

Music in the Early Years Foundation Stage

Nursery Rhyme Progression

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Nursery	<p>Hello song</p> <p>1, 2, 3, It's Good to be Me!</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Incy Wincy Spider</p> <p>Hickory Dickory Dock (up to 4 o'clock)</p> <p>I Hear Thunder</p> <p>If You Go Down to the Woods Today</p>	<p>Number Songs: 5 Little Ducks, Speckled Frogs</p> <p>Heads Shoulders Knees and Toes</p> <p>Funny Bones Song</p> <p>Twinkle, Twinkle, Little Star (amend words: chocolate bar/my dad drives a rusty car)</p> <p>Old McDonald Had a Farm</p> <p>I'm a Little Teapot</p> <p>Pat a Cake</p> <p>Put your Finger on Your Nose</p> <p>When Santa got stuck up the chimney</p> <p>Clip clop little donkey</p>	<p>Number Songs</p> <p>Wind the Bobbin Up</p> <p>Row, Row, Row your Boat</p> <p>The Farmer's in the Dell</p> <p>If You're Happy and You Know It</p> <p>One, Two, buckle My Shoe</p>	<p>Number Songs</p> <p>Rainbow Song</p> <p>Round and Round the Garden</p> <p>Jack and Jill</p> <p>XX is a Jumping Bean</p> <p>Little Miss Muffet</p>	<p>Number Songs</p> <p>5 Little Monkeys</p> <p>Down in the Jungle</p> <p>Miss Polly Had a Dolly (replace with chn's names and other objects)</p> <p>Baa, Baa, Rainbow Sheep</p> <p>Brush Your Teeth</p> <p>The Wheels on the Bus (adapted)</p>	<p>Number Songs</p> <p>There's a Worm at the Bottom of the Garden</p> <p>There's a Tiny Caterpillar on a Leaf</p> <p>Two Little Dickie Birds</p> <p>Humpty Dumpty</p> <p>BINGO</p>
Reception	<p>Number songs</p> <p>Rainy Day rhymes</p> <p>I've Got a Body</p>	<p>Number songs</p> <p>5 currant buns</p> <p>The Park (Book Trust rhyme)</p>	<p>Number songs</p> <p>Wee Willie Winkie</p>	<p>Number songs</p> <p>Old McDonald Had a Farm (revisit and adapt with</p>	<p>Number songs</p> <p>Kite (Book Trust rhyme pack)</p>	<p>Number songs</p> <p>Animal Fair</p> <p>Horsey Horsey</p>

	<p>Mary Wore Her Red Dress If you're Happy and You Know It (adapted) The Wheels on the Bus (replace words with chn in class and their action) Here We Go Round the Mulberry Bush Oats and Beans and Barley Grow</p>	<p>pack) Rickety Train Line (Book Trust rhyme pack) Ring o' Roses Remember, Remember London Bridge Do You Know the Muffin Man? Sing a Song of Sixpence PE Season Poems</p>	<p>When I Was One (Pirate Song) Hey My Name is Joe The Big Ship Sails Row Your Boat (extended version) A Sailor Went to Sea <i>UW link (EY2P doc) to transport: Revisit The Wheels on the Train/bike Aeroplane in the Sky Down at the Station</i></p>	<p>different environments, i.e. had a savannah/lion; had a tundra/whale) UW link (EY2P doc) The Waves in the Sea Going Camping Animals Went in 2 by 2 Five Little Seashells The Fish in the Sea Little Starfish Fish Are Swimming One Little Red Crab Went Out to Play</p>	<p><i>UW link (EY2P doc)</i> This is the Way we Cross the Road Five Little Sandcastles A Camping We Will Go Do You Know the Icecream Man? Peter Rabbit had a Fly upon his Nose</p>	<p>Hush Little Baby Rockabye Baby Consolidate EYFS Nursery Rhyme and Song Spine</p>
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Skills and Knowledge in Nursery

