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. |
| Physical Development | * Use large-muscle movements to wave flags and streamers, * paint and make marks. |
| 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. |
| 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. |
| Physical Development | * Combine different movements with ease and fluency. |
| 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. |
| ELG | Expressive  Arts and Design  Being 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. |