

# Music Skills Progression Map



**School Readiness Intent:** At St Francis CE Primary School we aim to inspire children with a love of music through listening to a variety of genres and styles. They will listen, explore and perform a wide range of music and develop their creativity through the universal language of music.

**EYFS Intent:** Children in the Early Years Foundation Stage will be given the opportunity to explore music through using instruments and listening to music on a daily basis through child-initiated activities and continuous/enhanced provision. This will create a love of music and a confidence to perform and become critical listeners. Music features into the Specific Area Of Learning – Expressive Arts and Design (EAD) – in the strand ‘Exploring and using media and materials.’

| EYFS Stage                                                                                           | Development Matters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Implementation/ Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>F3</b><br><br>   | <p><b>16-26 Months EAD – Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Move their whole bodies to sounds they enjoy, such as music or a regular beat</li> <li>• Begins to move to music, listen to or join in with rhymes.</li> </ul> <p><b>22-36 Months EAD – Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <ol style="list-style-type: none"> <li>1. Listen</li> <li>2. Explore</li> <li>3. Perform</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Listen</b> - Children will listen to a variety of songs and music either sung by practitioners or using ICT - CDs, IWB DVDs. Children will also listen to different songs and these will be taught through quality first teaching.</li> <li>2. <b>Explore</b> - Children will be given the opportunity to explore a variety of instruments through independent activities and will be encouraged to join in with simple clapping games with an adult.</li> <li>3. <b>Perform</b> - Children will learn and sing Nursery Rhymes and make movements to these, led by an adult. They will listen, explore and perform the songs they have learnt as a small group. Adults will use puppets, props and model making movements to the music.</li> </ol>                                                                                                                                                                                                            |
| <b>F2</b><br><br> | <p><b>30-50 Months EAD – Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul> <ol style="list-style-type: none"> <li>1. Listen</li> <li>2. Explore</li> <li>3. Perform</li> </ol>                                                                                                                                                               | <ol style="list-style-type: none"> <li>1. <b>Listen</b> - Children will be introduced to a wide range of music. They will listen to the music throughout child- initiated activities, taught focus sessions, wake up shake up and quality first teaching. They will listen to the adults singing different songs and nursery rhymes, as well as using ICT - CDs, IWB DVDs.</li> <li>2. <b>Explore</b> - Children will explore a variety of music and instruments through child-initiated activities. Children will recognise our rhyme picture cards and use them during free-flow activities. Copies of rhymes will be sent home (with YouTube links) for child and parent/carer to try at home.</li> <li>3. <b>Perform</b> - Children will perform and sing the songs and rhymes that they have been taught, as well as songs that they may have learnt at home. They will use a variety of musical instruments such as percussion instruments to perform different rhythms, beats, patterns.</li> </ol> |

## Music Skills Progression Map



| EYFS Stage                                                                                                | Development Matters                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Implementation/ Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Reception</b><br><br> | <b>40-60 Months EAD – Exploring and using media and materials</b> <ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> </ul><br><b>ELGs EAD – Exploring and using media and materials</b><br>Children sing songs, make music and dance, and experiment with ways of changing them. <ol style="list-style-type: none"> <li>Listen</li> <li>Explore</li> <li>Perform</li> </ol> | <ol style="list-style-type: none"> <li><b>Listen</b> - Children will be taught pulse, rhythm and pitch through quality first teaching. They will be given opportunities to listen to music by a variety of artists. They will also listen to a variety of genres or musical styles such as reggae, rap, hip hop, rock, classical swing and opera. They will listen to music from different cultures.</li> <li><b>Explore</b> - Children will explore music through every musical lesson. They will explore using rhythm using games, explore high and low pitch sounds and create their own sounds. They will find the pulse and explore pitch.</li> <li><b>Perform</b> - Children will perform songs (often using actions) through singing, playing musical instruments and composing.</li> </ol> <p>Musical instruments will be used in a cross curricular way e.g.<br/>           Maths - counting beats; C&amp;L and Literacy - adding musical sound effects to stories; Understanding the World – finding out about musical instruments around the world, what they are made of, how they are played etc.</p> |

## The Characteristics of Effective Learning and Teaching

| Playing and exploring                                                                                                                                                                                                                                         | Active Learning                                                                                                                                                                                                                                                                                                                                              | Creating and thinking critically                                                                                                                                                                                                          |
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| <b>Engagement:</b> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>  | <b>Motivation:</b> <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving what they set out to do</li> </ul>   | <b>Thinking:</b> <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul>  |

# Learning and Teaching in EYFS – New Curriculum

## What Music Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

| Music                    |                            |                                                                                 |
|--------------------------|----------------------------|---------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Communication and Language | • Sing a large repertoire of songs.                                             |
|                          | Physical Development       | • Use large-muscle movements to wave flags and streamers, paint and make marks. |

|           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>                                                             |
| Reception | Communication and Language | <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|           | Physical Development       | <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|           | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> |

| Music                    |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                          | Physical Development       | <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                          | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> |
| Reception                | Communication and Language | <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
|                          | Physical Development       | <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### 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.