



	Autumn	Spring	Summer
Nursery	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing the pitch of a tone sung by another</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>
Reception	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create their own songs, or improvise a song around one they know.</p>
ELG			<p>Being Imaginative and Expressive ELG</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Vocabulary

Music sounds songs sing singer(s) loud quiet words linked to emotions instruments
 drum body percussion beat pitch—high/low improvise actions/move control solo/group create
 Perform



Year 1	Year 2	Year 3	Year 4
R1 – Follow, feel and move to a steady beat	R1 – Follow, feel and move to a steady beat	R1 - Identify different rhythms used in a piece or variety of pieces of music	R1 - Identify different rhythms used in a piece and understand the differences between note values —crotchets, quavers, minims and semibreves
R2 – Recognise and clap long and short sounds and create combinations	R2 – Recognise and clap long and short sounds and match them to syllables	R2 - Understand the differences between note values - crotchets, quavers and minims	R2 – Start to identify different time signatures – 4/4 and 3/4
R3 - Copy simple rhythmic patterns created by a leader	R3 - Copy simple rhythmic patterns created by a leader	R3 - Copy simple rhythmic patterns created from minims, crotchets, quavers and their rests.	R3 - Copy simple rhythmic patterns created that alternate between a beat and a rhythm using learned note values
R4 - Create simple repeating rhythmic patterns that include one beat notes (crotchets)	R4 - Create simple repeating rhythmic patterns independently and with a partner using crotchets and quavers (1/2 beat)	R4 - Create simple rhythmic patterns by ear and using simple notation from minims, crotchets, quavers and their rests.	R4 - Create simple rhythmic patterns by ear and using simple notation from minims, crotchets, quavers and their rests.
R5 – Perform word chants and given simple rhythmic patterns using long and short sounds (including crotchets)	R5 – Perform word chants and given simple rhythmic patterns using crotchets and quavers	R5 - When performing a piece of music, follow given note values and adapt appropriately	R5 - When performing a piece of music, follow given note values and adapt appropriately
Beat Combination Rhythmic Pattern 1 beat note—crotchet	Syllables Crotchet Half beat note—quaver	Note Value Crotchet Quaver Minim Pattern	Note value Semibreve Time signature



Year 1	Year 2	Year 3	Year 4
D1 - Identify loud and quiet sounds in a piece of music	D1 - Identify loud and quiet sounds in a piece of music	D1 - Identify forte (loud) and piano (quiet) sections of music.	D1 - Identify crescendos (gradually louder) and diminuendos (gradually quieter) in sections of music.
		D2 - Identify instruments playing loud and quiet dynamics when listening to the music.	D2 - Identify instruments and sections of music that are playing fortissimo (ff) and pianissimo (pp)
D2 - To explore how to play an instrument louder and quieter	D2 – I can explore what makes an instrument louder and quieter	D3 - To understand what crescendo and diminuendo means and apply to my music making	D3 - To understand what gradation means and apply to my music making
D3 - Understand how instruments can be played louder or quieter	D3 - Understand the terminology of forte (loud) and piano (quiet)	D4 - Use and explain how dynamics can help communicate the meaning of a piece of music.	D4 - Use and explain how dynamics can help communicate the meaning and emotion of a piece of music.
D4 - When performing a piece of music follow a score that indicates both loud and quiet sounds	D5 - When performing a piece of music follow a score that indicates both forte and piano sounds	D5 - When performing a piece of music follow given dynamic instructions and adapt appropriately	D5 - When performing a piece of music follow given dynamic instructions and adapt appropriately
Loud Quiet Louder Quieter	Forte Piano	Crescendo Diminuendo	Fortissimo Pianissimo Gradation



Year 1	Year 2	Year 3	Year 4
P1 - Identify low- and high- pitched sounds in a piece of music and of different instruments	P1 - Identify low- and high-pitched sounds in a melody	P1 - Identify low- and high-pitched sounds in a piece of music of tuned and untuned instruments	P1 - Identify low- and high-pitched sounds in a piece of music of tuned and untuned instruments
P2 - Locate and play the note C on a tuned instrument	P2 - Locate and play the note C and D on a tuned instrument	P2 - Locate and play the notes C, D and E on a tuned instrument	P2 - Locate and play the notes C, D, E and F on a tuned instrument
P3 - Locate the different pitches of one note and understand how they are different in pitch	P3 - Locate the different pitches of one note and understand how they are different in pitch	P3 - Locate the different pitches of one note and be able to recognise this as an octave	P3 - Locate the different pitches of one and more notes and be able to recognise this as an octave
P4 – Perform a piece of music that incorporates high and low sounds	P4 – Perform a piece of music that incorporates the notes C and D (both pitches on a glock)	P4 - Read traditional notation in order to play the notes C, D and E on a tuned instrument	P4 - Read traditional notation in order to play the notes C, D, E and F on a tuned instrument
High Low Note Tuned	High Low Tuned Note	High Low Tuned Untuned Octave	High Low Octave



