



Music Curriculum

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about Me and Autumn	Traditional Tales	Vehicles, materials and people who help us	Growing and Changing	Under the Sea, holidays and pirates	Animals and Habitats
Listening Hearing and Listening	Listen to sounds (musical and other) with concentration. Use words like loud, quiet, fast, slow	Listen to musical sounds and concentrate on them. Use words like loud, quiet, fast, slow	Start to match the sounds I hear			
Listening and appraising Hearing and Listening						
Singing Vocalising and Singing	Remember and sing entire songs		Match the pitch to someone else especially when starting a song	Follow the melodic shape of familiar songs	Control my voice and use different types of voice Sing parts of songs in different voices	
Performing Exploring and playing, Moving and dancing	Play instruments with control Learn about the instruments and learn to treat with respect	Play instruments in different ways Learn different ways of playing eg tap, shake, scrape	Play instruments with control and in different ways More complex games using instruments, playing at certain times		Express feelings through playing instruments Link to listening and singing – listen then play along	
Composing and improvising Exploring and playing, Moving and dancing	Suggest different words for a song I already know eg rhyming word as a substitute		Suggest a whole different line for a song I already know eg another action or another animal		make up words to tunes I already know sing songs with new words to tunes I know well	Make up my own song Perhaps on a given theme
Dimensions of Music pulse, rhythms, dynamics, tempo			Watch adult tapping the pulse Adult taps pulse throughout well-known songs		Try to copy adult and tap pulse	



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Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My World	Celebrations	The world around me	Growing and Changing	Under the Sea	Animals and Habitats
Listening Hearing and Listening	Move my body in response to music I am listening to. (movement /listening games – march, creep, tiptoe etc matched to music)	Move my body in response to music I am listening to. Free movements	Start to anticipate changes in music – slower, faster, louder, quieter and change my movements to match Listen over and over, get used to changes	Start to anticipate changes in music – slower, faster, louder, quieter and change my movements to match	Talk about what I hear eg “This music sounds like... This music started fast then became slow... This music was spiky and this was smooth...”	
Listening and appraising Hearing and Listening	Know what a performance is	Know that we are the audience and we are respectful of people’s performances.	Be able to say whether I like a dance/performance or not.		Begin to say how the performance makes me feel.	
Singing Vocalising and Singing	Sing with a large group. Join in with class songs and movements Begin to follow melodic line	Be able to remember most of a song eg verse 1 and chorus Remember and replicate the songs and movements I have learned. Mostly match pitch of song	Be able to remember and sing whole songs – simple songs and nursery rhymes.	Sing in a small group. Be able to follow the melodic line of songs I know. Sing/dance with a small group.	Sing on my own (whole or part of a song) Express myself through music and movement	Express myself through music and movement



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<p>Performing Exploring and playing, Moving and dancing</p>	<p>Join in with class songs and movements Using well known movements eg counting songs, action songs</p>	<p>Remember and replicate the songs and movements I have learned Using well known movements eg counting songs, action songs</p>	<p>Sing/dance with a small group Using well known movements eg counting songs, action songs</p>	<p>Express myself through music and movement</p>
<p>Composing and improvising Exploring and playing, Moving and dancing</p>	<p>Play music that I have made up on an instrument/ body percussion</p>		<p>Sing a song/phrase I have made up</p>	<p>Make up my own movements to music I am familiar with</p>
<p>Dimensions of Music pulse, rhythms, (dynamics, tempo)</p>	<p>Be able to move to the pulse Stamp-clap-sway-march-tap</p>	<p>Be able to tap the pulse on knees to music and songs I listen to</p>	<p>Be able to move to the pulse whilst singing Recognise that music can get faster, slower, louder, quieter</p>	<p>Be able to tap rhythms names, objects. Copy then independently Say when music gets faster, slower, louder, quieter – see listening strand</p>