EYFS Music Progression Map

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| **Age Range** | **Area of learning/Aspect**  | **EYFS progression/Outcomes**  | **COEL Links**  | **Vocabulary**  | **Key Knowledge** |
| Three and Four-Year-Olds | Communication and Language | * Sing a large repertoire of songs.
 | * Showing a curiosity about objects, events and people
* Finding ways to solve problems
* Making links and noticing patterns in their experience
* Making predictions
 | * Sing
* Songs
* Tune
* Sound
* Repeat
* Shaking
* Banging
* Instrument
* Loud
* Quiet
 | * I know how to sing a large repertoire of songs.
* To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* I know how to listen with increased attention to sounds.
* To know ways of responding to what they have heard, expressing their thoughts and feelings.
* I know to how to repeat, recall and sing entire songs.
* I know how copy a pitch as sung by another person. (‘pitch match’).
* I know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
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| Physical Development | * Use large-muscle movements to wave flags and streamers,
* paint and make marks.
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| Expressive Arts and Design | * Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
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| Reception | Communication and Language | * Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
 | * tapping
* blowing
* clapping
* sound
* low
* high
* copy
* beat
 | * To know how to actively listen carefully to rhymes and songs, paying attention to how they sound.
* To Learn rhymes, poems and songs.
* To know how to listen attentively, move to and talk about music, expressing their feelings and responses.
* To know how to watch and talk about dance and performance art, expressing their feelings and responses.
* To learn how to Sing in a group or on their own, increasingly matching the pitch and following the melody.
* To know how to music make and dance, performing solo or in groups.
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| Physical Development | * Combine different movements with ease and fluency.
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| Expressive Arts and Design | * Explore, use and refine a variety of artistic effects to express

their ideas and feelings.* Return to and build on their previous learning, refining ideas

and developing their ability to represent them.* Create collaboratively, sharing ideas, resources and skills.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Explore and engage in music making and dance, performing solo or in groups.
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| ELG | ExpressiveArts and DesignBeing Imaginative and Expressive | * Sing a range of well-known nursery rhymes and songs.
* Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
 |  | * To know how to sing a range of well-known nursery rhymes and songs.
* To know how to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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