RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/ fast/slow/scary).	1 Join in with familiar songs as part of the class or small group.	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).	1 Move to the pulse of the music when singing.	1 Choose sounds for a purpose, trying out and adjusting musical ideas.
2 Identify sounds in the environment and match instruments to sounds.	2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.	2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).	2 Tap pulse and/or simple rhythms	2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).
3 Describe and compare sounds created by instruments and voices.	3 Use singing voice in play activities (e.g. in role play, playing in sand).	3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).	3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).	3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).
4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).	4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.	4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').	4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher).	4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/ quiet/loud/quiet).
5 Listen to music and respond with simple ideas 'the music makes me think of…'.	5 Copy simple phrases showing an awareness of pitch and rhythm.	5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).	5 Listen and copy simple sound and movement sequences.	5 Follow simple notation (e.g. picture cards).
6 Listen and remember a sequence of sounds (e.g. high, low, high).	6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).	6 Play simple rhythms and melodies from songs (e.g. tapping syllables).	6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music).	6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).
	7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	7 Explore the effect of combining sounds.	7 Respond freely to songs and music, exploring ideas and following own paths of interest.	7 Create music from non-musical starting points (e.g. artwork, movement, nature).
		8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).		8 Reflect on music-making (e.g. what worked well/what could we change?).
		9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).		