

**Quinton Primary School – Vertical Progression – Expressive Arts & Design –
Creating with materials & Being imaginative & expressive - Music overview**



Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none">• Finding out & exploring• Playing with what they know• Being willing to 'have a go'		<ul style="list-style-type: none">• Being involved & concentrating• Keep on trying• Enjoying achieving what they set out to do		<ul style="list-style-type: none">• Having their own ideas (creative thinking)• Making links (building theories)• Working with ideas (critical thinking)	
ELG - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music					
Focus	Performing		Appraising		Composing
Nursery	<ul style="list-style-type: none">• Remember & sing familiar songs e.g. pop songs, rhymes• Taps out simple repeated rhythms• Creates sounds to accompany stories• Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs• Play instruments with increasing control to express their feelings & ideas		<ul style="list-style-type: none">• Explore & learn how sounds & movements can be changed e.g. louder, quieter• Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously• Respond to what they have heard, expressing their thoughts & feelings		<ul style="list-style-type: none">• Develop an understanding of how to create & use sounds intentionally• Create own songs, or improvise a song around one they know
Reception	<ul style="list-style-type: none">• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to• Sing in a group or on their own, increasingly matching the pitch & following the melody		<ul style="list-style-type: none">• Listen attentively, move to & talk about music, expressing their feelings & responses• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i>		<ul style="list-style-type: none">• Choose particular movements, instruments/sounds for their own imaginative purposes• Explore & engage in music making & dance, performing solo or in groups