

| EYFS | Year 1 | Year 2 |
|---|---|--|
| <p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> | <p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> | <p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> |

*Also form part of the 'Inter-related dimensions of music' strand.

EYFS

Year 1

Year 2

Playing untuned percussion 'in time' with a piece of music.

Selecting classroom objects to use as instruments.

Experimenting with body percussion and vocal sounds to respond to music.

Selecting appropriate instruments to represent action and mood.

Experimenting with playing instruments in different ways.

Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.

Combining instrumental and vocal sounds within a given structure.

Creating simple melodies using a few notes.

*Choosing dynamics, tempo and timbre for a piece of music.

Creating a simple graphic score to represent a composition.

Beginning to make improvements to their work as suggested by the teacher.

Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.

*Successfully combining and layering several instrumental and vocal patterns within a given structure.

Creating simple melodies from five or more notes.

*Choosing appropriate dynamics, tempo and timbre for a piece of music.

Using letter name and graphic notation to represent the details of their composition.

Beginning to suggest improvements to their own work.

*Also form part of the 'Inter-related dimensions of music' strand.

EYFS

Year 1

Year 2

Using their voices to join in with well-known songs from memory.

Remembering and maintaining their role within a group performance.

Moving to music with instruction to perform actions.

Participating in performances to a small audience.

Stopping and starting playing at the right time.

Using their voices expressively to speak and chant.

Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.

Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.

Copying back short rhythmic and melodic phrases on percussion instruments.

*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Performing from graphic notation.

*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).

Singing short songs from memory, with melodic and rhythmic accuracy.

Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.

*Performing expressively using dynamics and timbre to alter sounds as appropriate.

Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

*Also form part of the 'Inter-related dimensions of music' strand.

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|-----------------|---|---|---|
| Pitch | To understand that what 'high' and 'low' notes are. | To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. | To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. |
| Duration | To recognise that different sounds can be long or short. | To know that rhythm means a pattern of long and short notes. | To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. |
| Dynamics | To understand that instruments can be played loudly or softly. | To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. | To know that dynamics can change the effect a sound has on the audience. |
| Tempo | To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. | To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. | To understand that the tempo of a musical phrase can be changed to achieve a different effect. |

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| Timbre | To know that different instruments can sound like a particular character. | To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. | To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. |
| Texture | To know that music often has more than one instrument being played at a time. | To know that music has layers called 'texture'. | To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. |
| Structure | To recognise the chorus in a familiar song. | To know that a piece of music can have more than one section, eg a verse and a chorus. | To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. |
| Notation | To know that signals can tell us when to start or stop playing. | To understand that music can be represented by pictures, or symbols. | To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music. |