

# Progression in Music

National Curriculum	Possibilities		Initiative				Community & Environment			Health & Well-being		
	This driver helps pupils to build aspirations and identify available opportunities for their future lives		This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations				This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues			This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth		
	Performance Passion Composition Musician Recording artist Appreciation of different music genres		Exploration Creativity				Collaboration Participation in the local community Local community performances Plasticology recycling to invent musical instruments			Confidence to perform Enjoyment Self esteem		
	<p><b>Our Intent:</b> All children at Canvey Island Infant School and Nursery will develop an appreciation of music by listening to; exploring; and experiencing a range of musical styles through which they will become creative composers and performers themselves.</p> <p><b>Purpose of study-</b> Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p><b>Aims- The national curriculum for music aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>✓ play tuned and untuned instruments musically</li> <li>✓ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>✓ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>											
	Year 1						Year 2					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
Charanga Title	Introducing Beat	Adding Rhythm and pitch	Introducing Tempo and dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Explore Sound and Create a Story	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Features through Music	Inventing a Musical Story	Music That Makes you Dance	Exploring Improvisation
<b>Singing</b> (Children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes)	<ul style="list-style-type: none"> <li>Find The Beat</li> <li>1-2-3-4-5</li> <li>Head, Shoulders, Knees And Toes</li> <li>Shapes</li> <li>We Talk To Animals</li> <li>We Are Together</li> </ul>	<ul style="list-style-type: none"> <li>Twinkle, Twinkle, Little Star</li> <li>In The Orchestra</li> <li>Daisy Bell (Bicycle Built For Two)</li> <li>Dancing Dinosaurs</li> <li>Rock-a-bye Baby</li> <li>I'm A Little Teapot</li> </ul>	<ul style="list-style-type: none"> <li>If You're Happy And You Know It</li> <li>Sing Me A Song</li> <li>Sparkle</li> <li>Rhythm In The Way We Walk</li> <li>Big Bear Funk</li> <li>Baby Elephant</li> </ul>	<ul style="list-style-type: none"> <li>Days Of The Week</li> <li>Name Song</li> <li>Cuckoo</li> <li>Upside Down</li> <li>Hush Little Baby</li> <li>Who Took The Cookie?</li> </ul>	<ul style="list-style-type: none"> <li>Getting Dressed</li> <li>Dress Up</li> <li>Brush Our Teeth</li> <li>Get Ready</li> <li>Up And Down</li> <li>Star Light, Star Bright</li> </ul>	<ul style="list-style-type: none"> <li>The Bear Went Over The Mountain</li> <li>In The Sea</li> <li>Alice The Camel</li> <li>Ten Green Bottles</li> <li>Zoo time</li> <li>She'll Be Coming 'Round The Mountain</li> </ul>	<ul style="list-style-type: none"> <li>Music Is In My Soul</li> <li>Hey Friends!</li> <li>Hello!</li> </ul>	<ul style="list-style-type: none"> <li>Sparkle In The Sun</li> <li>Listen</li> <li>The Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>Rainbows</li> <li>Hands, Feet, Heart</li> <li>All Around The World</li> </ul>	<ul style="list-style-type: none"> <li>Helping Each Other</li> <li>The Music Man</li> <li>Let's Sing Together</li> </ul>	<ul style="list-style-type: none"> <li>I Wanna Play In A Band</li> <li>Music Is All Around</li> <li>Saying Sorry</li> </ul>	<ul style="list-style-type: none"> <li>The Sunshine Song</li> <li>Four White Horses</li> <li>Down By The Bay</li> </ul>
<b>Listening</b> (Children will be taught to listen with concentration and understanding to a range of high-quality live and recorded music)	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>Piano Sonata No. 11 – III. Rondo Alla Turca (Turkish March) by Wolfgang Amadeus Mozart</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>Sleigh Ride by Leroy Anderson</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <i>The Pink Panther Theme by Henry Mancini</i>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>Boléro by Maurice Ravel</i></li> <li><i>Eye Of The Tiger by Survivor and Gloria Gaynor</i></li> </ul>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>For The Beauty Of The Earth by John Rutter</i></li> <li><i>Fascinating Rhythm by George and Ira Gershwin</i></li> </ul>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>Maple Leaf Rag by Scott Joplin</i></li> <li><i>Let's Twist Again by Karl Mann, Dave Appell and Chubby Checker</i></li> </ul>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>Piano Trio In A Minor Op. 150 I. Allegro by Amy Beach</i></li> <li><i>Swing Time: The Way You Look Tonight by Jerome Kern and Dorothy Fields</i></li> </ul>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>Flying Theme From E.T. The Extra-Terrestrial by John Williams</i></li> <li><i>Moon River by Henry Mancini</i></li> </ul>	In addition to the songs learnt for this unit, the children will listen and respond to the following: <ul style="list-style-type: none"> <li><i>No More Dinosaur by Chris Madin</i></li> <li><i>Step 4: Que Llueva, Que Llueva by Unknown</i></li> </ul>

