

Musical Outcomes (Reception Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices	Join in with simple songs, chants and rhymes	Sing songs using the pentatonic scale with good tuning and tone quality
Playing	Begin to play unpitched instruments from around the world, exploring sound	Recognise and play a range of pitched and unpitched instruments from around the world, practicing fine motor skills and exploring sound	Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination
Musical terminology and understanding	Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another child/the group	Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns	Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music
Rhythm and pulse	Respond physically in time and with rhythm to played or recorded music	Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments	Recognise and recreate the Suzuki Twinkle Rhythms (I'm a little monkey, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped
Improvising and composing	Improvise sung responses to a sung question or compose new words within a song	Improvise simple rhythms with voice, on the body or on instruments	Understand, manipulate and create simple pictorial rhythmic scores
Listening and reflecting	Respond to sung and spoken instructions vocally or physically	Distinguish between high and low, loud and soft, and fast and slow	Explore and share their ideas, thoughts, feelings and emotions on music

Non-musical Outcomes (all year groups)

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?