

3. Progression + Coverage of Core Knowledge & Skills – MUSIC

Year: **Reception**

Subject Leader: **Aimee Attwood**



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Coverage Overview	Listening, Appraising + Responding: Listening and distinguishing sounds Performing: Nursery Rhymes	Listening, Appraising + Responding: - Music from Britain + around the world. - Move in time / respond to music (PE – Dance) Performing: Christmas performance - live audience.		Listening, Appraising + Responding / Composing: Body percussion and using untuned instruments to respond to music and stories.		Singing focus (inc. untuned instruments)		Listening, Appraising + Responding: Music / movement linked to stories (responding to music) Composing / Responding: Musical soundscapes linked to stories.		Listening, Appraising + Responding: Focus on dance / performance art Composing: - BBC Bring the Noise	
	I know and can a wide range of nursery rhymes by heart. I know how to use actions to support a familiar nursery rhyme, e.g. Twinkle Twinkle. I know how to identify and distinguish environmental sounds. I know how to listen to sounds and begin to match them to an object / instrument. I know how to join in singing with the whole class / in a small group. I know how to experiment with playing with untuned instruments I know how to move in time to familiar music.	I know and can sing a wider range of songs from memory. I understand that music is created and celebrated all over the world. I know how to listen to a piece of music and say is I like it or dislike it. I know how to begin to recognise and identify if a piece of music has a fast / slow tempo. I know how to listen to begin to compare different types of music from Britain and around the world. I know how to join in with singing well known songs to an audience and can start and stop at the right times.		I know that some songs or pieces of music have a story behind them and can begin to explore this through class discussions. I am beginning to understand that the way I play an instrument can change the sound it makes, e.g. make it louder or quieter/softer. I know how to respond to music through movements, increasingly matching the style and timing of my movements to the music. I know how to listen to and begin to follow a beat using body percussions and untuned instruments. I know how to experiment with making different sounds using my voice. I know how to choose instruments to represent a given sound, action or mood. I know how to experiment with body percussion and vocal sounds to respond to music and stories.		I know that the way I use my voice / play an instrument can change the sound it makes, e.g. make it louder or quieter/softer (dynamics). I know how to make a range of sounds using my voice. I know how to sing as part of a group / class, increasingly matching the melody (tune) and pitch (high/low) of a song. I know how to listen to and repeat simple lyrics. I know how to listen to and repeat a simple rhythm. I know how to clap out short, rhythmic patterns.		I know that some songs or pieces of music have a story behind them and can explore this through class discussions. I know how to identify if a piece of music has a fast or slow tempo. I know how to move and respond to music, altering my movement to reflect the tempo, dynamics or pitch of the music. I know how to choose and organise sounds for a purpose, creating a musical soundscape.		I know that different instruments make different sounds and can begin to group them. I know that the way I play an instrument can change the sound it makes. I know how to watch and talk about dance and performance art, and respond through words, actions and movements. I know how to begin to talk about how a piece of music makes me feel. I know how to listen to sounds and match some of them to an instrument. I know how to choose and organise sounds for a purpose, using a range of musical instruments, focusing on the pulse (underlying beat) of a song. I know how to choose appropriate instruments to represent particular sounds actions or moods.	
Core Knowledge and application											
Critical Vocab											

	Rhyme of the week	Christmas performance	PE sessions – Dance focus	Sing up!	Musical soundscape -	Share BBC links with parents via
Enrichment Opps	Harvest Festival	Music linked to different cultures / traditions, e.g. celebrating Diwali		BBC Teach – school radio	Gruffalo	Tapestry to support learning at home.
Assessment focus						
Assessing Impact	Observations during rhyme time	Teacher scribe comments to show children's responses to different pieces of music.		Performance in assembly		Observations of children – I am a Robot