

| EYFS curriculum links | Aims / Coverage | Step 1 | Step 2 | Step 3 | Basic Activities covered |
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| <p>Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. <p><u>Early Learning Goal</u> Children sing songs,</p> | <p>PERFORMING</p> <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 | <p>I take part in singing.</p> <p>I follow instructions on how and when to sing or play an instrument.</p> <p>I can make and control long and short sounds, using voices and instruments.</p> <p>I can imitate changes in pitch.</p> <p>I take notice of others when I am performing.</p> | <p>I take part in singing songs, following the tune (melody) well.</p> <p>I use my voice to good effect.</p> <p>I perform with others', taking instructions from the leader.</p> <p>I make and control long and short sounds using voices and instruments.</p> | <p>I can sing songs from memory with accurate pitch.</p> <p>I sing in tune.</p> <p>I can maintain a simple part within a group.</p> <p>I understand the importance of pronouncing the words in a song well.</p> <p>When I sing songs I show control in my voice.</p> <p>I play notes on instruments with care so they sound clear.</p> <p>I perform with control and awareness of what others in the group are singing or playing.</p> | |
| | <p>COMPOSING</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music • Create musical patterns. • Explore, choose and organise sounds and musical ideas. | <p>I can make a sequence of long and short sounds with help.</p> <p>With help, I can clap longer rhythms.</p> <p>I can make sounds that are very different (loud and quiet, high and low etc).</p> | <p>I carefully choose sounds to achieve an effect. (including use of ICT).</p> <p>I order my sounds to help create an effect.</p> <p>I can create short musical patterns.</p> <p>I create a sequence of long and short sounds.</p> <p>I create short rhythmic phrases.</p> <p>I show control when playing musical instruments so that they sound, as they should.</p> <p>I use changes in pitch to communicate an idea.</p> | <p>I compose and perform melodies and songs. (Including using ICT.)</p> <p>I use sound to create abstract effects.</p> <p>I recognise and create repeated patterns with a range of instruments.</p> <p>I create accompaniments for my tunes.</p> <p>My accompaniments use drones or melodic ostinati (based on a pentatonic scale).</p> <p>I carefully choose, order, combine and control sounds with awareness of their combined effect.</p> | |

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| <p>make music and dance, and experiment with ways of changing them.</p> | <p>APPRAISING</p> <ul style="list-style-type: none"> Explore ideas and feelings about music using movement, dance and musical language. Make improvements to their own work. | <p>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can show that I can hear different moods in music.</p> | <p>I can identify the beat in music. I recognise changes in timbre, dynamics and pitch.</p> | <p>I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings.</p> | |
| | <p>LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Internalise and recall sounds. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and | <p>I know how some sounds are made and changed. With help, I can make sounds with a slight difference. I can use my voice in different ways to create different effects. I can listen out for different types of sounds</p> | <p>I listen carefully and recall short rhythmic and melodic patterns. I use my knowledge of dynamics, timbre and pitch to organise my music. I know how sounds can be made and changed to suit a situation. I make my own signs and symbols to make, record my music. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</p> | <p>I recognise how musical elements can be used together to compose music. I know how many beats in a minim, crotchet and semibreve and I recognise their symbols. I know the symbol for a rest in music, and use silence for effect in my music. I describe the different purposes of music throughout history and in other cultures. I know that the sense of occasion affects the performance.</p> | |

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| | <p>silence can be organised and used.</p> <ul style="list-style-type: none">• Know that sounds can be made in different ways and described using given and invented signs and symbols.• The purposes of music. | | | | |
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