

EYFS SKILLS PROGRESSION	
Singing	<ul style="list-style-type: none"> • Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh-me pattern with voice. • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments.
Listening	<ul style="list-style-type: none"> • Explore the different sounds of musical instruments. • Know that different instruments make different sounds and match instruments to sounds. • Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics.
Composing	<ul style="list-style-type: none"> • Experiment with and change sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology (e.g. CD player.)
Musicianship & Performing	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Move to the pulse of the music e.g. march, pat knees, clap. <p>Rhythm</p> <ul style="list-style-type: none"> • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. <p>Pitch</p> <ul style="list-style-type: none"> • Respond to obvious changes in pitch e.g. stand up/ sit down. <p>Reading Notation</p> <ul style="list-style-type: none"> • Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear.