

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
<b>Vocabulary</b>		Clap, sing, song, nursery rhyme, noise, dance, hit, bang, shake, sound, loud, soft	Beat, pitch, high, low volume, loud, quiet, strum, pluck, tap, shake, blow, rhythm, names of instruments, timbre	Rhythm, high and low, names of instruments, names of groups of instruments, orchestra, texture, round, echo, repeat, chorus, verse, dynamics, structure, notes, conductor, symbol		
<b>Use of voice expressively and creatively</b>	<b>Skills</b>	Sing a few familiar songs.	Sing echo songs and perform movements to a steady beat.	Find out how to sing with expression, confidence and creativity to an audience.	Sing with a sense of the shape of a melody.	Sing and play appropriate material confidently and fluently. Use rehearsals to develop musical quality - e.g. clear starts, ends of pieces/phrases, technical accuracy etc Be aware of posture when singing and playing
		Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Explore how to use the voice to create loud and quiet sounds	Explore the use of the voice in different ways such as speaking, singing and chanting.	Perform songs using creativity and expression and create dramatic effect.	Demonstrate a good level of control and expression when singing
		Begin to find the pulse, use their imaginations, dance and enjoy themselves whilst listening to a variety of styles of music	Explore singing at different speeds and pitch to create moods and feelings.	Discover how the voice can produce different effects.	To improvise in making sounds with the voice.	
		Recognise rhythm in spoken words	Tap out more complex repeated rhythms and create and continue their own.		To represent sounds with symbols.	Accurately maintain a pulse



	<p><b>Knowledge of:</b></p>	<ul style="list-style-type: none"> <li>• Words to a number of simple rhymes and songs</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Words to an increasing range of rhymes and songs</li> <li>• How beat remains steady throughout a piece of music</li> <li>• How the voice can make loud and quiet sounds (dynamics) and high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>• How rhythm follows the lyrics of a song</li> <li>• How beat remains steady throughout a piece of music and rhythm follows the lyrics</li> <li>• How the voice can make loud and quiet sounds and high and low sounds and how to begin to control these</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• How the song sounds different if the beat or rhythm changes.</li> <li>• Know that the voice can make loud and quiet sounds and high and low sounds and long and short dynamics,</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of clear articulation when performing</li> </ul>
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		(pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation presentation of music, including programming, etiquette, performance, and behaviour)				
Play tuned and untuned instruments	<b>Skills</b>	<p>Begin to explore a variety of musical instruments.</p>	<p>Begin to play instruments with an awareness of a steady beat.</p>	<p>Play instruments with a steady beat.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p>	<p>Accurately maintain a pulse</p>
		<p>Begin to explore and handle musical instruments with increasing care and control</p> <p>Begin to explore the different sounds that instruments make.</p>	<p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Begin to explore simple beats and rhythms.</p> <p>Choose an instrument to create a specific sound</p>	<p>Begin to combine and change their creation purposefully reflecting and reviewing their work</p> <p>Understand how to play an instrument with care and attention.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds and instruments which link to pictures/symbols</p>	<p>Combine and change their creation purposefully reflecting and reviewing their work</p> <p>Recognise and explore how sounds can be organised.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Play sounds and instruments which link to pictures/symbols they have devised</p> <p>Conduct groups to play sounds and instruments which link to pictures/symbol</p> <p>Respond to starting points that have been given.</p>	<p>Sing and play appropriate material confidently and fluently</p> <p>Use rehearsals to develop musical quality - e.g. clear starts, ends of pieces/phrases, technical accuracy etc</p> <p>Be aware of posture when singing and playing</p>



	<p><b>Knowledge of:</b></p>	<ul style="list-style-type: none"> <li>• Instruments are used to make music and are for making music and not just toys.</li> <li>• How to make noise with different parts of the body.</li> <li>• How to make noise with instruments</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How and why instruments need to be handled with care.</li> <li>• How to use different parts of the body to make noises and build up patterns</li> <li>• How beat remains steady throughout a piece of music</li> <li>• How the same instrument can produce a variety of sounds and this is called timbre,</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How to handle instruments with care.</li> <li>•</li> <li>•</li> <li>• How beat remains steady throughout a piece of music and rhythm follows the lyrics</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How to handle instruments with care and respect.</li> <li>•</li> <li>•</li> <li>• How beat remains steady (can be fast or slow) throughout a piece of music</li> <li>•</li> <li>• How rhythm can be represented in note form, or through pictures</li> </ul>	
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This category of knowledge refers to the understanding of the criteria that are used to evaluate music and performances and how this knowledge impacts our ability to identify and solve musical problems and make decisions based on an awareness of individual and other participants' strengths, needs, and/or preferences

<b>Listen with concentration and understanding</b>	<b>Skills</b>	<p>Listen &amp; Respond - begin to respond verbally and with movement</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Listen to environmental sounds and identify</p>	<p>Listen to music and respond by using hand and whole body movements.</p> <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Sort composers in to different genres and instruments in to different types.</p> <p>Listen and understand how to improve own composition.</p>	<p>Listen to and compare a wide repertoire of music</p> <p>Consider and mimic sounds heard, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created</p>
	<b>Knowledge of:</b>	<ul style="list-style-type: none"> <li>• The words to a number of simple rhymes and songs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The words to an increasing range of rhymes and songs</li> <li>• Different people liking different sorts of music</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Different people liking different sorts of music and begin to form their own preferences</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Different people liking different sorts of music and begin to form their own preferences based on listening to a wide range of genres.</li> </ul>	



Experiment with, create, select and combine sounds	<b>Skills</b>	<p>Develop ideas and interests linked to sounds, music, singing and rhythms</p> <p>Begin to respond verbally and with movement</p> <p>Begin to tap out simple repeated rhythms to songs and rhymes they like.</p> <p>Begin to experiment with objects that can be plucking, banging, hitting, strumming, blowing, tapping, shaking.</p>	<p>Experiment performing songs and music together with body movements to a steady beat.</p> <p>Tap out repeated rhythms to songs and rhymes.</p> <p>Choose different instruments, including the voice, to create sound effects in play. Experiment with objects that can be plucking, banging, hitting, strumming, blowing, tapping, shaking.</p> <p>Investigate a variety of ways to create sound with different materials.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns. Investigate long and short sounds.</p> <p>Explore changes in pitch to communicate an idea.</p>	<p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Manipulate sounds, music and structures to explore changes to the 'interrelated dimensions' of music</p> <p>Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm' and how this relates to basic symbols</p>
	<b>Knowledge of:</b>	<ul style="list-style-type: none"> <li>Performing for an audience. (Begin to perform)</li> <li>Instruments making music and not just toys.</li> </ul> <p>Instruments and other objects that can be plucked, banged, hit, strummed, blown, tapped, be shaken in order to make musical sounds.</p>	<ul style="list-style-type: none"> <li>Performing for an audience.</li> </ul> <ul style="list-style-type: none"> <li>Instruments and other objects that can be plucked, banged, hit, strummed, blown, tapped, be shaken in order to make musical sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Performing for an audience.</li> </ul> <ul style="list-style-type: none"> <li>How instruments can be played in a variety of ways</li> <li>The different families of musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Performing for an audience.</li> </ul> <ul style="list-style-type: none"> <li>Music can be programed into a computer.</li> <li>All cultures have music and have a variety of instruments.</li> </ul>	



