



Kew Woods Early Years Foundation Stage



Progression Chart - MUSIC

Personal, Social & Emotional Development	Communication & Language 22-36 months <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes. 	Physical Development
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Reading 22-36 months <ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 30-50 months <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. 40-60 months <ul style="list-style-type: none"> Continues a rhyming string. 	Writing
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Number	Shape, Space and Measure
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Understanding the World	Expressive Art and Design 22-36 months <ul style="list-style-type: none"> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. 30-50 months <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60 months <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances.
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- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Explores the different sounds of instruments.

<p style="text-align: center;">Music Exploring and Using Media and Materials / Being Imaginative</p>		
	<u>Exploring and Using Media and Materials</u>	<u>Being Imaginative</u>
30-50 months	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p>	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
40-60 months	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
ELG	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Exceeding	<p>Children develop their own ideas through selecting and using materials and working on processes that interest them.</p>	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products.</p>
Year One (KS1)	<p>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.</p>	

EARLY YEARS EXPECTATIONS

Early Learning Goals

- They move confidently in a range of ways
- Children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

- Children can hop confidently and skip in time to music
- Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
- Children talk about the ideas and processes which have led them to make music, designs, images or products

FUTURE LEARNING

Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

Pupils should be taught to:

- 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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.