



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Nursery Rhyme Focus</b> The children will be learning songs for their Harvest Festival and later in the term for their Christmas celebrations.</p> <p>Beat baby songs and rhymes – tapping, clapping or playing a percussion instrument with a steady beat, independently.</p>		<p>The children will play percussion instruments using different volumes, chosen by themselves and indicated by a conductor. Talk about how it makes them feel.</p>	<p>The children will learn about tempo (speed) – fast and slow. Show increasing control over how an instrument is played using volume and tempo.</p>	<p>The children will listen to and appraise different genres of music and World music – link to Geography - saying what they like and do not like about it, using vocabulary linked to volume and tempo.</p>	
<b>Reception</b>	<p><b>Performance</b> Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Pulse (rhythm) and singing</b> Naming percussion instruments. Handling and playing percussion instruments.</p> <p><b>Composition</b> Suggesting ways songs could be changed or adapted, linked to improvisation with Beat Baby songs and rhymes. Be able to play percussion instruments with control over volume – loud/quiet, tempo (speed) – fast/slow. Learn songs for Christmas performance.</p> <p><b>Listening and appraising</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen to music and anticipate changes e.g. when do we think it will get louder, faster, slower, quieter. Describe changes heard in music and compare different music heard.</p>		<p><b>Performance and singing</b> Learn about pitch – high and low sounds. Create sounds of different pitches with voices sounds and percussion instruments. Combine moving, singing and playing instruments e.g. marching, tapping a drum and singing a song.</p> <p>Listen and respond to music with movement. Move in different ways to different sounds e.g. march to a drum, sway to the bells. Listen and respond to music with own instrumental music.</p>		<p><b>Performance</b> Echo songs. Call and response songs. Learn about duration – long and short. Create sounds of different durations. Create own rhythms using percussion instruments and body percussion. Play along to music with control, following the beat, adjusting volume and tempo and stopping when the music stops. Creating music based on a theme e.g. creates the sounds of the seaside.</p> <p><b>Listening and appraising</b> Listen to different genres of music and discuss how it makes you feel. Beginning to think abstractly about music and expresses this physically or verbally e.g. “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” Beginning to associate genres of music with characters and stories.</p>	

<p>Year 1</p>	<p><u>Pulse</u> The children will learn keep a steady pulse in a group and be able to pick out two different tempos in music.</p> <p><u>Rhythm</u> The children will be able to repeat back short, basic rhythms (body percussion)</p> <p><u>Singing</u> The children will learn to sing simple folk tunes in unison with accompaniment.</p>	<p><u>Performing &amp; Rhythm</u> The children will learn to play basic rhythms on untuned percussion instruments and perform rhythmic ostinatos (pattern in a cycle), such as nursery rhymes.</p> <p><u>Composing and improvising</u> The children will improvise simple rhythms based on given stimuli</p>	<p><u>Active listening</u> The children will identify musical features in music (tempo and dynamics) and replicate basic rhythms heard</p> <p><u>Melody (and notation)</u> The children will practice singing back short melodies that use 1-2 different pitches and continue to develop the concept of pattern work using rhythm grids.</p>
<p>Year 2</p>	<p><u>Pulse</u> Children will learn how to keep a steady pulse in a group and solo. The children will also be able to demonstrate 2 different time signatures 3/4 and 4/4: Time signature is the number of beats you count.</p> <p><u>Rhythm</u> The children will learn to repeat back longer basic rhythms from memory</p> <p><u>Singing</u> The children will sing simple songs and folk songs in rounds</p>	<p><u>Performing &amp; Rhythm</u> Children will learn to play longer phrases on tuned and untuned percussion</p> <p><u>Composing and improvising</u> Children will learn to repeat back longer rhythms from memory and to add imitations of the rhythms as improvisation</p>	<p><u>Active listening</u> Children will identify where elements change (faster/louder) and replicate these changes in simple performance.</p> <p><u>Melody (and notation)</u> Children will learn to sing back short melodies that use around 4-5 notes</p>