

## Expressive Art and Design - Reception

### Overview - Music

The development of children's musical awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with music, enabling them to explore and play with a wide range of instruments/musical objects. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through their music. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### Exploring and Developing Ideas

- I can create music of my own (an idea) from experience/observations.
- I can create my own music with increasing awareness of rhythm.
- I can use the work of a musician to inspire my own music.
- I can briefly plan my music before I make it.
- I can persevere to finish my musical idea.

#### Instruments

Drums, bells, tambourines, xylophone's, guiros, cabasas, claves, triangles, maracas, egg shakers, own made instruments and chime bars.

#### Evaluating and Developing Work

- I can record and talk about music in our class floor book.
- I can say how I would change my music to make it even better next time
- I can talk about how and why I am doing something/the process I am undertaking
- I am proud to share my music with others and like to perform to my friends/teachers.

#### Vocabulary

louder, softer, quieter, faster, quicker, slower, change, same, different



#### Musical Listening

I will think abstractly about music and express this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs."

I will distinguish and describe changes in music and compare pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."

I will associate genres of music with characters and stories.

#### Vocalising and singing



I will create my own songs, often with a real sense of structure, eg a beginning and an end.

I can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.

I will merge elements of familiar songs with improvised singing.

I will create sounds in vocal sound games.

I will change some or all of the words of a song.

#### Moving and dancing to music



I will clap or tap to the pulse of the music I am listening to.

I will clap or tap to the pulse of the song I am singing.

I will physically interpret the sound of instruments, eg tiptoes to the sound of a xylophone.

I will physically imitate the actions of musicians, eg pretend to play the trumpet, piano, guitar.

#### Exploring and playing music



I will add sound effects to stories using instruments.

I will lead or will be led by other children in my music making, ie being a conductor.

I will listen and respond to others in pair/group music making.

I will operate equipment such as CD players, MP3 players, handheld devices, keyboards.

I will play instruments with control to play loud/quiet, (**dynamics**), fast/slow (**tempo**).

<p>I will accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p>	<p>I have a strong preferences for songs I like to sing and/or listen to.</p> <p>I will pitch match, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>I am able to sing the <b>melodic shape</b> (moving melody, eg up and down, down &amp; up) of familiar songs.</p> <p>I will sings entire songs.</p> <p>I may enjoy performing, solo and or in groups.</p> <p>I will internalises music, eg sings songs inside my head.</p>	<p>I will move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>I will combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>I will move in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.</p> <p>I will replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</p> <p>I will choreograph my own dances to familiar music, individually, in pairs/small groups.</p>	<p>I show control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other</p> <p>I will create music based on a theme eg creates the sounds of the seaside.</p> <p>I will find and record sounds using recording devices.</p> <p>I will play instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>I will keep a steady beat whilst playing instruments - his or her own steady beat in his or her creative music making.</p> <p>I will tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>I will create rhythms using instruments and body percussion.</p> <p>I will play along to the beat of the song they are singing or music being listened to.</p> <p>I will play along with the rhythm in music, eg may play along with the lyrics in songs I am singing or listening to.</p>
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