Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed.

Progression of Skills: Music **Nursery**

	Topic: Marvellous Me (Black History Month)	Topic: Let's Celebrate	Topic: People who help us	Topic: Rhyme Time	Topic: Let it Grow!	Topic: We're all going on a Summer holiday!
Objectives from Development Matters	• Sing a large repertoire of songs. (C+L 3-4) • Use large-muscle movements to wave flags and streamers, paint and make marks. (PD 3-4) – to play instruments • Listen with increased attention to sounds. (EA+D 3-4) • Respond to what they have heard, expressing their thoughts and feelings. (EA+D 3-4) • Remember and sing entire songs. (EA+D 3-4) • Sing the pitch of a tone sung by another person ('pitch match'). (EA+D 3-4) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA+D 3-4) • Create their own songs, or improvise a song around one they know. (EA+D 3-4) • Play instruments with increasing control to express their feelings and ideas. (EA+D 3-4)					
Key learning	Children will engage in daily singing of nursery rhymes and other songs. They will learn Christmas songs and perform them as a class in the EYFS Christmas show for parents. They will have daily access to the CD player with rhymes and songs, musical instruments and the outdoor music/noise making area. They will be encouraged to create movement and actions, create musical accompaniment and change words in songs, particularly during the Spring 2 topic - Rhyme Time. Children will focus on Phase 1 Phonics throughout the year which also provides lots of opportunities to develop musical skills – particularly during Aspects 2 (Instrumental Sounds), 3 (Body Percussion), 4 (Rhythm and Rhyme) and 6 (Voice Sounds). Children will also be exposed to music from other cultures where opportunities arise i.e. listening to and discussing Hanukkah songs, playing along with drums to videos of Chinese New Year dragon dances, listening to music from around the world etc. They will have weekly music sessions using Get Set 4 Music: Au 1: All About Me Unit 1, Au 2: Everyday Life Unit 1, Sp 1: Traditional Tales Unit 1, Sp 2: Nursery Rhymes Unit 1, Su 1: Walking in the Jungle Unit 1, Su 2: Around the World Unit 1.					
Key vocab	Names of simple instruments (drum, triangle, shaker), fast, slow, loud, quiet, high, low, pulse, start, stop, beat					
What is this the foundation for?	In Reception, children will continue to develop their ability to match the pulse, pitch and melody of music and songs. They will learn about dynamics and tempo and begin to read and note simple melodies. They will begin to compose their own music. They will respond to musical pieces with movement and mark making. They will begin to create and perform in groups as well as alone. They will develop their skills in discussing their feelings and responses to music.					

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed.

Progression of Skills: Music **Reception**

	Topic: Who am I? (Black History Month)	Topic: Light and dark	Topic: A long time ago	Topic: Once upon a time	Topic: Spring and minibeasts	Topic: Amazing animals
Objectives from Development Matters	• Listen carefully to rhymes and songs, paying attention to how they sound. (C+L Rec) Learn rhymes, poems and songs. (C+L Rec) • Combine different movements with ease and fluency. (PD Rec) – to play instruments • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EA+D Rec) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA+D Rec) • Create collaboratively, sharing ideas, resources and skills. (EA+D Rec) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EA+D Rec) • Sing in a group or on their own, increasingly matching the pitch and following the melody. (EA+D Rec) • Explore and engage in music making and dance, performing solo or in groups. (EA+D Rec) • Sing a range of well-known nursery rhymes and songs. (EA+D Being Imaginative and Expressive ELG) • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EA+D Being Imaginative and Expressive ELG)					
Key learning	Children in Reception will have weekly music sessions using Get Set 4 Music: Au 1: Journeys Unit 2, Au 2: Space Unit 2, Sp 1: Whatever the Weather Unit 2, Sp 2: Circus Unit 2, Su 1: Minibeasts Unit 2, Su 2: Deep Blue Sea Unit 2. units include musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Children will engage in daily singing of nursery rhymes and otber songs. They will learn Christmas songs and perform them as a class in the EYFS Christmas show for parents. They will have daily access to musical instruments and the outdoor music/noise making area. Children will also be exposed to music from other cultures where opportunities arise. They will use music to dance and move to as part of dance lessons.					
Key vocab	Names of additional instruments (tambourine, maraca), beat, high, low ,fast, slow, note, pulse, rhythm, tune, perform					
What is this the foundation for?	In Year 1 children continue to use the Get Set 4 Music Scheme of Work. They will consolidate knowledge of dynamics, duration, timbre, tempo, pitch and rhythm. They will develop skills in appraising their own and other's work and begin to compose in groups and perform in groups and as a class. They will learn to play following a graphic score and begin to look at creating music using technology and layering sounds (Chrome Music Lab). They will be exposed to and respond to an increasing range of musical styles					