

# Sequencing and Progression of Learning in the Early Years

Subject: Music

Reception													
<p><b>Singing</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p><b>Active Listening</b></p> <p>Listen attentively and respond to what they hear.</p> <p>Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.</p> <p>Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</p>	<p><b>Pulse and Rhythm</b></p> <p>Combine different movements with ease and fluency.</p> <p>Try to move in time with music.</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Children will play an instrument following a musical pattern.</p>	<p><b>Melody</b></p> <p>Sing in a group or on their own, increasingly matching the pitch shape of the melody.</p>	<p><b>Composing and Improvising</b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Adds sound effects to stories using instruments.</p> <p>Leads or is led by other children in their music making, i.e. being a conductor.</p> <p>Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).</p>	<p><b>Performance Skills</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p><b>Evaluating and Appraising</b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>							
<p><b>Greater Depth</b></p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV</p> <p>Creates sounds in vocal sound games.</p>	<p><b>Greater Depth</b></p> <p>Describes the sound of instruments e.g. scratchy sound, soft sound.</p>	<p><b>Greater Depth</b></p> <p>Distinguishes and describes changes in music and compares pieces of music, e.g. "this music got faster/slower."</p>	<p><b>Greater Depth</b></p> <p>Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.</p>	<p><b>Greater Depth</b></p> <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/</p>	<p><b>Greater Depth</b></p> <p>Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone or hops to the sound of a beating drum</p> <p>Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano,</p>	<p><b>Greater Depth</b></p> <p>Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p>							

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