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<b>Composing</b> (Children will be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music)	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C major</b> scale using C,D,E</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C and D major</b> scale using C,D,E and D,E,A</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>F and D major</b> scale using F,G,A and D,F,G</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>F and C major</b> scale using F,G,A and C,D,E</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C major</b> scale using C,D,E, F,G</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C major</b> scale using C,D,E, F,G</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C major</b> scale using C,D,E, F,G</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>G major</b> scale using G,A,B,D,E</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C major</b> scale using C,D, E,F,G</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>F and C major</b> scale using F,G,A,C,D and C,D,E</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>F major</b> scale using F,G,A,C,D</li> </ul>	<ul style="list-style-type: none"> <li>Children will be composing and improvising around the <b>C and G major</b> scale using C,D,E and C,G,A</li> </ul>
<b>Performing/ Instrumental Performance</b> (Children will be taught to play tuned and untuned instruments musically and to use their voices expressively and creatively by performing songs, chants and rhymes )	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Christmas Concert.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Easter Concert.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Summer Concert.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Christmas Concert.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Easter Concert.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and share what has taken place in the lessons and work towards the Summer Concert.</li> </ul>
<b>Vocabulary and musical elements</b>	<b>Pulse/Beat</b> - the heartbeat of the music <b>Rhythm</b> - long and short sounds over a steady beat or pulse <b>Pitch (Melody)</b> - high, low, rising, falling <b>Tempo</b> - fast, slow <b>Dynamics</b> - loud, quiet <b>Timbre</b> - different instrumental and vocal sounds <b>Texture</b> - solo, unison <b>Structure (Form)</b> - verse, chorus, introduction, question and answer, copy back/echo						<b>Pulse/Beat</b> - the heartbeat of the music <b>Rhythm</b> - long and short sounds over a steady beat or pulse <b>Pitch (Melody)</b> - high, low, rising, falling <b>Tempo</b> - fast, slow <b>Dynamics</b> - Loud (forte), quiet (piano) <b>Timbre</b> - different instrumental and vocal sounds <b>Texture</b> - layers of sound building, solo, unison <b>Structure (Form)</b> - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo					
<b>Key skills</b> KS1 End Points (NC) Can use their voice expressively and creatively by singing songs and speaking chants and rhymes. Can play tuned and untuned instruments musically. Can listen with concentration and understanding to a range of high quality live and recorded music Can experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals etc</li> <li>To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>To play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>To Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Listen – To listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. To Listen and sing back, and some different vocal warm-ups. Use your voices to copy back.</li> <li>To sing a melody in verse/chorus structure with up to 2 lines of</li> </ul>		<ul style="list-style-type: none"> <li>To learn how to hold and play the drum, cowbell, triangle, woodblock and claves.</li> <li>To keep a pulse with the class through changing rhythms to begin to gain co-ordination with basic percussion instruments</li> <li>To work as a team to play rhythms together from minims down to quavers. To be able to remember the difference in sound of a minim, crotchet and quaver.</li> <li>To learn use their own body to create a basic 4 beat pattern, using simple sounds- claps, taps, stamps and silent movements. To create crotchet rhythms and silences as a class- as part of a larger group. To keep a beat of crotchets - as both sound and rest in 4/4</li> <li>To gain co-ordination of crotchets and crotchet rests in 4/4 To gain skills of simple body percussion in crotchets and crotchet rests in 4/4 To perform one or two words at a time in front of peers.</li> <li>To be able to keep a rhythm of crotchets and crotchet rests in 4/4 as a team. To memorise a rhythm of one bar in 4/4</li> </ul>		<ul style="list-style-type: none"> <li>To gain co-ordination of crotchets and crotchet rests in 4/4 To gain skills of simple body percussion in crotchets and crotchet rests in 4/4 To perform one or two words at a time in front of peers. To keep a pulse/beat on a percussion instrument.