<p>Expressive arts and design:</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>							
<p>Development Matters Objectives</p>	<p><u>Remember and sing entire songs.</u></p>	<p><u>Sing the pitch of a tone sung by another person ('pitch match').</u></p>	<p><u>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</u></p>	<p><u>Listen with increased attention to sounds.</u></p>	<p><u>Respond to what they have heard, expressing their thoughts and feelings.</u></p>	<p><u>Create their own songs or improvise a song around one they know.</u></p>	<p><u>Play instruments with increasing control to express their feelings and ideas.</u></p>
	<p>Singing</p>			<p>Listening</p>		<p>Composing</p>	<p>Musicianship & Performing</p>
<p>Skills Development</p>	<p>- Explore their voices and enjoy making sounds in different ways (e.g. Whispering, singing,</p>	<p>- Copy the pitch of a leader - Imitate changes in dynamics (loud and quiet)</p>	<p>- Begin to copy simple intervals e.g. a soh-me pattern with voice - Be able to sing</p>	<p>- Focus listening on the requested source when still and quiet - Focus listening on the requested source</p>	<p>- Move body in response to different pieces of music, responding to obvious changes in</p>	<p>- Experiment with and change sounds (voice, body percussion,</p>	<p><u>Pulse/Beat</u> - Move and play to the pulse of the music (march, pat knees, clap, tap,</p>

	<p>speaking, animal sounds)</p> <ul style="list-style-type: none"> - Anticipate phrases and actions in rhymes and songs such as daily routine songs- hello song, lunchtime song, washing our hands song - Start to use their voice rhythmically in rhymes and in free creative play - Join in with actions of songs and rhymes (See LTP) - Join in with singing songs and rhymes using a limited pitch range - Perform their favourite song in front of a small group 	<ul style="list-style-type: none"> - To sing loudly without shouting - Imitate changes in tempo (fast and slow). 	<p>melodic shape of songs</p>	<p>when doing</p> <ul style="list-style-type: none"> - Experiment with and change sounds-voice, body percussion, instruments and sound makers - Match sounds to images - Match instruments to sounds 	<p>tempo and dynamics</p> <ul style="list-style-type: none"> - Talk about music/sounds they have heard. - Respond and react musically to others, copying, 'answering,' and interacting with creative sound. 	<p>instruments and sound makers)</p> <ul style="list-style-type: none"> - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Create a new song by changing the words of simple songs - Create a new song by changing the pitch - Use simple age-appropriate music technology (recording, playing back, mic, headphones) 	<p>shake etc)</p> <ul style="list-style-type: none"> - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Develop awareness of rhythm and rhyme in speech. <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Explore variation in pitch using voice and body movements. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> - Explore changes in dynamics (loud and quiet) using voice and sound makers.
Knowledge	<ul style="list-style-type: none"> - How to use a singing voice - Know words of songs - Can name songs 	<ul style="list-style-type: none"> - How to use a singing voice - That pitch is how high or low a sound is. 	<ul style="list-style-type: none"> - That the melody is the tune of a song - That melodies (the tune) go up and down over time 	<ul style="list-style-type: none"> - That different instruments make different sounds 		<ul style="list-style-type: none"> - That songs can be changed - How to create a new song by changing the pitch - How to create a new song by changing the words. 	<ul style="list-style-type: none"> - Instruments make different sounds. - How to use instruments respectfully. - How to play some percussion instruments correctly. - Names of some percussion instruments
Vocabulary	<p>Loud, quiet, sing, songs, fast, slow, nursery rhymes, beat, rhythm, high, low, voice, volume, actions, copy, listen</p>	<p>high, low, voice, volume, match, copy, listen</p>	<p>sing, songs, nursery rhymes, beat, rhythm, high, low, voice, actions, copy, listen</p>	<p>listen, copy, volume, instrument, move, low, high, fast, slow, noisy, quiet, loud, sound, music, dance</p>	<p>music, dance, sound, loud, quiet, noisy, fast, slow, high, low, move, instrument, voice, volume, listen, emotions, e.g happy, sad, scared</p>	<p>music, sound, loud quiet, play, bang, hit, shake sing, songs, fast, slow, nursery rhymes, dance, story hum, tap, beat, rhythm, rest high, low, instrument, voice volume, listen</p>	<p>music, sound, loud quiet, play, bang, hit, shake fast, slow, nursery rhymes, tap, beat, rhythm, rest high, low, instrument, volume, listen</p>

