

	EYFS (Hopscotch, Nursery, Reception)	Year 1	Year 2
Singing	Learn to sing simple songs as part of a group.	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Use actions to help with lyrics.</p> <p>Perform in school assemblies.</p>	<p>Sing songs in unison, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</p> <p>Use actions to help with lyrics.</p>

			Perform in school assemblies.
Listening (and appraising)	<p>To listen and copy a simple rhythm.</p> <p>To listen to a variety of songs and respond. Do they like the song?</p>	<p>Listen to a wide range of genres of music</p> <p>Be able to appraise and pick out changes in dynamics, pitch and tempo</p> <p>Respond to the pulse in recorded/live music through movement and dance. Be able to start to beat the pulse with support.</p> <p>Discuss the history of the music and help them understand the social context of the world at the time.</p>	<p>Listen to a wide range of genres of music</p> <p>Be able to appraise and pick out changes in dynamics, pitch and tempo</p> <p>Be able to beat the pulse with support.</p> <p>Discuss the history of the music and help them understand the social context of the world at the time.</p>
Composing (improvisation and composing)	Explore the different sounds that a variety of instruments make.	Improvise simple vocal chants, using question and answer phrases.	<u>Notes to learn and use:</u> Crotchets, Paired Quavers, Minims, Rests

	<p>Make their own music with their choice of instrument.</p> <p><u>Key Vocabulary</u> High, Low, Instrument, Beat, Fast, Slow, Loud, Quiet, Hit, Shake, Pluck, Blow.</p>	<p>Create musical sound effects and short sequences of sounds in response to a varied range of stimuli, e.g. Books, pictures, film clips, drama scenarios. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk</p> <p>Create different rhythm patterns and pitch patterns and retain and recall these for performance.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p><u>Dynamics and Tempo Changes:</u> Fast (Allegro), Slow (Adagio), Loud (Forte), Quiet (Piano)</p> <p><u>Other Key Vocabulary</u> Pitch, Duration, Pulse, Rhythm, Notes, Instrument, Beat, Hit, Shake, Pluck, Blow.</p> <p>Create music using in response to a varied range of stimuli, e.g. Books, pictures, film clips, drama scenarios.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, and begin to use dot notation,</p>
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		<p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols. E.g. dots, lines, swirls.</p> <p><u>Key Vocabulary</u> High, Low, Instrument, Beat, Fast, Slow, Loud, Quiet, Hit, Shake, Pluck, Blow, Dynamics, Tempo, Pitch, Rhythm, Notes</p>	<p>introducing the correct vocabulary for the notes, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion</p>
Performing (and appraising)	<p>Learn to sing and perform a few familiar nursery rhymes/songs.</p> <p>To tap out own simple rhythm.</p> <p>Clap to the beat of a song.</p>	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with</p>

		<p>instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Perform short copycat rhythm patterns, repeated rhythm patterns and repeated word-pattern chants accurately, led by the teacher.</p> <p>Be able to support other's performances with applause and start to say what they like about each other's performances.</p>	<p>dot notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns.</p> <p>Be able to support other's performances with applause and say what they like about each other's performances. Teacher models giving constructive criticism to improve performance.</p>
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