

## Progression of skills in EYFS

	<b>LEARNING OBJECTIVES: Children will learn that...</b>	<b>LEARNING OUTCOMES: Children will be able to...</b>
<b>DYNAMICS</b>	<ul style="list-style-type: none"> <li>• Dynamics means volume of sound – loud or soft - and degrees of dynamic: louder; softer; getting louder; getting softer.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise aurally the degree of a dynamic (loud; quiet) and identify simple changes of dynamics (sudden; gradual) in a song or instrumental piece.</li> <li>• Sing songs expressively using changes in dynamics.</li> <li>• Play simple percussion instruments with growing control using a range of dynamics (loud; soft).</li> </ul>
<b>DURATION (Rhythm)</b>	<ul style="list-style-type: none"> <li>• Duration of a sound (or silence) means length - how long or short the sound lasts for.</li> <li>• Rhythm is a pattern of sounds and silences of different lengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aurally longer and shorter sounds (and silences) using voices and percussion.</li> <li>• Clap back short rhythmic patterns (phrases) given aurally. • Identify and mark the pulse of a song (tap, clap and use percussion).</li> </ul>
<b>PULSE</b>	<ul style="list-style-type: none"> <li>• Pulse is a continuous, regular, steady beat that can be felt internally, like a musical 'heart-beat'.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel and mark the pulse in different ways using the voice, body (walk it, tap knees, clap hands) and percussion.</li> </ul>
<b>TEMPO</b>	<ul style="list-style-type: none"> <li>• Tempo in music means speed – fast; walking pace; slow; getting faster; getting slower</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and mark the pulse in different ways (walk it; tap it; clap it; use body percussion and simple untuned classroom percussion).</li> </ul>
<b>PITCH</b>	<ul style="list-style-type: none"> <li>• Pitch is how high or low the sound is.</li> </ul>	<ul style="list-style-type: none"> <li>• Use high, low and middle range voices.</li> </ul>
<b>TIMBRE</b>	<ul style="list-style-type: none"> <li>• Different sound sources produce different sound qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. wobbly, squeaky, rough, smooth.</li> </ul>
<b>TEXTURE</b>	<ul style="list-style-type: none"> <li>• The number of different sounds being used at once changes the texture of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aurally how many sounds (vocal and instrumental) have been combined or organised – one sound, two sounds or many sounds.</li> </ul>
<b>STRUCTURE</b>	<ul style="list-style-type: none"> <li>• Pieces of music are organised in different ways, to give them shape – a beginning, middle and end, like a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a variety of songs with growing awareness of the overall shape - plan - of the music (beginning, middle, end).</li> </ul>
<b>SINGING</b>	<ul style="list-style-type: none"> <li>• Everyone has a singing voice</li> <li>• The voice can be pitched higher and lower</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch-match with increasing accuracy within a limited range of notes e.g. Major Scale steps 1-3</li> <li>• Sing in a group and individually as a soloist e.g. in a short 'call and response' or 'copycat' song.</li> </ul>