Skills and Knowledge in Reception

Expressive arts and design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters Objectives	<u>Sing in a group or on their own, increasingly matching the pitch and following the melody.</u>	<u>Listen attentively, move to and talk about music, expressing their feelings and responses.</u>	<u>Watch and talk about dance and performance art, expressing their feelings and responses.</u>		<u>Explore and engage in music making and dance, performing solo or in groups.</u>
	Singing	Listening		Composing	Musicianship & Performing
Skills Development	<ul style="list-style-type: none"> - Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Copy and pitch match simple intervals such as soh-me pattern with voice. - Perform their favourite song in front of a small group 	<ul style="list-style-type: none"> - Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, 'answering,' and interacting with creative sound. - Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics. - Listen to music and talk about how it makes them feel - Create sequences of actions responding to tempo and dynamics 	<ul style="list-style-type: none"> - Watch a range of performances with increasing concentration - Talk about their favourite song/dance - Share their opinions about a performance 	<ul style="list-style-type: none"> - Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Create simple representations of events, people and objects and feelings using sounds. - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Experience using simple music technology (recording, playing back) 	<p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Copy and create simple rhythms based on words. - Experience and develop awareness of rhythm and rhyme in speech. - Clap,tap syllables of words <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Recognise and demonstrate obvious changes in pitch. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> - Explore changes in dynamics (loud and quiet) using voice and sound makers. <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> - Any visual representation of sounds explored, such as symbols or shapes or colours.

Knowledge	<ul style="list-style-type: none"> - Know words of songs - How to use a singing voice - Can name songs - Pitch is how high or low a sound is. 	<ul style="list-style-type: none"> - Some examples of different types of music from around the world - That different instruments make different sounds 			<ul style="list-style-type: none"> - Performance is sharing music or dance with others - What makes a good performer - How to use instruments respectfully - What a syllable is
Vocabulary	pulse, time, quick, perform, pitch, high, low, melody, rhythm	different types of music e.g. classical, traditional/folk, instrument names, adjectives to describe music e.g. bouncy, pointy, smooth, musician, range of movements e.g. march, creep, sequence, emotions e.g. frightened, surprised, excited	different types of music e.g. classical, traditional/folk, instrument names, time, quick, adjectives to describe music e.g. bouncy, pointy, smooth, musician, dancers, perform/performance, props, imagination, character, role, role play, act, sequence, poems, range of movements e.g. march, creep, sequence, emotions e.g. frightened, surprised, excited		different types of music, instrument names, syllable, pulse, beat, rhythm, pitch, compose, musician, dancers, perform, performance, range of movements, props, materials, imagination, role, character, role play, act, setting, steps, sequence, poems

Bridging into the National Curriculum

Early Learning Goals - Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
Invent, adapt and recount narratives and stories with	Pupils should be taught to experiment with, create,	Improvise simple vocal chants, using question and answer phrases

peers and their teacher;	select and combine sounds using the inter-related dimensions of music.	Recognise and respond to changes in dynamics, tempo and timbre
	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Explore and understand the difference between creating a rhythm pattern and a pitch pattern.
		Begin to create rhythms using words and phrases as a starting point.
		Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.
Sing a range of well-known nursery rhymes and songs;	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.
		Sing so-mi songs and singing games with accurate pitch matching.
		Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
		Explore using the voice expressively and creatively.
		Begin to use the 'thinking' voice.
Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
		Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.
	Pupils should be taught to play tuned and untuned instruments musically	Respond physically to high and low sounds.

