



Skills	F.S	Year 1	Year 2	Year 3/4
Listening and Appraising	<ul style="list-style-type: none"> *Listen to different musical styles including – Nursery Rhymes, Folk Songs, Classical Music and Funk. 	<ul style="list-style-type: none"> *Listen to musical styles – Hip hop, Blues, Funk, Bangara, Latin, Folk, Classical western music. *Learn to recognise common instruments and basic style indicators. 	<ul style="list-style-type: none"> *Listen to musical styles - Reggae, Rock, Motown, Big Band, Classical western music. *Learn to recognise instruments and basic style indicators. 	<ul style="list-style-type: none"> *Identify melodic phrases and play them by ear. *Create sequences of movements in response to sounds. *Explore and chose different movements to describe animals. *Demonstrate the ability to recognise the use of structure and expressive elements through dance. *Identify phrases that could be used as an introduction, interlude and ending.
Musical Activities	<ul style="list-style-type: none"> *To keep a steady pulse *Use the terms high and low to recognise pitch. *To sing songs in a group with support. *Play instruments to accompany song. Repeating one note using glocks and tuned percussion. 	<ul style="list-style-type: none"> *To find the pulse of different music. *Repeat complex rhythms. *Recognise difference in pitch and repeat a short phrase. *To sing songs in a group with no support. *Play instruments to accompany song. Using glocks and tuned percussion to play together. 	<ul style="list-style-type: none"> *To pulse of different music *To create complex rhythms to a pulse. *To recognise difference in pitch and create a short phrase. *To sing songs with 2 parts in a group. *Play instruments to accompany song with 2 parts. Using glocks and some recorders to play together. 	<ul style="list-style-type: none"> *Identify melodic phrases and play them by ear. *Select instruments to describe visual images. *Choose instruments on the basis of internalised sounds. *Create textures by combining sounds in different ways. *Create music that describes contrasting moods/emotions. *Improvise simple tunes based on the pentatonic scale. *Compose music in pairs and make improvements to their own work. *Create an accompaniment to a known song. *Create descriptive music in pairs or small groups.

<p>Creating and Exploring</p>	<p>*Children sing songs, make music and dance, and experiment with ways of changing them. (FS Outcome). *Explores the different sound of instruments.</p>	<p>*Learn what an improvisation is. *Improvise with support using voices and body rhythm. *Learn what composition is. *Compose with notation a short piece as a class.</p>	<p>*Improvise using voices, body percussion and instruments. *Created simple rhythms and melodies. *Use some sort of notation or recording.</p>	<p>*Create textures by combining sounds in different ways. *Create music that describes contrasting moods/emotions. *Improvise simple tunes based on the pentatonic scale. *Compose music in pairs and make improvements to their own work. *Create an accompaniment to a known song. *Create descriptive music in pairs or small groups.</p>
<p>Performing</p>	<p>*Begins to build a repertoire of songs. (FS Outcome). *Children represent their own ideas, thoughts and feelings through music.</p>	<p>*Perform together in an ensemble.</p>	<p>*Perform together in an ensemble including 2 parts.</p>	<p>*Sing with confidence using a wider vocal range. *Sing in tune. *Sing with awareness of pulse and control of rhythm. *Recognise simple structures. (Phrases). *Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. *Sing songs and create different vocal effects. *Understand how mouth shapes can affect voice sounds. *Internalise sounds by singing parts of a song 'in their heads'. *Perform in different ways, exploring the way the performers are a musical resource. *Perform with awareness of different parts.</p>

