



# Bonneygrove and Millbrook Primary Federation

## Progression of Skills

### Music

**EYFS:** Music in the EYFS develops through the Expressive Arts and Design EYFS area, where children move from sensory exploration to purposeful musical expression. Initially, children respond instinctively to sounds and music through listening, movement, and vocal play. As they develop, they begin to imitate rhythms, melodies, and actions in familiar songs such as Twinkle Twinkle Little Star, showing growing awareness of beat, pitch, and dynamics. With increasing confidence, children experiment with instruments and their voices to create different sounds, making simple choices about how to express ideas and feelings. By the end of Reception, children can sing a range of songs, keep a steady beat, and perform with others, demonstrating emerging control, creativity, and enjoyment in music.

	Nursery/ Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Topic Area	Expressive Arts and Design	Singing	Violin	Recorder	Charanga	Violin	Charanga/ Percussion
	Nursery Children will: Listening and Attention Respond to sounds in the environment Joins in with action songs and rhymes Recognises familiar songs Begins to distinguish loud/quiet and fast/slow sounds Singing	Children will: Pulse and Rhythm Keep a steady pulse while singing Join in with simple rhythm patterns using words, clapping, or actions Begin to recognise long and short sounds Pitch and Melody Explore high and low sounds using their voices	Children will: Posture and handling Hold a violin and bow with guidance Bow control: Use basic up-bow and down-bow on open strings Left hand technique: Use first fingers	Children will: Posture & Technique Demonstrate secure hand position Controlled breathing and articulation Fewer squeaks, cleaner tone Notes & Pitch Learn first notes B -A-G	Children will: Listening & Appraising Listen with increased attention to detail and describe music using musical vocabulary (tempo, pitch, dynamics, timbre) Explain how music makes them feel Recognise elements within different styles	Children will: Posture and handling Generally, show secure posture with occasional reminders Bow control	Children will: Listening & Appraising Identify musical elements (tempo, dynamics, texture, structure) Describe style and instruments with appropriate vocabulary Analyse how musical elements are combined for effect