Delivering the National Curriculum

Aims - The national curriculum for music aims to ensure that all pupils:

- **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**
- **learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence**
- **understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

National Curriculum Skills / Knowledge Progression

	<p>KS1 National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>KS2 National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Singing</p>	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Use their voices to achieve different effects e.g. whisper, monster, jelly, piano, forte • Begin to use the 'thinking voice' 	<ul style="list-style-type: none"> • Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Use their voices to achieve different effects e.g. whisper, monster, jelly, piano, forte • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song. 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato) 	<ul style="list-style-type: none"> • Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).
<p>Listening</p>	<ul style="list-style-type: none"> • Listen to a range of recorded and live music 	<ul style="list-style-type: none"> • Listen with greater concentration to a 	<ul style="list-style-type: none"> • Listen with increasing concentration and 	<ul style="list-style-type: none"> • Listen with increasing concentration and 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds

	<p>express own opinion about the music.</p> <ul style="list-style-type: none"> · Recognise and respond to changes in dynamics, tempo and timbre. · Name some common hand-held percussion instruments and recognise their sounds aurally. 	<p>range of recorded and live music and express own opinion about the music.</p> <ul style="list-style-type: none"> · Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. · Name an increasing number of hand-held percussion instruments and recognise their sounds. 	<p>recognise how the inter-related dimensions of music can be used to create different moods and effects.</p> <ul style="list-style-type: none"> · Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. · Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. 	<p>describe how the inter-related dimensions of music can be used to create different moods and effects.</p> <ul style="list-style-type: none"> · Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. · Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. · When listening to music, recognise the difference between major and minor. 	<p>with increasing aural memory.</p> <ul style="list-style-type: none"> · Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. · Recognise and name a growing number of individual instruments within instrumental families. · Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. · Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline. 	<p>with increasing aural memory.</p> <ul style="list-style-type: none"> · Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. · Recognise and name a growing number of individual instruments within instrumental families. · Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. · Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.
Composing	<p>Improvise</p> <ul style="list-style-type: none"> · Improvise simple vocal chants, using question and answer 	<p>Improvise</p> <ul style="list-style-type: none"> · Work with a partner to improvise simple question and 	<p>Improvise</p> <ul style="list-style-type: none"> · Improvise (using voices and instruments), inventing short 	<p>Improvise</p> <ul style="list-style-type: none"> · Become more skilled in improvising on a given note range 	<p>Improvise</p> <ul style="list-style-type: none"> · Improvise freely, (e.g. over a simple groove), responding to the 	<p>Improvise</p> <ul style="list-style-type: none"> · Continue to improvise freely over a simple groove, responding

	<p>Phrases.</p> <p>Compose</p> <ul style="list-style-type: none"> · Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling · Explore and understand the difference between creating a rhythm pattern and a pitch pattern. · Begin to create rhythms using words and phrases as a starting point. · Recognise how graphic notation can represent created sounds and explore and invent own symbols. · Use music technology (where available) to capture, change and combine 	<p>answer phrases, (using voices and instruments) creating a musical conversation.</p> <p>Compose</p> <ul style="list-style-type: none"> · Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. · Create rhythms using words and phrases as a starting point. · Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. · Use music technology (where available) to capture, change and combine sounds. 	<p>'on-the-spot' responses using a given note-range.</p> <p>Compose</p> <ul style="list-style-type: none"> · Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. · Structure musical ideas to create music that has a beginning, middle and end. · Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging) and crotchet rests (sh). · Combine known rhythmic notation with letter names to create rising and 	<p>(using voice and instruments)</p> <ul style="list-style-type: none"> · Use improvisations within more structured composition work <p>Compose</p> <ul style="list-style-type: none"> · Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. · Structure musical ideas to create music that has a beginning, middle and end. · Compose rhythmic patterns using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests (sh) to create sequences of 2-, 3- or 4-beat phrases. 	<p>beat, developing a sense of shape and character, (using voice, body percussion and instruments).</p> <p>Compose</p> <ul style="list-style-type: none"> · Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. · Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C D E G A) and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or melodic instruments · Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), 	<p>to the beat, developing a sense of shape and character (using voice, body percussion and instruments).</p> <p>Compose</p> <ul style="list-style-type: none"> · Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. · Explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments. · Capture and record creative ideas in different
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	sounds.		falling phrases using just three notes (do, re and mi). · Explore and develop using Music Technology (where available) to capture, change and combine sounds.	· Combine known rhythmic notation with letter names to create short using a limited range of pitches appropriate to the instrument. · Explore and develop using Music Technology (where available) to capture, change and combine sounds. · Make improvements to own work, giving reasons for changes made.	rondo (ABACAD etc) · Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. · Make improvements to my own work, giving reasons using appropriate musical vocabulary.	ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. · Make improvements to my own work, giving reasons using appropriate musical vocabulary.
<p>Musicianship & Performing - Pulse/Beat & Rhythm</p>	<p>Pulse/Beat · Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Rhythm · Copy short rhythm patterns led by the teacher using body percussion and instruments.</p>	<p>Pulse/Beat · Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) · Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.</p>	<p>Pulse & Rhythm · Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) · Understand the difference between pulse and rhythm. · Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Pulse & Rhythm · Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/tride.) · Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or</p>	<p>Pulse and Rhythm · Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p>	<p>Pulse and Rhythm · Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p>

