



**Music**

**2022-2023**

Aged 3 - 4	
<u>Communication and Language: Listening, attention and understanding/speaking</u> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs. <b>(Performing)</b></li> </ul>	
<u>Physical Development: Gross Motor Skills/Fine Motor Skills</u> <ul style="list-style-type: none"> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm <b>(Performing)</b></li> </ul>	
<u>Expressive Arts and Design: Creating with materials/Being imaginative and expressive</u> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds. <b>(Appraising)</b></li> <li>Respond to what they have heard, expressing their thoughts and feelings. <b>(Appraising)</b></li> <li>Remember and sing entire songs. <b>(Performing)</b></li> <li>Sing the pitch of a tone sung by another person ('pitch match'). <b>(Performing)</b></li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(Performing)</b></li> <li>Create their own songs or improvise a song around one they know. <b>(Composing)</b></li> <li>Play instruments with increasing control to express their feelings and ideas. <b>(Composing)</b></li> </ul>	
Children In Reception	
<u>Communication and Language: Listening, attention and understanding/speaking</u> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound. <b>(Appraising)</b></li> <li>Learn rhymes, poems and songs. <b>(Performing)</b></li> </ul>	
<u>Expressive Arts and Design: Creating with materials/Being imaginative and expressive</u> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. <b>(Appraising)</b></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <b>(Performing)</b></li> <li>Explore and engage in music making and dance, performing solo or in groups. <b>(Composing)</b></li> </ul>	
Early Learning Goal	
<u>Communication and Language: Listening, attention and understanding/speaking</u> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <b>(Appraising)</b></li> <li>Make comments about what they have heard and ask questions to clarify their understanding <b>(Appraising)</b></li> </ul>	
<u>Expressive Arts and Design: Creating with materials/Being imaginative and expressive</u> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs. <b>(Performing)</b></li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <b>(Performing)</b></li> </ul>	
Year 1	
Performing <ul style="list-style-type: none"> <li>Use my voice to speak/sing/chant</li> <li>Join in with singing</li> <li>Perform using instruments</li> <li>Look at the audience when performing</li> <li>Clap short rhythmic patterns</li> <li>Copy sounds</li> </ul> Composing <ul style="list-style-type: none"> <li>Make different sounds with my voice</li> <li>Make different sounds with instruments</li> <li>Identify changes in sounds</li> </ul>	

- Change the sound of an instrument e.g. dynamics
- Repeat short rhythmic and melodic patterns
- Make a sequence of sounds
- Choose sounds to represent different things
- Show sounds by using pictures

#### Appraising

- Respond to different moods in music
- Say how a piece of music makes me feel
- Say whether I like or dislike a piece of music
- Recognise repeated patterns (ostinatos)
- Follow instructions about when to play or sing

### Year 2

#### Performing

- Sing and follow the melody of a song
- Sing accurately at a given pitch
- Perform simple patterns and accompaniments keeping a steady pulse
- Perform with others
- Play simple rhythmic patterns on an instruments
- Sing/clap a pulse increasing or decreasing in tempo

#### Composing

- Order sounds to create a beginning, middle and end
- Create music in response to a given theme
- Choose sounds which create an effect
- Use symbols to represent sound
- Make connections between notation and musical sounds

#### Appraising

- Improve my own work
- Listen out for particular musical elements when listening to music