



Music Curriculum

Progression Documents

By the end of Reception	
Listen and Appraise	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
	I can watch and talk about dance and performance art, expressing my feelings and responses. (L2) EAD
Inter-related Dimensions	I can create collaboratively sharing ideas, resources and skills. (D1) EAD
	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 Instruments	I can explore and engage in music making and dance, performing solo or in groups. (P1) EAD
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



Music Curriculum

Implementation

Reception Topic 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!
L1 V2	D1 C1	D1 C1	L2 V1 I1 C2 D2	L2 V1 I1 C2 D2	
Vocabulary					
Listen Dance Performance Sounds Songs Nursery rhymes Poems songs Thinking ideas Feelings Events Share Sequence Pulse/ beat	Create Pitch Melody Ideas Feelings Thinking events Play stop Sing Share Pulse/ beat Pitch (high and low sounds) Music making Solo groups	Create Pitch Melody Songs Nursery rhymes Music Dance Experiment Play stop Sing Explore Sounds Big/loud sounds Small/ quiet sounds Instrument Sounds	Songs Nursery rhymes Music Dance Experiment Play Sing Explore Sounds Big/loud sounds Small/ quiet sounds Instrument Sounds Body (hands and feet) Actions Respond Voice	Songs Nursery rhymes Music Dance Experiment Sing Explore Sounds Instruments Make Ideas Thoughts Feelings Share Instrument Body (hands and feet) Actions	



Music Curriculum

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

Intended Impact

Reception						
	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!
I will know...	<ul style="list-style-type: none"> - How to listen to a range of songs. - How to listen to a range of sounds (loud, quiet, high and low). - How to explain through talk how a sound or song makes them feel. - How to explain ideas. - How to explain thoughts and experience about a sound. - How to explain thoughts and experience about a song. 		<ul style="list-style-type: none"> - How to explain through talk how a sound or song makes them feel. - How to explain ideas. - How to use my voice to sing songs. - How to use my voice to play (perform/sing) with other children. 	<ul style="list-style-type: none"> - How to make a sound using voices (loud/quiet, high/low) - How to make a sound using an instrument (loud/quiet, high/low). - How to make a sound using their body (loud/quiet, high/low). - How to use my voice correctly when singing. - How to move with the music. - How to make loud and quiet sounds. - How to make high and low sounds (pitch). - How to use an instrument to explore the sounds it makes. -How to use my voice to sing songs. 	<ul style="list-style-type: none"> - How to make a sound using voices (loud/quiet, high/low). - How to make a sound using an instrument (loud/quiet, high/low). - How to make a sound using their body (loud/quiet, high/low). - How to use my voice correctly when singing. - How to move with the music. - How to make loud and quiet sounds. - How to make high and low sounds (pitch). - How to use an instrument to explore the sounds it makes. - How to use my voice to sing songs. - How to use an instrument to make a 	<ul style="list-style-type: none"> - How to share my ideas using my voice (singing). - How to share my ideas using an instrument. - How to share my ideas using my body (body percussion). - How to make loud and quiet sounds. - How different instruments can produce different sounds (loud, quiet, high and low) - How to use an instrument to create different sounds (loud, quiet, high and low). - That a rhythm is - How to use my voice to create a rhythm. E.g. "my name is"



Music Curriculum

			<ul style="list-style-type: none">- How to use an instrument to make a sound to develop into music.- How to use my body to respond to the music.- How to use my voice to create a rhythm. E.g. "my name is"- How to use tapping and clapping to copy a rhythm.- How to use tapping and clapping to create a rhythm.- How to explain thoughts and experience about a song or performance.	<ul style="list-style-type: none">sound to develop into music.- How to use my voice to create a rhythm. E.g. "my name is"- How to use tapping and clapping to copy a rhythm.- How to use tapping and clapping to create a rhythm.	<ul style="list-style-type: none">- How to use tapping and clapping to copy a rhythm.- How to use tapping and clapping to create a rhythm.- How to explain thoughts and experience about a song or performance.
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