

Progression Documents

By the end of Reception						
Listen and	I can listen attentively, move to and talk about music, expressing my feelings and responses. (why I like/dislike a piece of music) (L1) EAD					
Appraise	I can watch and talk about dance and performance art, expressing my feelings and responses. (L2) EAD					
	I can create collaboratively sharing ideas, resources and skills. (D1) EAD					
Inter-related						
Dimensions	I can sing in a group or on my own, increasingly matching the pitch and following the melody. (D2) EAD					
Using Voices	I can sing in a group or on my own, increasingly matching the pitch and following the melody. (V1) EAD					
	I can learn rhymes, poems and songs. (V2) C&L					
Playing	I can explore and engage in music making and dance, performing solo or in groups. (P1) EAD					
Instruments						
Improvisation	I can sing in a group or on my own, increasingly matching the pitch and following the melody. (I1) EAD					
Composition	I can explore and engage in music making and dance, performing solo or in groups. (C1) EAD					
	I can sing in a group or on my own, increasingly matching the pitch and following the melody. (C2) EAD					



Implementation

		Reception To	pic Coverage					
Autumn 1 Topic: Marvellous Me	Autumn 2 Topic: Come Rain or Shine	Spring 1 Topic: The Land of Make Believe	Spring 2 Topic: Stomp, Scuttle, Stride	Summer 1 Topic: Happily Ever After	Summer 2 Topic: Let the Adventures Begin!			
L	1	D1	D1	L2	L2			
V	2	C1	C1	V1	V1			
				I1	I1			
				C2	C2			
				D2	D2			
	Vocabulary							
List	en	Create	Create	Songs	Songs			
Dar	nce	Pitch	Pitch	Nursery rhymes	Nursery rhymes			
Perfor	mance	Melody	Melody	Music	Music			
Sou	nds	Ideas	Songs	Dance	Dance			
Sor	ngs	Feelings	Nursery rhymes	Experiment	Experiment			
Nursery	rhymes	Thinking	Music	Play	Sing			
Poe	ems	events	Dance	Sing	Explore			
sor	songs		Experiment	Explore	Sounds			
Thin	Thinking		Play	Sounds	Instruments			
ide	ideas		stop	Big/loud sounds	Make			
Feel	Feelings		Sing	Small/ quiet sounds	Ideas			
Eve	Events		Explore	Instrument	Thoughts			
Sha	Share		Sounds	Sounds	Feelings			
Sequ	Sequence		Big/loud sounds	Body (hands and feet)	Share			
Pulse,	Pulse/ beat		Small/ quiet sounds	Actions	Instrument			
			Instrument	Respond	Body (hands and feet)			
		groups	Sounds	Voice	Actions			



Body (hands and feet)	Shake	Move
Actions	Тар	Loud/big sounds
Respond	Ring	Quiet/small sounds
Voice	Pulse/beat	Shake
Shake	Rhythm	Тар
Тар	Pitch (high and low	Ring
Ring	sounds)	Pulse/beat
Pulse/beat		Rhythm
Rhythm		Pitch (high and low
Pitch (high and low		sounds)
sounds)		
Music making		
Solo		
groups		



Intended Impact

	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic:	Topic: Come	Topic: The Land of	Topic: Stomp,	Topic: Happily Ever	Topic: Let the
	Marvellous Me	Rain or Shine	Make Believe	Scuttle, Stride	After	Adventures Begin!
I will know	- How to listen to a ra	ange of songs.	- How to explain	- How to make a sound	- How to make a sound	- How to share my ideas
	- How to listen to a ra	ange of sounds (loud,	through talk how a	using voices (loud/quiet,	using voices	using my voice (singing).
	quiet, high and low).		sound or song makes	high/low)	(loud/quiet, high/low).	- How to share my ideas
	- How to explain thro	ough talk how a sound	them feel.	- How to make a sound	- How to make a sound	using an instrument.
	or song makes them	feel.	- How to explain ideas.	using an instrument	using an instrument	- How to share my ideas
	- How to explain idea	IS.	- How to use my voice	(loud/quiet, high/low).	(loud/quiet, high/low).	using my body (body
	- How to explain thou	ughts and experience	to sing songs.	- How to make a sound	- How to make a sound	percussion).
	about a sound.		- How to use my voice	using their body	using their body	- How to make loud and
	- How to explain thou	ughts and experience	to play (perform/sing)	(loud/quiet, high/low).	(loud/quiet, high/low).	quiet sounds.
	about a song.		with other children.	- How to use my voice	- How to use my voice	- How different
				correctly when singing.	correctly when singing.	instruments can
				- How to move with the	- How to move with the	produce different
				music.	music.	sounds (loud, quiet,
				- How to make loud and	- How to make loud and	high and low)
				quiet sounds.	quiet sounds.	- How to use an
				- How to make high and	- How to make high and	instrument to create
				low sounds (pitch).	low sounds (pitch).	different sounds (loud,
				- How to use an instrument	- How to use an	quiet, high and low).
				to explore the sounds it	instrument to explore	- That a rhythm is
				makes.	the sounds it makes.	- How to use my voice
				-How to use my voice to	- How to use my voice	to create a rhythm. E.g.
				sing songs.	to sing songs.	"my name is"
					- How to use an	
					instrument to make a	



	- How to use an instrument	sound to develop into	- How to use tapping
	to make a sound to	music.	and clapping to copy a
	develop into music.	- How to use my voice	rhythm.
	- How to use my body to	to create a rhythm. E.g.	- How to use tapping
	respond to the music.	"my name is"	and clapping to create a
	- How to use my voice to	- How to use tapping	rhythm.
	create a rhythm. E.g. "my	and clapping to copy a	- How to explain
	name is"	rhythm.	thoughts and
	- How to use tapping and	- How to use tapping	experience about a song
	clapping to copy a rhythm.	and clapping to create a	or performance.
	- How to use tapping and	rhythm.	
	clapping to create a		
	rhythm.		
	- How to explain thoughts		
	and experience about a		
	song or performance.		