



| Reception |
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| Listens attentively, moves to and talks about music, expressing his/her feelings and responses |
| Watches and talks about dance and performance art, expressing his/her feelings and responses |
| Sings in a group or on his/her own, increasingly matching the pitch and following the melody |
| Is able to develop storylines in his/her pretend play |
| Explores and engages in music making and dance, performing solo or in groups |
| Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG) |
| Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG) |
| Sings a range of well-known nursery rhymes and songs (ELG) |

| | Year 1 | Year 2 |
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| Using their voice (Singing) | Learn and perform chants, rhythms, raps and songs Learn to follow the conductor or band leader Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture | Improvise a simple rhythm using different instruments. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Sing a song in two parts Practise, rehearse and present performances to audiences with a growing awareness of the people watching. |
| Using Instruments (tuned and untuned) | Recognise different instruments. | Improvise a simple rhythm using the voice. |



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| | <p>Discuss feelings and emotions linked to different pieces of music.</p> | <p>Use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Play instruments using the correct techniques with respect.</p> |
| Listening to Music | <p>Listen to music with sustained concentration.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Use the correct musical language to describe a piece of music.</p> | <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> |
| Experimenting with music (using inter-related dimensions) | <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p> | <p>Understand that timbre describes the character or quality of a sound</p> <p>Understand that texture describes the layers within the music</p> <p>Understand that structure describes how different sections of music are ordered</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |