances to familiar music, individually, in pairs/small groups.</li> </ul>
Exploring and Playing	
<ul style="list-style-type: none"> <li>Adds sound effects to stories using instruments.</li> <li>Leads or is led by other children in their music making, i.e. being a conductor.</li> <li>Listens and responds to others in pair/group music making.</li> <li>Operates equipment such as CD players, MP3 players, handheld devices, keyboards, iPods and iPads.</li> <li>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</li> <li>Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</li> </ul>	<ul style="list-style-type: none"> <li>Creates music based on a theme e.g. creates the sounds of the seaside.</li> <li>Finds and records sounds using recording devices.</li> <li>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.</li> <li>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.</li> <li>Creates rhythms using instruments and body percussion.</li> <li>May play along to the beat of the song they are singing or music being listened to.</li> <li>May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing and listening to.</li> </ul>