



Controlling sounds through singing and playing (performing)

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Join in singing song • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Begins to make believe by pretending using sounds, movements, words, objects • Sings to self and makes up simple songs 	<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Chooses particular movements, instruments/Sounds for their own imaginative purposes • Uses combinations of art forms, e.g. moving and Singing 	<ul style="list-style-type: none"> • Take part in singing. • Follow instructions on how and when to sing/play an instrument. • Take notice of others when performing. Make and control long and short sounds (duration). • Imitate changes in pitch-high and low 	<ul style="list-style-type: none"> • Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration)

Creating and developing musical ideas (composing)

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Explores and learns how sounds and movements can be changed • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Begins to make believe by pretending using sounds, movements, words, objects • Creates rhythmic sounds and movements • Creates sounds, movements, to accompany stories 	<ul style="list-style-type: none"> • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to 	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help (duration). • Clap longer rhythms with help. • Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc. - timbre) 	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure beginnings/endings). • Create short musical patterns. • Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. • Use pitch changes to communicate an idea. • Start to compose with two or three notes

Responding and reviewing (appraising)

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects • Beginning to describe sounds and music imaginatively, e.g. scary music • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas 	<ul style="list-style-type: none"> • Expresses and communicates working theories, and understandings using a range of art forms, e.g. movement, dance, drama and music • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences 	<ul style="list-style-type: none"> • Hear the pulse in music. • Hear different moods in music. • Identify texture- one sound or several sounds? • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) 	<ul style="list-style-type: none"> • Identify the pulse in music. • Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). • Start to recognise different instruments.