**St. Mary’s R.C. Primary School**

“**We Share, We Value, We Respect”**

EYFS Music Progression Document

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and ‘have a go’**; active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The most relevant statements for Music are taken from the following area of learning:

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

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| **Development Matters Links** | | |
| **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 * Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. |
| 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. |
| 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. |

**Progress Model for Knowledge and Skills**

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| Minimum Expectations for Nursery | | | Minimum Expectations for Reception | | | | | | |
| I can join in with Nursery rhymes with my teacher.  **Twinkle Twinkle Little Star, The Wheels on the bus, Baa Baa Black Sheep, Wind the Bobbin up.** | | | I know ten nursery rhymes off by heart.  **Twinkle Twinkle Little Star, The Wheels on the bus, Baa Baa Black Sheep, Wind the Bobbin up, if You’re hapy and you know it, Old MacDonald Had a farm, Row, Row, Row your boat, Humpty Dumpty, Incy Wincy Spider, and The Grand Old Duke of York.** | | I know the stories of some of the nursery rhymes.  **Baa Baa Black Sheep, Twinkle Twinkle Little Star, The Grand Old Duke of York etc** | | | | |
| Enjoys listening to music. Responds to music. (eg by movement/dance/ clapping/tapping etc)  **Happy, sad, clapping, dancing, moving, tapping.** | | | To learn that music can touch your feelings. Talks about how music makes them feel.  **Happy music, sad music, fast, slow, quiet, loud.** | | Understands emotion through music. | | Can identify if music is ‘happy’ ‘scary’ or ‘sad’. | Express their opinion. | |
| Explores instruments and is beginning to name them  **Drum, tambourine, maracas, triangle, glockenspiel, guitar, violin, ukulele.** | | | Plays a given instrument to a simple beat.  Play with increasing control to express feelings, eg loud fast happy music, quiet, sad, slow music. | | Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments. | | Can change the tempo and dynamics. Recognises instruments in music. Compose their own simple tunes. Creates sound effects. Writes down compositions. | | |
| Moves to music. Copies basic actions. | | | Learns short routines, beginning to match pace.(Learn dance moves and patterns) | | Learns longer dance routines, matching pace. | | Put a sequence of actions together. | | |
| To enjoy moving to music. | | | To enjoy moving to music by marching, dancing, being animals or Pop stars. | | To know that we can move with the pulse of the music. | | | | |
| Beginning to watch performances for short periods of time. | | Watches dances and performances. To know a performance is sharing music. | | To perform any of the nursery rhymes by singing and adding actions or dance. | | To perform any nursery rhymes or songs adding a simple instrumental part. | To record the performance to talk about it. | | |
| Remember and sing entire songs.  Create own songs, or improvise –eg nursery rhymes. | Match pitch of a simple song sung by another (pitch match)  Sing melodic shape, moving up or down eg nursery rhymes. | | To sing or rap nursery rhymes and simple songs from memory. To know songs have sections. | | To sing along with a pre-recorded song and add actions. | | | | To sing along with the backing track. To know the words of the songs can tell stories and paint pictures. |

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| **Early Learning Goals** | 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. |
| **Links to KS1 Curriculum** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Play tuned and untuned instruments musically. * Listen with concentration and understanding to a range of high-quality live and recorded music. * Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | |

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| End Points | |
| Nursery | Reception |
| I can join in with nursery rhymes with my teacher.  I can explore instruments and begin to name them.  I can move to music and copy basic actions.  I can remember and sing entire songs. | I can talk about how music makes me feel.  I can sing a range of well-known nursery rhymes and songs.  I can perform a song adding a simple instrumental part.  I can sing along with a backing track and add actions. |