<p>Reception</p>	<p>Joins in with repeated words and refrains Attempt to sing familiar nursery rhymes Explores voice through sounds, pitch, and volume Rhythm and Pulse Move their body to music Clap or tap along to a steady beat Copy simple rhythmic patterns Playing Instruments Explore instruments freely Begins to understand different sounds instruments make Starts and stops with adult support Creating and Improvising Experiment with sounds and movement Make up simple songs or sound patterns Uses imagination during musical play</p>	<p>Sing simple melodies with a small pitch range Begin to match pitch accurately with others Vocal Skills Use speaking, whispering, chanting, and singing voices appropriately Sing clearly with developing control of volume and tempo. Follow simple conductor signals or actions Memory and Repertoire: Learn and remember simple songs, chants, and rhymes Sing from memory with increasing confidence Expression and Performance Add simple actions or movement to songs. Sing with expression to reflect mood or character Perform to classmates or small audiences with growing</p>	<p>on simple patterns Reading Music Open string notes and read simple rhythms Rhythm &amp; Timing Keep pulse with support Listening skills Copy simple patterns by ear Repertoire Play simple tunes (mostly open strings) Ensemble skills Play in unison with support</p>	<p>Play single notes Move between B-A-G confidently Add new notes (e.g. E,C,D), a wider note range Rhythm and pulse Keep a steady pulse Copy simple rhythms Understand note lengths (crotchets, minims) Play simple rhythms accurately Maintain pulse independently Reading notation  Begin with symbols or note names Copy by ear Read simple notation (basic staff or letters) Link notes to fingerings Read simple staff notation with confidence</p>	<p>and genres Singing Sing in tune within a comfortable range Follow a leader and keep in time Maintain pitch more consistently Sing rounds and partner songs Begin simple two-part singing Use dynamics and phrasing for expression Playing instruments Play steady pulse and simple rhythms Use percussion instruments confidently Play simple melodies (often using notes like C-G) Read basic notation (rhythm and some pitch) Play as part of an ensemble with awareness of others Improvisation Improvise using 1-2 notes or rhythms Use a small set of</p>	<p>Control basic strokes with some uneven tone Left hand technique Use 1st-3rd fingers with some accuracy Reading Music Read simple notation with some hesitation Rhythm &amp; Timing Keep steady pulse in simple pieces Listening skills Be aware of pitch and basic tone quality</p>	<p>Compare pieces across genres and historical contexts Justify opinions using musical language Singing Sing confidently in tune as a group Maintain pulse and follow phrasing Sing in two or more parts with independence Maintain own line in harmony Control dynamics, diction, and expression Perform with confidence and stage awareness Playing instruments Play melodies and chords with some accuracy Read simple notation (rhythm and pitch) Read and perform from staff notation with fluency Maintain an independent part in ensemble work Show control of</p>
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	<p>Children will:</p> <p>Listening and Responding</p> <p>Listens attentively to music</p> <p>Talk about how music makes them feel</p> <p>Identify changes in tempo, dynamics, and pitch</p> <p>Recognises and remembers simple melodies</p> <p>Singing</p> <p>Sings familiar songs independently</p> <p>Maintain a simple melody</p> <p>Sings as part of a group</p> <p>Begins to match pitch accurately</p> <p>Rhythm and Pulse</p> <p>Keeps a steady beat with increasing control</p> <p>Performs simple rhythm patterns</p> <p>Understands pulse versus rhythm</p> <p>Playing Instruments</p> <p>Plays instruments with increasing control</p>	<p>confidence</p> <p>Listening and Appraising</p> <p>Listen carefully to songs and identify changes in pitch, tempo, or dynamics</p> <p>Respond to music through movement, drawing, or discussion</p> <p>Ensemble Skills</p> <p>Sing together as a group</p> <p>Take turns when singing echo or call-and-response songs</p> <p>Begin to listen to others while performing</p> <p>Creativity and Improvisation</p> <p>Make up simple vocal sounds and patterns</p> <p>Explore changing lyrics or adding sound effects</p> <p>Create short musical responses using the voice</p>		<p>Playing music</p> <p>Copy short patterns</p> <p>Play very simple tunes</p> <p>Play short melodies</p> <p>Link notes smoothly</p> <p>Ensemble skills</p> <p>Play together in a group</p> <p>Start/stop with teacher</p> <p>Keep in time with others</p> <p>Follow a leader</p> <p>Maintain own part in a group</p> <p>Perform with awareness</p> <p>Expression and control</p> <p>Explore loud and quiet</p> <p>Begin to control dynamics</p> <p>Use</p>	<p>notes (often pentatonic)</p> <p>Respond to backing tracks or other performers</p> <p>Composition</p> <p>Create simple rhythmic or melodic patterns</p> <p>Structure pieces (clear beginning, middle, end)</p> <p>Layer sounds (e.g. rhythm + melody)</p> <p>Compose within a style or given theme</p> <p>Learn and use:</p> <p>Staff notation basics (notes and rests)</p> <p>Simple time signatures (e.g. 4/4)</p> <p>Musical vocabulary (tempo, dynamics, texture and timbre)</p> <p>Apply this knowledge in</p> <p>Performing and Composing</p>	<p>dynamics, tempo, and articulation</p> <p>Improvisation</p> <p>Improvise using a limited note set or scale</p> <p>Improvise fluently using scales (e.g. pentatonic/blues)</p> <p>Create balanced musical phrases</p> <p>Respond to structure, chords, or a musical context</p> <p>Composition</p> <p>Create short ideas with some structure</p> <p>Compose with clear structure and purpose</p> <p>Use multiple layers (melody, harmony, rhythm)</p> <p>Compose within specific styles (e.g. pop, film, classical)</p> <p>Performing</p> <p>Perform in a group with some confidence</p> <p>Perform with accuracy, fluency, and expression</p> <p>Maintain an</p>
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	<p>Follows simple instructions/signals Performs alongside others Creating and Performing Create simple compositions using voice or instruments Improvise rhythms and melodies Combine music with movement and storytelling</p>			<p>tonguing for clarity</p>			<p>independent part in ensemble Show strong awareness of audience Evaluate and improve performances using musical language</p>
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