



Skills Progression for EYFS and KS 1 – Acting as a Musician Singing, playing and performing



EYFS	Year 1	Year 2
<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• Move to the pulse of the music.• Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments.• Explore the different sounds of musical instruments.• Copy simple rhythms based on words.• Experience and develop awareness of rhythm and rhythm in speech.	<ul style="list-style-type: none">• Perform simple songs from memory, singing collectively at the same pitch.• Explore using the voice in different ways.• Explore using the voice expressively and creatively.• Find the pulse in a piece of music with some support (by movement or clapping)• Copy a simple rhythm.• Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.• Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.• Sing in unison and sing call and response songs.• Respond to simple visual clues e.g. stop, go, loud, quiet.• Begin to use the 'thinking' voice.	<ul style="list-style-type: none">• Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.• Sing lah-soh-me songs with accurate pitch matching.• Explore using the voice expressively and creatively.• Copy a simple rhythm on a percussion instrument.• Begin to identify the difference between pulse and rhythm.• Internalise a steady pulse e.g. use the 'thinking' voice to sing short extracts in own head.• Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.• Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.• Experience singing songs with different structures e.g. verse/ chorus.• Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.