</li> <li>To be able to keep a rhythm of crotchets and crotchet rests in 4/4 as a team. To memorise a rhythm of one bar in 4/4 using crotchets and crotchet rests To work as a team to play melodies using the notes G - G.</li> <li>To actively listen so that they can come in as the rhythm/beat requires. To listen and understand different pitches.</li> <li>To gain co-ordination of crotchets and crotchet rests in 4/4 To gain skills of simple body percussion in crotchets and crotchet rests in 4/4 To perform one or two words at a time in front of peers. To keep a pulse/beat on a percussion instrument. To be able to keep a rhythm of crotchets and crotchet rests in 4/4 as a team. To memorise a rhythm of one bar in 4/4 using crotchets and crotchet rests To work as a team to play melodies using the notes G - G.</li> </ul>		<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals etc To learn how songs can tell a story or describe an idea. To learn to find a comfortable singing position. To learn to start and stop singing when following a leader. To Choose a song they have learnt from the Scheme and perform it</li> <li>To listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. To learn about voices singing notes of different pitches (high and low).</li> <li>To sing a melody in verse/chorus structure with changing lyrics for each entire verse. To sing in time and rhythm with class ensemble, songs that use on beat non-syncopated rhythms in a verse chorus structure, with entire lyric change in each verse.</li> <li>To co-ordinate singing and body percussion for single and double beats, and syncopated and non-syncopated rhythms. To rehearse and achieve performance of class song</li> </ul>		<ul style="list-style-type: none"> <li>To create crotchet and quaver rhythms with varying silences in pairs and as part of a class. Keeping a beat of crotchets and quavers as sound, or rest in 4/4</li> <li>To be able to keep a rhythm of crotchets, quavers and crotchet rests in 4/4 as a team. To memorise a rhythm of 1-2 bars in 4/4 using crotchets, quavers and crotchet rests</li> <li>To hold and play a variety of different instruments in the one performance. To keep a pulse/beat and melody with often only a short cue, from only 4 beats to a simple upbeat. To have the co-ordination to play more than one instrument with rhythms that extend from minims to semiquavers, and crotchet rests, as well as some extended techniques.</li> <li>To create different effects and moods using varied vocal techniques. To remember which vocal techniques or melodies relate to each moment in the text.</li> <li>To hold and play a variety of different instruments in the one performance. To keep a pulse/beat and</li> </ul>		<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect. To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). To play the part in time with the steady pulse.</li> <li>To keep a pulse/beat and melody with often only a short cue, from only 4 beats to a simple upbeat. To have the co-ordination to play more than one instrument with rhythms that extend from minims to semiquavers, and crotchet rests, as well as some</li> <li>To deliver several melodies and sound effects at varying designated dynamic levels as part of a class ensemble. To be able to remember.</li> <li>To listen to and follow musical instructions from a leader. To create and remember different effects and moods using varied vocal techniques that they have decided themselves based on what they develop from ideas over past two terms.</li> </ul>	

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	<p>changing lyric in each verse.</p> <ul style="list-style-type: none"> <li>To sing in time and rhythm with class ensemble, songs that use on beat non-syncopated rhythms in a verse chorus structure, with up to 2 lines of lyrics changing each verse.</li> <li>To co-ordinate singing and body percussion for single beat, non- syncopated rhythms.</li> <li>To rehearse and achieve performance of class song and combined KS 1 songs.</li> <li>To be able to work with the team to memorise and perform songs that use on beat non-syncopated rhythms in a verse chorus structure, with up to 2 lines of lyrics changing each verse</li> <li>To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo.</li> </ul>	<p>using crotchets and crotchet rests</p> <ul style="list-style-type: none"> <li>To actively listen so that they can come in as the rhythm/beat requires.</li> <li>To generate a simple rhythm based on their name.</li> </ul>	<ul style="list-style-type: none"> <li>To actively listen so that they can come in as the rhythm/beat requires. To listen and understand different pitches.</li> </ul>	<p>and leading year 1 in combined KS 1 songs.</p> <ul style="list-style-type: none"> <li>To be able to work with the team to memorise and perform songs that use on beat non-syncopated rhythms in a verse chorus structure, with each verse having different lyrics.