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| **Optimum Learning Point** | **Becoming a musician** |
| **Nursery** | Respond physically to a range of music by moving the body appropriately. For example, swaying and moving slowly and gracefully to Moonlight Sonata or jumping, clapping and stamping along to Liberty Bell March |
| **Nursery** | Respond emotionally to a range of music. For example when listening to Adagio for Strings “This makes me feel sad.” |
| **Nursery** | Learn and sing a range of simple songs with and without actions |
| **Nursery** | Begin to sing songs melodically |
| **Nursery** | Begin to ‘make up’ and perform own songs. These may be based upon songs they already know. |
| **Nursery** | Begin to show some basic control when playing percussion instruments. For example starting and stopping on a given sign and playing loudly and quietly. |
| **Nursery** | Choose and use an instrument for a purpose. For example picking a triangle to make a ‘twinkly’ noise. |
| **Reception** | Move in time with the beat to a range of music. |
| **Reception** | Make physical responses to music on own and in small groups. For example, creating a march. |
| **Reception** | Talk with some confidence about the music heard, giving details about how it makes them feel and what they like/dislike. For example, when listening to Adagio for Strings “It makes me feel sad because it’s very slow.” “I like it because it makes me feel calm.” |
| **Reception** | Sing a range of songs melodically with the whole class, in small groups and some children may choose to do this on their own. |
| **Reception** | Show some control when playing percussion instruments. For example starting and stopping on a given sign, playing loudly or quietly, quickly or slowly. |
| **Reception** | Continue to use the voice or percussion to create own songs and rhythmic patterns. |
| **Reception** | Begin to show some confidence and enjoyment when performing songs and music for small audiences. |