



KEY SKILLS / KNOWLEDGE IN **MUSIC**

	CUBS (22-36m)	BEARS (30-50m)	RECEPTION (40-60m)	YEAR 1	YEAR 2
AUT 1	<ul style="list-style-type: none"> Joins in singing favourite songs Creates sounds by banging, shaking, tapping and blowing 	<ul style="list-style-type: none"> Sings a few familiar songs Explores how sounds can be changed 	<ul style="list-style-type: none"> Explores the different sounds of instruments Explores pitch, tempo, rhythm 	EXPLORING SOUNDS: <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes 	EXPLORING SOUNDS: <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes EXPLORING SOUNDS AND BEAT: <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the interrelated dimensions of music
AUT 2	<ul style="list-style-type: none"> Join in actions, join in with repeating sounds – intonation. Explore loud and quiet sounds with drums, shakers, tambourine. 	<ul style="list-style-type: none"> Join in with new songs – Christmas songs. Perform new songs to parents. Use musical instruments – drum, shaker, bells, tambourine, xylophone. Stop straight away. Begin to tap and shake to a beat/ rhythm. 	<ul style="list-style-type: none"> Learn Eng & Maths related songs Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Copy a simple pattern of music. Sing several nursery rhymes independently. Sing nativity songs and perform nativity to parents and KS1. Use musical instruments – drum, shaker, bells, tambourine and play to the rhythm. 	PITCH AND EXPLORING SOUNDS: <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To experiment with, create, select and combine sounds using the interrelated dimensions of music EXPLORING SOUNDS: <ul style="list-style-type: none"> To play tuned and untuned instruments musically To listen with concentration and understanding 	EXPLORING SOUNDS: <ul style="list-style-type: none"> To listen with concentration and understanding To experiment with, create, select and combine sounds using the interrelated dimensions of music BEAT: <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically
SPR 3	<ul style="list-style-type: none"> Introduce loud and quiet More independent actions to play instruments. Choose a nursery rhyme from bag – join in with sounds, some words, actions 	<ul style="list-style-type: none"> Begin to show awareness of tempo, fast and slow. Discriminates sounds of instruments drum, shaker, bells, tambourine, xylophone. Sing nursery rhymes and food songs. 	<ul style="list-style-type: none"> Learn new songs related number and literacy themes to support learning. Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Make up a simple pattern of music. Sing several nursery rhymes independently. Use musical instruments – drum, shaker, bells, tambourine and play to the rhythm. 	BEAT: <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music Played tuned and untuned instruments musically PITCH: <ul style="list-style-type: none"> Listen with concentration / understanding to live / recorded music 	BEAT: <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music Played tuned and untuned instruments musically PITCH: <ul style="list-style-type: none"> Listen with concentration / understanding to live / recorded music Played tuned and untuned instruments musically
SPR 4	<ul style="list-style-type: none"> Explore loud, quiet sounds. Be able to Stop – can begin to discriminate between sounds – drum, shaker, tambourine. 	<ul style="list-style-type: none"> Show awareness of tempo and pitch. Say: 'fast,slow, loud, quiet'. More confidently names instruments. Discriminates sounds of instruments drum, shaker, bells, tambourine, xylophone more confidently. Sing nursery rhymes and animal songs. 		EXPLORING SOUNDS: <ul style="list-style-type: none"> Use voices expressively and creatively Play tuned / untuned instruments Experiment /create/select/combine sounds BEAT: <ul style="list-style-type: none"> To perform a steady beat To combine a rhythm pattern To listen with concentration and understanding to a range of high-quality live and recorded music 	EXPLORING SOUNDS: <ul style="list-style-type: none"> Use voices expressively and creatively Experiment /create/select/combine sounds PITCH: <ul style="list-style-type: none"> Use voices expressively and creatively Experiment /create/select/combine sounds Play tuned / untuned instruments
SUM 5	<ul style="list-style-type: none"> Explore loud, quiet sounds. Be able to Stop – can begin to discriminate between sounds – drum, 	<ul style="list-style-type: none"> Confidently recognise and make loud, quiet, fast and slow sounds with percussion instruments. Say: 'fast,slow, loud, quiet' Sing nursery rhymes and farm songs. 	<ul style="list-style-type: none"> Create their own music for their peers to dance to using fast, slow, high. Low, Sing simple songs in tune. 	EXPLORING SOUNDS: <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically 	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music.

	<ul style="list-style-type: none"> shaker, tambourine and scrapers. Be able to twist shakers. 			BEAT: <ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music 	
SUM 6	<ul style="list-style-type: none"> Join in with ring games, singing nursery rhymes , say favourite song, join in with repeats, sing missing phrases. Use and play percussion instruments appropriately - drum, shaker, tambourine and scrapers. Stop straight away. 	<ul style="list-style-type: none"> Learn new songs related to the end of the nursery. Perform graduation songs to parents. Explore pitch, tempo and rhythm. Sing several nursery rhymes independently. 	<ul style="list-style-type: none"> Create their own music for their peers to dance to using fast, slow, high. Low, Sing simple songs in tune. 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music.