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| **Year Group** | **Strand** |
| **Musicianship: Understanding music** | **Listening: Appraisal** | **Singing** | **Playing Instruments/notation** | **Improvisation** | **Composition** |
| **Reception** | To notice differences between styles of music.  | To move in time with music. (EAD)To listen attentively. (CL)To express their ideas and feelings using full sentences. (CL)To feel the pulse in a piece of music. | Sing a range of well-known nursery rhymes and songs. (EAD) | To know how to play instruments correctly.To sort instruments according to their type.To know the names of the instruments: triangle, wooden sounder, castanets and a beater.To know that instruments make different sounds. | To create their own rhythmic patterns using pictures. |
| **Y1/2 Cycle A** | To know the meaning of the words ‘higher’ and ‘lower’ in a musical context.To know the words ‘faster’ and ‘slower’ in a musical context. | To respond to a piece of music with appropriate comments and questions.To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like. | Sing songs from memory.Sing in unison. To know that it is better to stand to sing. | To draw/use symbols to represent high and low sounds.To experiment with pitch.To experiment with speed.  | To improvise using the voice or an instrument. | To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies. |
| **Y1/2 Cycle B** | To know the meaning of the words ‘shorter’ and ‘longer’ in a musical context.To know the word ‘tempo’.To know the word ‘pitch’. | To notice when the sound of the music changes (for example, chorus/verse).To talk about how music makes you feel. To know the features of marching band, rock and calypso music.To know what steel drums, bass guitar and trumpet look and sound like. | Sing to communicate the meaning of the words. Sing a simple round.Follow the leader or conductor. To demonstrate a good singing posture.  | To draw/use symbols to represent long and short sounds.To experiment with short and long notes.To recognise music notation on a stave of five lines. | To understand the word ‘improvise’. To create a musical conversation with a partner using the voice or an instrument.  | To understand the word ‘compose’. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation. |
| **Year 1/2****Performing** | To know the difference between rehearsing and performing. To rehearse and perform to a well-know audience. Enjoy and have fun performing.Perform to a well-known audience. |