

Early Years Progression

for Musical Skills and Knowledge

The teaching of musical skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Expressive Art and Design curriculum. Alongside this progression grid, effective communication and language skills are an essential part of musical development for our youngest learners.



Optimum Learning Point	Becoming a musician
Pre-school	Respond to a range of music by moving the body according to the mood of the music being listened to. For example, swaying or making gentle hand movements to calm and quiet music, jumping or clapping to energetic music.
Pre-school	Respond emotionally to a range of music through facial expressions or simple words/phrases. For example saying "sad" when listening to Adagio for Strings or showing an animated expression when listening to "Shake Your Sillies Out"
Pre-school	Begin to move to music and dance to music showing a very early understanding of following the beat.
Pre-school	Make a range of rhythmical and repetitive sounds with the voice by following an adult's lead. For example, lip smacking, blowing a raspberry, la'ing, scooping up and down in pitch, making firework noises.
Pre-school	Show enjoyment during song time and begin to join in with some simple songs, particularly those with actions.
Pre-school	Show enjoyment when playing a range of percussion instruments.
Pre-school	Begin to explore different ways that percussion instruments can be played
Nursery	Respond physically to a range of music by moving the body appropriately. For example, swaying and moving slowly and gracefully to Moonlight Sonata or jumping, clapping and stamping along to Liberty Bell March
Nursery	Respond emotionally to a range of music. For example when listening to Adagio for Strings "This makes me feel sad."

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Nursery	Learn and sing a range of simple songs with and without actions
Nursery	Begin to sing songs melodically
Nursery	Begin to 'make up' and perform own songs. These may be based upon songs they already know.
Nursery	Begin to show some basic control when playing percussion instruments. For example starting and stopping on a given sign and playing loudly and quietly.
Nursery	Choose and use an instrument for a purpose. For example picking a triangle to make a 'twinkly' noise.
Reception	Move in time with the beat to a range of music.
Reception	Make physical responses to music on own and in small groups. For example, creating a march.
Reception	Talk with some confidence about the music heard, giving details about how it makes them feel and what they like/dislike. For example, when listening to Adagio for Strings "It makes me feel sad because it's very slow." "I like it because it makes me feel calm."
Reception	Sing a range of songs melodically with the whole class, in small groups and some children may choose to do this on their own.
Reception	Show some control when playing percussion instruments. For example starting and stopping on a given sign, playing loudly or quietly, quickly or slowly.
Reception	Continue to use the voice or percussion to create own songs and rhythmic patterns.
Reception	Begin to show some confidence and enjoyment when performing songs and music for small audiences.