

Listening / Responding to music	
Nursery	Reception
<ul style="list-style-type: none"> • <i>Beginning to move rhythmically.</i> • <i>Clapping / tapping to music (whole class / adult led)</i> • <i>Using bodies / scarfs / pompoms to respond to music (modelled at start and gaining independence throughout year).</i> • <i>Being exposed to a range of different genres of music (Independent Learning Time in background).</i> 	<ul style="list-style-type: none"> • <i>Uses movement to express feelings.</i> • <i>Creates movement in response to music.</i> • <i>Continuing to use body parts / scarfs / pompoms / clapping / tapping to respond to music (adult led (whole class) moving to independent during the year (Independent Learning Time)).</i> • <i>Listening to music (one piece at a time) and explaining how it makes you feel (whole class / adult led).</i> • <i>Listen to a range of different genres of music.</i>
Using voices	
Nursery	Reception
<p><i>*Joins in singing favourite songs. • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Imitates movement in response to music.</i></p> <ul style="list-style-type: none"> • <i>Singing songs / nursery rhymes daily. Learning new nursery rhymes / songs throughout the year increasing with difficulty.</i> • <i>Whole class actions to songs / nursery rhymes.</i> • <i>Learning / playing whole class singing games (Active Music)</i> 	<ul style="list-style-type: none"> • <i>Sings to self and makes up simple songs.</i> • <i>Begins to build a repertoire of songs and dances.</i> • <i>Confidently performing songs and rhymes (supported at start independent at end of year).</i> • <i>Continuing to learn / play whole class singing games (Active Music).</i> • <i>Experimenting with voice (loud / quiet / soft).</i> • <i>Singing / using voice at different speeds (fast / slow).</i> • <i>Manipulating voice (robot / opera / angry / sad / happy etc)</i>
Using instruments and creating music	

<i>Nursery</i>	<i>Reception</i>
<ul style="list-style-type: none">• Shows an interest in the way musical instruments sound.• Creates sounds by banging, shaking, tapping or blowing.• Taps out simple repeated rhythms.• Explores and learns how sounds can be changed.• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words <ul style="list-style-type: none">• Exploring musical instruments during Independent Learning Time.• Understanding how to hold a musical instrument to create sound.• Whole class sessions exploring the different sounds musical instruments make when played in different ways.• Playing instruments at a steady beat (whole class / supported)	<ul style="list-style-type: none">• Developing preferences for forms of expression.• Makes up rhythms.• Explores the different sounds of instruments. <ul style="list-style-type: none">• Continual playing of instruments at a steady beat (whole class / supported).• Choosing instruments for their sound.• Using other classroom items to create music.• Making different sounds from the same instrument.• Being exposed to a range of different genres of music (Independent Learning Time in background) sharing the genre of music with the children; children to share their opinions on the genre of music.