

EYFS Progression

Children in Year R will develop skills through the **Expressive Arts and Design** area from the EYFS curriculum. These will be taught across all topics, with a focus in **Sparkle and Shine**, **Traditional Tales** and **Under the Sea**.

- To be able to invent, adapt and recount narratives and stories with peers and their teacher
- To be able to sing a range of well-known nursesey rhymes and songs
- To be able to perform songs, rhymes, poems and stories with others
- To be able to move in time with music.

KSI Music Skills Progression

Skills	Year 1	Year 2
Listening and appraising	<ul style="list-style-type: none"> • To begin to identify simple repeated pattern and follow basic musical instructions. • To begin to listen to a variety of different styles from different times, traditions and composers. • To talk about how music makes you feel or move. 	<ul style="list-style-type: none"> • To identify and recognise repeated patterns and follow a wider range of musical instructions. • To begin to listen with concentration and understanding to a range of high quality live and recorded music from different composers. • To respond to different moods in music and explain thinking about changes in sound.
Controlling sounds through singing performance with voice	<ul style="list-style-type: none"> • To use voices in different ways such as speaking, singing and chanting. • Sing songs musically and understand how to warm up and to begin to project the voice. 	<ul style="list-style-type: none"> • To use voices in expressively by speaking, singing and chanting with growing confidence. • Sing a song in two parts and understand how to warm up and project the voice.

Controlling sounds by playing different instruments.	<ul style="list-style-type: none"> To begin to recognise some instruments. To begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. 	<ul style="list-style-type: none"> To begin to recognise a wider range of instruments To improvise a simple rhythm using different instruments including the voice. To play instruments with respect using the correct techniques. To use tuned and untuned percussion to play accompaniments and tunes.
Rehearsing and Performing	<ul style="list-style-type: none"> To listen to, copy and repeat a simple rhythm or melody. 	<ul style="list-style-type: none"> To practise, rehearse and present performances to audiences with a growing awareness of the people watching.
Notating	<ul style="list-style-type: none"> To begin to represent sounds with simple shapes and marks. 	<ul style="list-style-type: none"> To represent sounds with a range of symbols, shapes and marks with increased confidence.
Describing, Discussing and Evaluating	<ul style="list-style-type: none"> To begin to use some musical language to describe a piece of music. To think about what would make their own work better e.g. play faster or louder 	<ul style="list-style-type: none"> To use musical language to describe a piece of music. To identify what improvements could be made to their own work and make these changes including altering use of voice, playing of and choice of instruments.
Useful websites and other information		