

Music

EYFS	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
	<p>Listen to a wide variety of musical styles (global, and traditional and folk music from Britain).</p> <p>Think about how music can touch your feelings</p> <p>Discuss changes and patterns as a piece of music develops.</p> <p>Talk about a performance.</p> <p>Use different movements to show awareness of different sounds E.g. march to the sound of the drum or creep to the sound of the maraca.</p> <p>React to changes in music. E.g. Reach high when the music is loud, get low when the music is quiet.</p>	<p>Start to notice and find a steady beat.</p> <p>Invent ways to find the pulse. (E.g. singing, tapping, dancing).</p> <p>Keep the beat of a song.</p> <p>Copy-clap some rhythms or phrases from songs.</p> <p>Tap rhythms to accompany words. E.g. tap the syllables of names or tap the lyrics of a song.</p> <p>Replicate choreographed dances in time with music.</p>	<p>Create simple musical ideas with available instruments or body percussion.</p> <p>Create simple dance moves that match the music.</p>	<p>Sing simple songs and chants.</p> <p>Learn nursery rhymes off by heart.</p> <p>Perform to an audience.</p> <p>Sing with increasing awareness of pitch and melody.</p> <p>Sing songs without words (sing sounds like 'ba' instead of lyrics) and mostly match the pitch.</p>	

EYFS Brain Busters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BB1: A musician is someone who creates music.	BB1: An instrument is something used to make sounds.	BB1: We sing by making sounds with our voices.	BB1: I can clap to make a sound.	BB1: If a note is high, it might sound like a squeak.	BB1: A note is a specific sound that we can make. Notes can be high or low.
	BB2: When sounds are put together, this makes music.	BB2: Fast music can sound exciting.	BB2: Loud music can be dramatic.	BB2: I can tap my knees or an object to make a sound.	BB2: A low note may sound like a grumble.	BB2: Silence is when there is no sound.
		BB3: Slow music can be relaxing.	BB3: Quiet music can be peaceful.	BB3: I can stamp my feet to make a sound.	BB3: Performing is when you show something to other people.	BB3: An orchestra is when people play different instruments together to make music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Vocabulary	Musician Sound	Instrument Fast Slow	Singing Loud Quiet	Clap Tap Stamp	High (pitch) Low (pitch) Perform	Notes Silence Orchestra

Year 1	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
	<p>Listen to a wide range of music from different cultures, including classical music and music from films.</p> <p>Listen to high and low sounds in the environment.</p>	<p>Walk, move or clap a steady beat, with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) ...</p> <p>Play short pitched patterns on tuned instruments.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli e.g. a rainstorm.</p> <p>Understand the difference between a rhythm pattern and a pitch pattern.</p>	<p>Sing simple songs and chants and rhymes from memory.</p> <p>Sing collectively and at the same pitch, responding to simple visual directions e.g. stop, start, loud, quiet.</p> <p>Sing a wide range of call and response songs.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p>	<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p> <p>Follow pictures and symbols to guide singing and playing.</p>

		<p>Create word-pattern chants e.g. cat-er-pillar crawl.</p> <p>Respond to the <i>pulse</i> in recorded/live music through movement and dance.</p>	<p>Use music technology to capture, change and combine sounds.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Explore percussion sounds to enhance storytelling, e.g.</p> <ul style="list-style-type: none"> • ascending xylophone notes to suggest Jack climbing the beanstalk, • quiet sounds created on a rainstick/shakers to depict a shower, • regular strong beats played on a drum to replicate menacing footsteps. 	<p>Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>To control and match vocal pitch</p> <p>Sing familiar songs in both low and high voices.</p>	
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Year 1 Brain Busters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BB1: A conductor tells the players what to do.	BB1: A steady beat means it stays the same speed.	BB1: In music, call & response is when one person sings/plays and another person replies by singing/playing.	BB1: Graphic notation is symbols that show us how to play.	BB1: When the next note is up, it is higher.	BB1: A sequence is a short idea that can be repeated.
	BB2: Many songs have rhymes in them.	BB2: In-time means your speed matches the music's speed.	BB2: A copycat means someone who copies others.	BB2: Symbols can represent sound.	BB2: When the next note is down, it is lower.	BB2: A stimulus is something that can inspire us.
		BB3: Music can be fast or slow.	BB3: A chant is a phrase that is repeated.	BB3: Duration is how long a sound is played.	BB3: Notation can guide us when we play music.	BB3: Music technology can help us create music without knowing how to play lots of instruments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Vocabulary	Rhyme Conductor	In-time On the beat Steady beat	Call & Response Copycat Chant	Graphic notation Represent Duration	Up (pitch) Down (pitch) Guide (notation)	Sequence Stimulus Music Technology

Year 2	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
	<p>Listen to a wide range of music from different cultures, including classical music and music from films.</p> <p>Recognise dot notation and match it to 3-note tunes on tuned percussion.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>	<p>Understand that the speed of the beat and change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece of music by tapping or clapping ...</p> <p>Recognise changes in tempo.</p> <p>Begin to group beats in twos and threes by tapping knees on the first strong beat and clapping the remaining beats.</p> <p>Identify beat groupings in familiar music.</p>	<p>Create music in response to a non-musical stimulus e.g. a storm, car race.</p> <p>Work with a partner to improvise simple question and answer responses, using untuned percussion, creating a musical conversation.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Play copycat rhythms and create rhythms ...</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Create and perform their own chanted rhythm patterns.</p>	<p>Sing songs regularly with a range of pitch.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these by responding to the leader's directions and/or visual symbols to crescendo, decrescendo and pause.</p> <p>Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</p> <p>Play a range of singing games based on the cuckoo interval (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p>	<p>Read and respond to chanted rhythm patterns (start to recognise formal notation- crotchet, quaver, crotchet rest).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> <p>Record own chanted rhythm patterns with stick notation, including crotchets, quavers and crotchet rests.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>

Year 2 Brain Busters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BB1: A pause is when there is a moment of silence in between sound.	BB1: Untuned instruments cannot play different notes that go up or down.	BB1: Tuned instruments can play different notes that go up and down.	BB1: A pattern is something that repeats.	BB1: Ascending means to go up (get higher).	BB1: A stage is where a performer will perform.
	BB2: Increase volume means to get louder.	BB2: A strong beat is the first beat in a beat grouping.	BB2: A tune is a pattern of notes.	BB2: A musical conversation is when two people take turns to play together.	BB2: Descending means to go down (get lower).	BB2: The audience are the people that watch the performers.
	BB3: Decrease volume means to get quieter.	BB3: Speed is how fast or slow something is.	BB3: Dot notation can show us whether the sound should go up (higher) or down (lower).	BB3: Stick notation is what many musicians use to record and read music.	BB3: Repetitive means something that repeats a lot.	BB3: Lyrics are the words to a song.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Vocabulary	Pause Increase (volume) Decrease (volume)	Untuned Strong beat Speed	Tuned Tune Dot notation	Pattern Musical conversation Stick notation	Ascending Descending Repetitive	Stage Audience Lyrics