



# Caversham Park Primary School

## Reception Curriculum

# Expressive Arts and Design: Music

### Key Knowledge:

#### Instruments

- To know that there are different ways of playing an instrument - shaking, tapping, scraping and name these.
- To know the names of some simple instruments such as drum, triangle, tambourine, glockenspiel, maraca
- To know how to hold an instrument correctly and how to play it with care.

#### Key elements

- To know the term pulse and be able to move, sway, clap or tap to the pulse.
- To know how to respond to words such as faster, slower, higher, lower with our bodies and with instruments.
- To begin to know the difference between fast and slow, loud and quiet, high and low.
- To know that sounds can be shown in pictures such as large pictures for loud sound and small pictures for a quiet sound.
- To become familiar (but not to use yet) the terms rhythm, pitch and tempo

### Key Skills:

#### Singing:

- To sing simple rhymes and chants with a sense of melody.
- To sing songs and experiment with ways of changing them or make up their own.

#### Listening

- To imitate movement in response to music - moving faster or slower, jumping for loud sounds - and respond to changes in movement.
- To listen and respond physically or verbally to music. e.g. "This song sounds like dinosaurs"

#### Exploring

- To explore how sounds can be made on untuned instruments and found instruments through shaking, tapping, scraping.
- To experiment with tuned instruments.
- To begin to recognise and distinguish between high and low, fast and slow, loud and quiet.
- To tap out simple repeated rhythms to accompany the syllables in words
- To make up new rhythms with body percussion or instruments.
- To create simple sound effects in response to stories or pictures.

### Vocabulary:

shake, scrape, tap, tuned, untuned, pulse, rhythm, melody/tune, loud quiet, fast, slow, high, low. Names of common instruments- drum, triangle, glockenspiel, maraca, tambourine. Become familiar with (but not use) pitch, tempo, dynamics.

### Literature:

Carnival and the Animals.  
Kitchen Disco  
Musical Mac- Kearney, Brendan links to perseverance.  
Giraffes can't dance - also link to PSED.

### Enrichment:

Explore sounds outdoors - go on a sound walk.  
Record what they can hear.  
Theatre trip to panto.  
Visiting musicians, singers, performers  
Nativity performance.

### Adult Directed:

- Small group and whole class music focus sessions.
- Assemblies

### Continuous Provision:

- Music area with CD player, CDs and range of instruments
- Adults in the provision supporting children with music development.

### Enhanced Provision:

- Ribbons and scarves
- Rhythm strips
- Musical instruments picture and number cards
- Books as appropriate
- Resources in creative are to make own instruments.
- 'household' objects for making music, e.g. pots and wooden spoons.
- Bring the Noise games on IWB
- Recording devices.

## Assessment (ELGs)

### Prime Areas:

#### Personal, Social, Emotional Development

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs

#### Physical Development

- Demonstrate strength, balance and coordination when playing;
- Move energetically
- Use a range of tools

#### Communication and Language:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

### Specific Areas:

#### Expressive Arts and Design - being imaginative and creative

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

#### Expressive Arts and Design - creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used

## Progression

### Autumn

#### Being imaginative and creative (Music):

- Remember and sing entire rhymes from memory.
- know the names of some simple instruments such as drum, triangle, tambourine, glockenspiel, maraca
- Know how to hold an instrument correctly and play it with care.
- Play instruments with increasing control and know that they can be played in different ways (shaking, tapping, scraping)
- Play instruments along with music.
- know the term pulse and be able to move, sway, clap or tap to the pulse.
- Imitate movement in response to music
- Copy simple repetitive rhythms and make up own rhythms with body percussion or instruments.

### Spring

#### Being imaginative and creative (Music):

- To sing simple rhymes and chants keeping in time with others.
- sing songs and experiment with ways of changing them or make up their own.
- respond to words such as faster, slower, higher, lower with our bodies and with instruments.
- Name common percussion instruments in my classroom.
- Use and respond to sounds shown as pictures e.g. large circle for a loud sound.
- become familiar (but not to use yet) the terms rhythm, pitch and tempo
- Respond verbally to music, e.g. this song sounds like dinosaurs

### Summer

#### Being imaginative and creative (Music):

- Sing with a sense of melody
- To sing songs and experiment with ways of changing them or make up their own.
- Make own music - making/ following rhythms.
- Perform music to an audience
- experiment with tuned instruments.
- create simple sound effects in response to stories or pictures
- Talk about musical performances and express feelings and responses.