	<ul style="list-style-type: none"> • Play short repeating rhythm patterns (based on word pattern chants while keeping in time with a steady beat. 	<p>Rhythm</p> <ul style="list-style-type: none"> • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. 	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. 	<p>more layers of rhythms; follow rhythmic scores to support playing.</p>		
<p>Musicianship & Performing - Pitch</p>	<ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in 	<ul style="list-style-type: none"> • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape 	<ul style="list-style-type: none"> • Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi). • Use listening skills to correctly order 	<ul style="list-style-type: none"> • Play and perform simple melodies using a small range of notes, following staff notation. • Maintain an independent part when singing or playing in two 	<ul style="list-style-type: none"> • Play melodies and/or bassline on tuned percussion or melodic instruments, following staff notation with developing control. • Understand how 	<ul style="list-style-type: none"> • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control.

	<p>both low and high voices and talk about the difference in sound.</p> <ul style="list-style-type: none"> Respond physically to high and low sounds. Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) 	<p>and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.</p>	<p>phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi).</p>	<p>parts e.g. ostinato, drone, simple part singing.</p> <ul style="list-style-type: none"> Copy short melodic phrases using a small number of notes, recognising pitch changes by ear 	<p>chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</p> <ul style="list-style-type: none"> Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 	<ul style="list-style-type: none"> Accompany melodies, using block chords using tuned percussion or melodic instruments, or using music software. Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
<p>Musicianship & Performing - Reading notation</p>	<ul style="list-style-type: none"> Follow graphic notations and symbols when playing and performing. 	<ul style="list-style-type: none"> Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing. 	<ul style="list-style-type: none"> Recognise the symbols for crotchets, quavers and crotchet rests. Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. Use dot notation to show higher or lower pitch with greater confidence. 	<ul style="list-style-type: none"> Recognise the symbols for minims, crotchets, quavers and crotchet rests. Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. Introduce the stave, lines and spaces and clef. 	<ul style="list-style-type: none"> Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. Further understand the differences between 2/4, 3/4 and 4/4 time signatures Read and play confidently from rhythm flashcards and rhythmic

					<p>quavers and semiquavers.</p> <ul style="list-style-type: none"> Follow pitch notation on the stave with developing control. 	<p>scores that contain known rhythms and notes.</p> <ul style="list-style-type: none"> Further develop the skills to read and perform pitch notation.
Musicianship & Performing - Performing			<ul style="list-style-type: none"> Rehearse and perform with others, beginning to show an awareness of the audience. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. Conform to the etiquette of performance situations as a musician and as an audience member 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. Conform to the etiquette of performance situations as a musician and as an audience member.