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|  |  | **Core Skills** |
|  | **Understanding Music****Musicianship: Understanding music** | **Listening: Appraisal** | **Singing**  | **Singing Playing instruments / notation** | **Improvisation** | **Composition** |
| **Nursery**  | To know how to look after instruments.  | Listen with increased attention to sounds. (EAD)Respond to what they have heard, expressing their thoughts and feelings. (EAD) | Remember and sing entire songs. (EAD) | Play instruments with increasing control to express their feelings and ideas. (EAD)To know the names of the instruments: drum, maracas, bells and tambourine. To recognise instruments..  | To create rhythmic patterns by following pictures indicated.To follow instructions |
| **Rec** | To notice differences between styles of music.  | To move in time with music. (EAD)To listen attentively. (CL)To express their ideas and feelings using full sentences. (CL)To feel the pulse in a piece of music. | Sing a range of well-known nursery rhymes and songs. (EAD) | To know how to play instruments correctly.To sort instruments according to their type.To know the names of the instruments: triangle, wooden sounder, castanets and a beater.To know that instruments make different sounds. | To create their own rhythmic patterns using pictures. |
| **Year 1** | To know the meaning of the words ‘higher’ and ‘lower’ in a musical context.To know the words ‘faster’ and ‘slower’ in a musical context. | To respond to a piece of music with appropriate comments and questions.To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like. | Sing songs from memory.Sing in unison. To know that it is better to stand to sing. | To draw/use symbols to represent high and low sounds.To experiment with pitch.To experiment with speed.  | To improvise using the voice or an instrument. | To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies. |
| **Year 2** | To know the meaning of the words ‘shorter’ and ‘longer’ in a musical context.To know the word ‘tempo’.To know the word ‘pitch’. | To notice when the sound of the music changes (for example, chorus/verse).To talk about how music makes you feel. To know the features of marching band, rock and calypso music.To know what steel drums, bass guitar and trumpet look and sound like. | Sing to communicate the meaning of the words. Sing a simple round.Follow the leader or conductor.  To demonstrate a good singing posture.  | To draw/use symbols to represent long and short sounds.To experiment with short and long notes.To recognise music notation on a stave of five lines. | To understand the word ‘improvise’. To create a musical conversation with a partner using the voice or an instrument.  | To understand the word ‘compose’. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation. |
| **Next steps:** | To know the key of C major.To know the time signature of 4/4.To know crochets and their rests.  | To know what a chorus is and its purpose.To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music.To know what a harpsichord and flute look and sound like. | Sing with attention to clear diction. Sing a solo. To know what a good singing posture is. | To know what crotchets and their rests look like and what they mean.To read and respond to crotchets and their rests. To know what a ‘stave’ is.  | To improvise structured ‘on-the-spot’ musical ideas that have a beginning, middle and end.  | To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.  |