

Reception Music Progression Document

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Objectives</u> Listening Learning rhymes and songs Singing as part of a group Explore and engage in dance (response to music)	<u>Objectives</u> Listening Learning rhymes and songs Singing as part of a group Explore and engage in dance (response to music) Begin to move to and talk about music	<u>Objectives</u> To explore and engage in music making and dance, performing solo or in groups. To Sing in a group or on their own, increasingly matching the pitch and following the melody. To learn rhymes, poems and songs.	<u>Objectives</u> Listen attentively, move to and talk about music, expressing feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Learn rhymes, poems and songs.	<u>Objectives</u> Listen attentively, move to and talk about music, expressing 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.	<u>Objectives</u> Learn rhymes, poems and songs. Listen attentively, move to and talk about music, expressing 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.
<u>Skills</u> Learning songs, rhymes and poems Listening Singing Responding to music	<u>Skills</u> Learning songs, rhymes and poems Singing Responding to music Music appreciation Listening	<u>Skills</u> Recording Exploration Accompaniment for Poem & Story Singing Playing instruments Handling instruments	<u>Skills</u> Music appreciation Exploration Accompaniment for Poem & Story Singing Playing instruments Handling instruments Listening	<u>Skills</u> Music appreciation Recording Exploration Accompaniment for Poem & Story Singing Playing instruments Handling instruments	<u>Skills</u> Learning songs, rhymes and poem Music appreciation Recording Exploration Accompaniment for Poem & Story Singing

				Listening	Playing instruments Handling instruments Listening
<u>Focus Tasks</u> Singing time Dance time (Responding to music from a variety of cultures.) Group recording for class composition of fast and slow music. Handling and playing instruments using own patterns. Learning new songs and rhymes.	<u>Focus Tasks</u> Singing time Dancing time (Responding to music from a variety of cultures.) Learning new songs, including Nativity songs, and rhymes. Listening to music and talking about the tempo, colours and feelings evoked.	<u>Focus Tasks</u> Singing time Dancing time (Responding to music from a variety of cultures.) Learning new songs, including Nativity songs, and rhymes. Listening to music and talking about the tempo, colours and feelings evoked. - Responding to music from a variety of cultures.	<u>Focus Tasks</u> Singing time Dancing time (Responding to music from a variety of cultures.) Learning new songs, poems and rhymes. Listening to music and talking about the tempo, colours and feelings evoked. Creating musical patterns with symbols. Recording simple musical patterns with symbols for accompaniment. Providing written and instrumental accompaniment for a poem and a story.	<u>Focus Tasks</u> Singing time Dancing time (Responding to music from a variety of cultures.) Learning new songs, poems and rhymes. Listening to music and talking about the tempo, colours and feelings evoked. Practicing, recording and performing using vocabulary of high and low – practical and vocal games. Practicing, recording and performing using vocabulary of loud and soft/quiet – practical clapping, instrumental and vocal games/activities.	<u>Focus Tasks</u> Singing time Dancing time (Responding to music from a variety of cultures.) Learning new songs, poems and rhymes. Listening to music and talking about the tempo, colours and feelings evoked. Practicing, recording and performing using vocabulary of high and low – practical and vocal games. Practicing, recording and performing using vocabulary of repeat and rhythm– practical clapping, instrumental Tuned instruments such as Boom Whackers, chime bars

			Providing written and vocal accompaniment for a poem and story.		and combi bells – the coloured ones) and vocal games/activities.
<u>Additional continuous provision (Exploration Area)</u> – Reinforcement work sheets, Instrument exploration, playing instruments (loud/soft, fast/slow, rhythms/patterns, repeating), singing station with given songs to practise and without, sound buttons activities – as and when appropriate					
<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – beginning to match the pitch of the song. Children are beginning to handle instruments appropriately when playing and when waiting to play.	<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – improving their ability to match the pitch of the songs being sung. Children are able to move quickly and slowly. Children can clap or play an instrument fast or slow. Children can talk about whether the music is fast or slow.	<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – able to follow and match the pitch of the song sung. Children are showing some ability to handle instruments appropriately when playing and when waiting to play. Beginning to follow teacher and own written recordings and able to play the instrument at the right time with support.	<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – beginning to follow the melody. Children know a variety of longer songs, poems and chants. Children are showing increasing ability to handle instruments appropriately when playing and when waiting to play. Following teacher and own written recordings and able to play the instrument at the right time.	<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – following the melody Children are able to handle instruments appropriately when playing and when waiting to play. Children can clap or play an instrument loud and soft/quiet. Children can talk about whether the music is loud and soft/quiet. Is able to correctly	<u>On track –</u> Children join in with singing and chanting activities/opportunities – songs and rhymes – Following the melody Children can handle instruments appropriately whether playing it or not. Children can follow, with support if needed, simple rhythms composed by the teacher, self or others Beginning to understand what a rhythm is and what is meant by ‘repeat’.