Year 1	Year 2	Year 3	Year 4
TEM1 – Understand that tempo is the speed of something	TEM1 – Understand that tempo is the speed of something	TEM1 - Identify different tempos used in a piece or variety of pieces of music	TEM1 - Identify different tempos used in a piece or variety of pieces of music
TEM2 - Identify slow and fast tempos in a piece/pieces of music	TEM2 - Identify slow and fast tempos in a piece/pieces of music	TEM2 - Recognise the difference between the speed a fast beat and a slow beat.	TEM2 - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat
TEM3 – I can keep in time with a fast and a slow beat	TEM3 - Explore creating rhythms that change in speed because of a change in tempo of the beat	TEM3 - Change the speed of a beat moving from fast to slow, slow to fast.	TEM3 - Change the speed of a steady beat, moving from fast to slow, slow to fast.
TEM4 - Explore creating rhythms that change in speed		TEM4 - Control the speed of a steady beat, getting faster (accelerando) and getting slower (ritardando)	TEM4 - Control the speed of a steady beat, getting faster (accelerando) and getting slower (ritardando)
TEM5 - When performing a piece of music can I play fast and slow tempos	TEM4 - When performing a piece of music can I play fast and slow tempos	TEM5 - When performing a piece of music follow given tempo instructions and adapt appropriately	TEM5 - When performing a piece of music follow and lead using tempo instructions and adapt appropriately
Fast Slow Speed	Fast Slow Speed	Fast Slow Beat Accelerando Ritardando	Accelerando Ritardando



Year 1	Year 2	Year 3	Year 4
TEX1 – Understand that texture is adding and removing layers within music	TEX1 – Understand that texture is adding and removing layers within music	TEX1 - Identify when piece/pieces of music have thick or thin textures	TEX1 - Identify when piece/pieces of music have thick or thin textures and use the terms polyphonic, monophonic and layering to describe textures
TEX2 – Start to use the terminology thick and thin when describing texture	TEX2 – Continue to use the terminology thick and thin when describing texture	TEX2 - Use the terms polyphonic , monophonic and layering to describe textures	TEX2 – Understand how repeated rhythmic or melodic patterns can change the texture in a piece of music
TEX3 – Sing together and create different textures when improvising	TEX3 – Understand that playing and singing together is building texture	TEX3 - Build the texture of music when collaborating as part of an ensemble	TEX3 – Explore changing textures of music when collaborating as part of an ensemble through using repeated rhythmic or melodic patterns
	TEX4 – Sing together and create different textures when improvising		
TEX4 - When performing, be confident when to play/sing and not play/sing	TEX5 - When performing, be confident when to play/sing and not play/sing	TEX4 - When performing, be confident when to play and not play in order to show textural contrast	TEX4 - When performing, be confident when to play and not play in order to show textural contrast
Thick Thin Layers	Thick Thin Layers	Thick Thin Polyphonic Monophonic Layering	Repeated



Year 1	Year 2	Year 3	Year 4
TIM1 - Identify different sounds in the environment, inside and outside	TIM1 - Identify familiar people from the sound of their voice	TIM1 - Identify the sound of different tuned and untuned instruments in isolation	TIM1 - Identify the sound of different tuned and untuned instruments in isolation and within a piece of music
	TIM2 – Understand the difference between a speaking and a singing voice	TIM2 - Identify the sound of different tuned and untuned instruments within a piece of music	TIM2 – Understand what tone colour is and why we use it
TIM2 - Identify the sound of instruments played in school (glocks/piano/drums/voice)	TIM3 - Confidently identify the sound of instruments played in school (glocks/piano/drums/voice)	TIM3 - Build my knowledge of instruments and families of the orchestra	TIM3 – Continue to build my knowledge of instruments and families of the orchestra
TIM3 – Start to pick out specific instruments when listening to a piece of music	TIM4 – Continue to pick out specific instruments when listening to a piece of music	TIM4 - Explore how timbre can convey emotions in a piece of music	TIM4 – Explore vocal warm ups and their importance to improving tone when singing
TIM4- I can change the timbre of an instrument by playing gently or with force	TIM5 - I can change the timbre of an instrument by playing gently or with force within a performance following instruction of a leader	TIM5 - Understand how I can change the timbre of an instrument through changing technique	TIM5 - Understand how I can change the timbre of an instrument through changing technique
Sounds Instruments Force	Sounds Instruments Technique Speaking	Tuned Untuned Orchestra Technique Emotion	Tone Colour