


<p>England Class Nursery</p>	<p>EYFS Curriculum: Development Matters – Expressive Arts and Design – 3-4 Year Olds</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings • Play, share and perform a wide variety of music and songs from different cultures and historical periods. • Play sound-matching games. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas 					<p>Progression towards ELG:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
<p>Curriculum Coverage (Examples)</p>	<p>Autumn 1</p> <p><i>Learning rhythm with clapping Name Song (Daily)</i></p>	<p>Autumn 2</p> <p><i>Rhythm with instruments. Ribbons Learn Christmas songs with instruments</i></p>	<p>Spring 1</p> <p><i>Playing instruments fast and slow. Loud and quiet.</i></p>	<p>Spring 2</p> <p><i>Movement – grow like a flower to music. Yoga Watch different dance from around the world.</i></p>	<p>Summer 1</p> <p><i>Learning the word and actions to the songs 5 little ducks and 5 speckled frogs.</i></p>	<p>Summer 2</p> <p><i>Sing favourite nursery rhymes Create a nursery song (Whole class) To sing at graduation.</i></p>
<p>Key Vocabulary</p>	<p>high low song listen instrument body percussion music drum fast slow loud quiet pattern</p>					

<p>Wales/Scotland Classes</p> <p>Reception</p>	<p>EYFS Curriculum: Development Matters – Expressive Art and Design</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 		<p>Progression towards ELG:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
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Nursery to Reception Progression and Knowledge Organiser – Music (Expressive Arts and Design)

Curriculum Coverage (Examples)		<i>Kapow Primary – Celebration Music</i>	<i>Exploring sound</i>	<i>Movement and music</i>	<i>Musical Stories</i>	<i>Big Band</i>
Key Vocabulary	Music, musician, Song, listen, beat, pulse, loud, quiet, High, Low, Fast, Slow, Pattern, Rhythm, tune beat cymbal maracas tambourine triangle chime accompany sequence compose audience voice orchestra choir, syllable					

Progression of Skills			
	Hearing and Listening	Moving and Dancing	Exploring and Playing
Nursery 	<p>Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.</p> <p>Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop</p> <p>Describes music, e.g. “scary music, angry music, happy music”.</p> <p>Can identify specific sounds in the environment e.g. sounds of cars, running water.</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>Matches music to pictures/visual resources.</p> <p>Describes the sound of instruments e.g. scratchy sound, soft sound.</p>	<p>Physically interprets different genres of music - children often move and express themselves differently to different genres.</p> <p>May enjoy dancing to music.</p> <p>Moves whilst playing instruments.</p> <p>Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers in response to sounds or large movements such as jumping.</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone.</p> <p>Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</p>	<p>Rhythmically and repetitively. Plays with both hands simultaneously and alternately whilst using beaters.</p> <p>Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.</p> <p>Creates own patterns in music making.</p> <p>Experiments with ways of playing instruments, e.g. volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</p> <p>Shows control in holding and playing instruments, e.g. use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.</p> <p>Adds sound effects to stories using instruments.</p>

Nursery to Reception Progression and Knowledge Organiser – Music (Expressive Arts and Design)

Reception	<p>Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</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> <p>Distinguishes and describes changes in music and compares pieces of music, e.g. “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”</p> <p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower.</p>	<p>Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.</p> <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music.</p> <p>Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p> <p>Representing own ideas, thoughts and feelings through music, dance, role play and stories.</p> <p>Talking about the ideas and processes which have led them to make music, movements or dances.</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>Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p>Creates music based on a theme e.g. creates the sounds of the seaside.</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, eg tapping the syllables of names/objects/animals/lyrics of a song.</p> <p>Creates rhythms using instruments and body percussion.</p> <p>Sing songs, make music and dance, and experiment with ways of changing them. Representing own ideas, thoughts and feelings through music. Talking about the ideas and processes which have led them to make music.</p>
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