

## **Music Progression Map – Reception**

### **Listen and Respond**

Listen with increased attention to sound.

Listen for signs to know when to start and stop.

Listen attentively, move to and talk about music.

Follow and respond to a leader.

### **Sing and Chant**

Remember and sing short songs with an awareness of the melodic shape.

Sing the pitch of a tone sung by another person ('pitch match').

Know that a song can tell a story.

Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody.

Read words consistent with their phonic knowledge by sound-blending.

Know that a chant uses speaking voices musically.

### **Play Instruments**

Play untuned percussion with increasing control.

Demonstrate coordination when playing untuned percussion.

### **Move and Dance**

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm.

Move 'in character' to the music.

Move expressively and energetically.

Negotiate space and obstacles safely.

Choreograph their own dance moves.

### **Express ideas and feelings.**

Make comments and ask questions to support understanding.

Hold conversations and participate in discussions offering explanations.

### **Create and Compose**

Create songs or improvise a song around one they know.

Develop their phonological awareness so they can spot and

suggest rhymes and count or clap syllables in a word.

Write simple phrases and sentences that can be read by others.

Model how to tap rhythms to accompany words, such as tapping

the syllables of names, objects, animals and the lyrics of a song.

### **Perform Play**

Share and perform songs.

Listen carefully to their music-making and value it.

Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music.

Make use of props and materials when role-playing characters in narratives and stories.

Share their creations, explaining the process they have used.

Two key documents underpin the Music Progression Map, which outlines the learning in this scheme:

- Early years foundation stage statutory framework.
- Development Matters – Non-statutory curriculum guidance for the early years foundation stage.

Please also refer to the following documents, which can be found on the scheme homepage.

- Unit Learning Objectives.
- Charanga EYFS and Development Matters.

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