</li> <li>To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo, and lead year 1 in this process.</li> </ul>	<p>melody with often only a short cue, from only 4 beats to a simple upbeat. To have the co-ordination to play more than one instrument with rhythms that extend from minims to semiquavers, and crotchet rests, as well as some extended techniques.</p> <ul style="list-style-type: none"> <li>To deliver several melodies and sound effects at varying designated dynamic levels as part of a class ensemble. To be able to remember various melodies and sound effects at varying designated dynamic levels.</li> <li>To listen and understand the difference between sounds in relation to timbre</li> </ul>	<ul style="list-style-type: none"> <li>To learn to hold and play a variety of new musical instruments in the one performance. To play a musical idea with often only a short cue, with only an upbeat cue. To have the co-ordination to play more than one instrument using extended techniques of their own making.</li> <li>To be able to respond in the moment to playing sound effects at varying designated dynamic levels, without rehearsal.</li> </ul>
<b>Visits ad Visitors</b>						
<b>Whole School Music Projects (assemblies)</b>	<ul style="list-style-type: none"> <li>Christmas Singing for Christingle and final day concert</li> </ul>	<ul style="list-style-type: none"> <li>Easter Singing</li> </ul>	<p>Play- with whole school singing plus acting performances from Year 2</p>	<ul style="list-style-type: none"> <li>Christmas Singing for Christingle and final day concert</li> </ul>	<ul style="list-style-type: none"> <li>Music Festival</li> <li>Dance Festival</li> <li>Easter Singing</li> </ul>	<ul style="list-style-type: none"> <li>Play- with whole school singing plus acting performances from Year 2</li> <li>Year Two Leavers song</li> </ul>

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	Nursery			Reception					
	Autumn	Spring	Summer	Autumn		Spring		Summer	
<b>Nursery Year A Charanga Title</b>	Song Collections	Song Collections	Listen	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, rewind and Replay
	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>SONGS</b></p> <ul style="list-style-type: none"> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>This Old Man</li> <li>Five Little Ducks</li> <li>Name Song</li> <li>Things For Fingers</li> <li>I'm A Little Teapot</li> <li>The Grand Old Duke Of York</li> <li>Ring O' Roses</li> <li>Hickory Dickory Dock</li> <li>Not Too Difficult</li> <li>The ABC Song</li> </ul>	<p><b>SONGS</b></p> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys</li> <li>Jumping On The Bed</li> <li>Twinkle Twinkle</li> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row Your Boat</li> <li>The Wheels On The Bus</li> <li>The Hokey Cokey</li> </ul>	<p><b>SONGS</b></p> <ul style="list-style-type: none"> <li>Big Bear Funk</li> <li>Baa Baa Black Sheep</li> <li>Twinkle Twinkle</li> <li>Incy Wincy Spider</li> <li>Rock-a-bye Baby</li> <li>Row, Row, Row Your Boat</li> </ul>			
<b>Nursery Year B Charanga Title</b>	Song Collections	Song Collections	Listen						
	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b>- Find the pulse.</li> <li><b>Rhythm</b>- Copy-clap some rhythms of phrases from the songs.</li> <li><b>Pitch</b> Explore high sounds and low sounds using voices and glockenspiels.</li> <li><b>Improvisation</b>- Invent a pattern to go with a song using one note.</li> <li><b>Listening</b>- Wide variety of musical styles as an introduction eg: Celebration by Kool And The Gang, Boogie Wonderland by Earth Wind And Fire, Frosty The Snowman sung by Ella Fitzgerald</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b> -Find the pulse and show others your ideas.</li> <li><b>Rhythm</b>- Copy-clap some rhythms of phrases from the songs.</li> <li><b>Pitch</b>- Explore high pitch and low pitch in the context of the songs.</li> <li><b>Improvisation</b>- Use the starting note to explore melodic patterns using one or two notes.</li> <li><b>Listening</b>- Wide variety of musical styles as an introduction eg: Horn Concerto No 4: Third Movement – Rondo by Mozart, Singing In The Rain performed by Gene Kelly</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b> Find a funky pulse.</li> <li><b>Rhythm</b>- Copy-clap 3 or 4 word phrases from the song.</li> <li><b>Pitch</b>- Keep the beat of the song with a pitched note.</li> <li>Add pitched notes to the rhythm of the words or phrases in the song.</li> <li>Enjoy playing patterns using a combination of any of the three notes C, D and E.</li> <li><b>Listening</b>- Funk such as Superstition by Stevie Wonder</li> <li><b>Listening</b>- Classical such as Flight Of The Bumblebee by Rimsky-Korsakov</li> </ul>			
<b>Nursery Development Matters (3&amp;4 Year olds)</b>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>								
<b>Reception Development Matters</b>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>								
<b>Reception ELGs</b>	<p><u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>								