

Reception MUSIC Builder – Expressive Arts and Design (by the end of)	
Early Learning Goal/s:	For Example:
Sing a range of well-known nursery rhymes and songs	Children will be able to sing nursery rhymes such as Twinkle Twinkle Little star, 5 Little ducks, Baa Baa Black sheep, 5 little men in a flying saucer, Incy Wincy Spider, humpty Dumpty and The Wheels on the Bus
Perform songs, rhymes, poems and stories with others and try to move in time with music	Children will be able to perform songs from the Nativity play. Children will be able to retell Talk for Writing stories such as 3 Little Pigs, little Red hen, Dinosaur Roar etc Children will be able to make their own riddles Children will be able to play percussion instruments in time with nursery rhymes which they are familiar with Children will be able to copy and make their own rhythms Children will be able play percussion instruments fast/slow, loud or quite.
Expectations entering Yr1: -listen attentively, move to and talk about music, expressing their feelings and responses -sing in a group or on their own, increasingly matching the pitch and following the melody	
YR1 themes Reggae Unit/ Rap Unit	

All Year		
Development Matters Statement	Topic	How it is taught
3-4 years -Play instruments with increasing control to express their feelings and ideas.	Provision (Music)	Children have access to music instruments outdoors.

Autumn 1		
Development Matters Statement	Topic	How it is taught
3-4 Years - Listening with increasing attention to sounds. -Play instruments with increasing control to express their feelings and ideas.	Senses: Hearing (Music)	Senses exploration: hearing, identifying environmental sounds and following a rhythm.

	Autumn 2	
Development Matters Statement	Topic	How it is taught
3- 4 Years - 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. Children in Reception - Sing in a group or on their own, increasingly matching the pitch and following the melody.	Nativity (Music)	Performing a collection of songs to an audience.

	Spring 1	
Development Matters Statement	Topic	How it is taught
3-4 Years -Play instruments with increasing control to express their feelings and ideas - Engage in making music, performing solo or in groups	Space (Music)	Children will learn how to read simple musical patterns and will then compose and perform their own piece of music

	Summer 1	
Development Matters Statement	Topic	How it is taught
3-4 Years -Use drawing to represent ideas like movement and loud noises. - Respond to what they have heard, expressing their thoughts and feelings. -Play instruments with increasing control to express their feelings and ideas -Develop their own ideas and then decide which materials to use to express them. -Join different materials. Children in reception - Listen attentively, move to and talk about music,	Responding to music (Music)	Children will be encouraged to respond to music with feelings and using their imaginations do think about what the music makes them think about. Children will make artwork around music they have heard. Children will learn about different instruments and make their own music; instruments as homework and/or in school through junk modelling and will create and perform their own music (as we did with space)

<p>expressing their feelings and responses.</p> <ul style="list-style-type: none">-Watch and talk about dance and performance art, expressing their feelings and responses.- Engage in making music, performing solo or in groups-Return to build on their previous learning. Refine ideas using what we have learnt about techniques and materials.		
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