

<b>Year group</b>	<b>Perform</b> <i>Understanding that music is created to be performed.</i>	<b>Transcribe</b> <i>Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</i>	<b>Compose</b> <i>To appreciate that music is created through a process which has a number of techniques.</i>	<b>Describe music</b> <i>To appreciate the features and effectiveness of musical elements.</i>
Nursery term 1	<p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>		<p>Show attention to sounds and music.</p> <p>Explore their voices and enjoy making sounds.</p>	Respond emotionally and physically to music when it changes.
Nursery term 2	Remember and sing entire action songs/rhymes			Describes the sound of instruments e.g. scratchy sound, soft sound.
Nursery term 3	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p> <p>☐</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo) and to</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p>

			<p>express their feelings and ideas.</p> <p>Claps or taps to the pulse of the music he or she is listening or singing to.</p> <p>Operates equipment such as CD players, MP3 players, handheld devices, keyboards.</p>	
Reception term 1	<p>Keep a steady pulse with some accuracy.</p> <p>Imitate movements in response to music.</p> <p>Sing songs which contain a small range of notes.</p> <p>Take turns when singing and be a good listener.</p> <p>Perform actions to accompany songs.</p>		<p>Explore, respond and identify long and short sounds.</p>	<p>Comment and respond to recorded music from different traditions, genres, styles and times.</p>
Reception term 2	<p>Broadly control changes in tempo, timbre, pitch and dynamics when playing instruments and vocally.</p>	<p>Suggest symbols to represent rhythms.</p>	<p>Explore rhythm through play.</p> <p>Create rhythms</p>	<p>Recognise changes in tempo, timbre, pitch and dynamics.</p>

	<p>Listen to ideas from others, taking turns.</p> <p>Sing broadly in tune with a limited pitch range.</p>			<p>Comment on and respond to recordings of own voice, other classroom sounds and musical instruments.</p> <p>Comment and respond to recorded music from different traditions, genres, styles and times.</p>
Reception term 3		Suggest symbols to represent sounds in the music they create.	Create music.	Comment and respond to recorded music from different traditions, genres, styles and times.
Year 1 term 1	<p>Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments).</p> <p>Follow simple musical directions for faster, slower, stopping and starting.</p>	Recognise and represent higher and lower sounds using graphic notation.	Create and explore long and short sounds.	<p>Identify long and short sounds.</p> <p>Listen to recorded music, and use one element, from different traditions, genres, styles and times.</p>
Year 1 term 2	<p>Sing and perform songs, which contain a small range of notes (3-5 notes), with growing confidence.</p> <p>Begin to play rhythmic patterns found in speech.</p>	Use graphic notation to record rhythms.		<p>Begin to understand the differences between pulse and rhythm.</p> <p>Recognise changes in timbre, tempo, pitch and dynamics.</p>

	<p>Confidently copy given rhythms.</p> <p>Listen to ideas from others and use them to help improve my work.</p> <p>Broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p>			<p>Listen to recorded music, and use one element, from different traditions, genres, styles and times.</p>
Year 1 term 3			<p>To use technology to change and create sounds.</p>	<p>Comment and respond to recordings of own and others compositions.</p> <p>Listen to recorded music, and use one element, from different traditions, genres, styles and times.</p>
Year 2 term 1	<p>Respond to visual and aural cues.</p> <p>Follow and use performance instructions including: starting, stopping, dynamics and tempo.</p>			<p>Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc.</p> <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music,</p>

				making observations about the music.
Year 2 term 2	<p>Sing or play with a good sense of pulse.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing.</p> <p>Sing, with accuracy, within a range of notes.</p> <p>Appropriate to a specific music content (e.g. getting louder, softer, higher, lower, faster, slower).</p>	<p>Recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p>Use graphic notation to record rhythms.</p>		<p>Describe how sounds are made, combined etc. and name common classroom instruments.</p> <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music.</p>
Year 2 term 3			Experiment changing and combining sounds through technology.	<p>Offer comments about others' work and accept suggestions from others.</p> <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music.</p>