



2 to 4 Year olds	Reception	Key Stage 1
<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music

PULSE / Beat		
2 to 4 Year olds	Reception	Key Stage 1
<p>To know that we can move with the pulse of the music</p>	<p>Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Watch and follow a steady beat. Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>

RHYTHM		
2 to 4 Year olds	Reception	Key Stage 1
Copy basic rhythm patterns of single words, building to short phrases from the song/s.	<p>Recognise and clap long sounds and short sounds, and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns</p>	<p>Recognise long sounds and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>

PITCH: MELODY		
2 to 4 Year olds	Reception	Key Stage 1
Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low pitched sounds on a glockenspiel.	<p>recognise, sing and play high and low pitched notes.</p> <p>Explore singing and playing the C major scale. Explore singing and playing F G A from the F major scale.</p>	<p>Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>Identify and play by ear or notation notes in the tonality of C major.</p>

TEMPO		
2 to 4 Year olds	Reception	Key Stage 1
Recognise and respond appropriately to a fast moving song, and a slow moving song. This can be within one known and familiar song.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace

DYNAMICS		
2 to 4 Year olds	Reception	Key Stage 1
Recognise and respond to a loud verse and a quiet verse. This can be within one known and familiar song.	Talk about loud sounds and quiet sounds and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).

TIMBRE		
2 to 4 Year olds	Reception	Key Stage 1
Experiment with making different sounds within their learning environment.	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. identify some of the sounds of the instruments heard when listening to music.	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.

TEXTURE		
2 to 4 Year olds	Reception	Key Stage 1
Experiment with putting untuned instruments to accompany known and favoured songs.	Sing together. Listen out for combinations of instruments together.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.

STRUCTURE		
2 to 4 Year olds	Reception	Key Stage 1
Use repetitive songs with clear chorus's and encourage children to join in with the repetitive part.	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.