

	Listening	Improvising and Composing	Performing	Notation	Instruments	Voice	Musicianship including vocabulary
Year One	Talk about the sounds they choose and make and the sounds their peers create Respond to the pulse of the music through movement and dance Identify common instruments that they have experience of Listen with concentration for 3 minutes Recognise rock, pop, classical, vocal music Experience LIVE music in worship and talk about likes and dislikes Use musical vocabulary highlighted to talk about the music Have awareness of the story, origin, tradition, history, social context and composer of the music	Invent a rhythm pattern, recall it and retain it Create retain and perform word chants Invent question and answer word phrases Invent a pitch pattern with one or two notes Make musical sound effects or sequences in response to stimuli Explore percussion (experiment, create, select and combine) to enhance storytelling	Perform actions on the beat in songs and rhymes Play simple rhythm and pitch patterns on their own and in a group Say what could be improved on theirs and others' work	Follow pictures and symbols to guide singing and playing Follow and invent graphic symbols/scores Use rhythm grids 	Use body percussion Explore tuned/un-tuned percussion <i>Use music technology to capture, change and combine sounds</i>	Copy and learn word chants Sing back short so me patterns with 2-3 pitches Use a high and low voice Use voice expressively to match the nature of the song or chant Know at least 10 rhymes Sing unison songs as a class Sing songs from memory Respond to visual direction and counting in Sing with and without accompaniment	Move to a steady beat/pulse and be able to change as the music changes Copy a rhythm pattern Play a rhythm pattern on a steady beat Know the difference between rhythm and pitch Recognise high and low pitch Recognise and use dynamics including using symbols f and p < >
Year Two	Mark the beat in a range of ways Identify tempo and dynamic changes and talk about them Relate music to feelings Name structural features-where does the music change-fast then slow, loud then soft etc Identify beat groupings 2,3,4 Mark phrases with body movements or scarves Recognise common orchestral instruments and name them from pictures	Invent rhythms for others to copy Vary a rhythm from a given bar Create a short sequence from a given idea Create music in response to feelings, stories and pictures (experiment, create, select and combine) Create question and answer phrases with rhythms and simple 3 note pitch patterns-sung and played Create a tune for a character Layer instrumental and vocal sounds in a given structure Make a choice about musical elements e.g tempo, dynamics	Develop stagecraft Participate in a class piece Change elements in performance and make decisions about what to change e.g tempo Perform chanted rhythms from notation	Perform from notation Read 3 dot patterns Record compositions in graphic scores Read chanted rhythms Read and play from stick notation Play melodies from letter notation Represent heard rhythms (1 bar) Write down 3 note compositions	Copy rhythms on un-tuned percussion Play simple melodies by ear or from 3 note scores Play longer phrases	Develop confidence and expression by small group and solo singing Learn about breathing, posture, warm ups Take part in call and response, mirroring or inventing tunes Take part in singing games using so me Sing short phrases independently with so me la Sing rounds Pitch do-so accurately Use voice expressively and creatively making own choices Follow the leader's instructions about temp and dynamics from symbols or gestures start stop. pause	Keep a steady pulse with others and with accompaniment Group beats in 2s, 3s and 4s, marking the strongest beat on knees and clapping the others Recognise and play in time signatures 2/4, 3/4, 4/4 Reading rhythms in 2 bar phrases Mark phrases with movement Explore tempo changes-tap to a changing pulse presto lento Respond to pitch changes with hand and body movements Respond to visual instruction (pictures, symbols, words) regarding tempo and dynamics