

Music Pathway



	Nursery	Reception	Year1	Year 2	Expectation
Use of voice	<p><i>Join in with songs and rhymes and can progress to be able to sing an entire song</i></p> <p><i>Has a preference for songs that he/she likes and can create sounds in vocal songs and games</i></p> <p><i>Copy movements in time with the words and music. Can perform simple songs to an audience</i></p>	<p><i>Copy movements in time with the words and music.</i></p> <p><i>Remember the words to simple songs.</i></p> <p><i>Perform songs to an audience.</i></p> <p><i>Understands the importance of sitting/standing straight and smiling when singing.</i></p> <p><i>Follow the leaders nonverbal direction e.g. starting and stopping appropriately and singing loudly/quietly</i></p> <p><i>Sings to self and makes up simple songs.</i></p>	<p><i>Use their voices expressively by singing songs and speaking chants and rhymes in unison.</i></p> <p><i>Use my voice in different ways to create different effects.</i></p> <p><i>Follow instructions on how and when to sing.</i></p> <p><i>Make and control long and short sounds, using voices.</i></p> <p><i>Imitate changes in pitch.</i></p> <p><i>Take notice of others when I am performing.</i></p> <p><i>Perform confidently to an audience.</i></p> <p><i>Can follow the leaders nonverbal direction</i></p>	<p><i>Make sounds with a slight difference. Use my voice in different ways to create different effects</i></p> <p><i>Use their voices expressively and creatively by singing songs, some in parts and rounds</i></p> <p><i>Begin to understand the importance of how and why we warm up our voices e.g. good posture and vocal warm ups</i></p> <p><i>Appreciate how singing and breathing properly produces a better sound quality.</i></p> <p><i>Performs with confidence and an awareness of each other.</i></p>	

Music Pathway



			<p><i>e.g. starting and stopping appropriately and singing loudly/quietly</i></p> <p><i>Begin to understand the importance of how and why we warm up our voices e.g. good posture and vocal warm ups</i></p>	<p><i>Understands the meaning of the lyrics in a song and express this when performing.</i></p> <p><i>Sing in tune with a limited pitch range and perform with a good sense of pulse and rhythm</i></p>	
<p>Play tuned & untuned instruments</p>	<p>Experiment with different ways of playing instruments (<i>eg shaking or tapping a tambourine/ maracas and the speed and volume that can be played</i>)</p> <p><i>Hold a percussion instrument correctly and begin to understand how to play it correctly and with control</i></p> <p><i>Begin to start and stop when directed</i></p>	<p><i>Begin to start and stop when directed.</i></p> <p><i>Keep the pulse using a percussion instrument.</i></p> <p>Can explore using different types of percussion instruments and know how to play and look after them properly</p> <p>Can begin to understand the importance of looking after tuned instruments and learn how to play them</p>	<p>Play tuned and untuned instruments with control</p> <p>Explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p> <p>Copy a simple pattern of long and short sounds.</p> <p>Make a sequence of long and short sounds with help.</p> <p>Use invented or real symbols to invent and</p>	<p>Copy a simple pattern of long and short sounds.</p> <p>Make a sequence of long and short sounds. Invent or use real symbols to invent and record simple rhythm patterns.</p> <p>Select sounds to represent different things (ideas, thoughts, feelings, moods etc).</p> <p>Make sounds that are very different (loud and quiet, high and low etc).</p>	

Music Pathway



	<p><i>Begin to keep the pulse using a percussion instrument</i></p>	<p>properly (e.g. glocks and boom whackers)</p> <p>Explore percussion instruments and sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>record simple rhythm patterns. Select sounds to represent different things (ideas, thoughts, feelings, moods etc).</p> <p>Make sounds that are very different (loud and quiet, high and low etc).</p>	<p>Play tuned instruments musically, for example, the recorder, and begin to read music.</p> <p>Explore different sound materials such as skin, wood, metal and clay.</p> <p>Explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p> <p>Use different sounds to create an effect.</p>	
Listen & appraise	<p><i>Sit and listen to music and sounds and be able to match a picture to them.</i></p> <p><i>Identify specific sounds and describe them.</i></p> <p>Listen to and discuss a variety of recorded and live music.</p>	<p>Listen to and discuss a variety of recorded and live music.</p> <p>Listen to music and make their own dances in response.</p> <p><i>Say if they like/dislike the piece of music and why.</i></p>	<p>Listen out for different types of sounds, with help.</p> <p>Demonstrate that I can hear different moods in music with support.</p> <p>Recognise that sections of music can</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music, focussing on all the dimensions of music</p>	

Music Pathway



	<p>Listen to music and make their own dances in response.</p> <p>Listen to songs from different genres and cultures</p> <p><i>Say if they like/dislike the piece of music and how it makes them feel.</i></p>	<p><i>Say how the music makes them feel.</i></p> <p><i>Listen to and respect others' opinions</i></p> <p><i>Begin to identify and name instruments within a piece of music.</i></p> <p><i>Talk about any pictures or colours they imagine when listening to a piece of music and draw or represent the music/sounds they can hear.</i></p>	<p>sound the same or different.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music, focussing on contrasts of dynamics, tempo and pitch</p> <p><i>Talk about any pictures or colours they imagine when listening to a piece of music and draw or represent the music/sounds they hear.</i></p> <p>Begin to talk about the structure of a piece of music and whether the music is fast or slow (tempo) and loud/quiet (dynamics)</p> <p><i>Begin to recognise different styles of music.</i></p>	<p>Demonstrate that I can hear different moods in music.</p> <p>Recognise fast and slow tempos</p> <p>Listen carefully to music, recognising the build up of layers, such as the different instruments.</p> <p>Recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</p> <p>Listen for different types of sounds.</p> <p><i>Compare styles of music.</i></p> <p><i>Begin to think about the background and inspiration for different genres of music.</i></p> <p><i>Begin to recognise simple style indicators</i></p>	
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Music Pathway



			<p><i>Talk about likes/dislikes.</i></p> <p><i>Explore moving to different styles of music.</i></p> <p><i>Compare styles of music.</i></p> <p><i>Begin to think about the background and inspiration for different genres of music.</i></p>	<p><i>e.g. rock has a very strong drum beat</i></p> <p><i>Begin to discuss musical instruments they hear in the music and group the instrument type e.g. strings, brass, percussion</i></p> <p><i>Become more confident in using musical vocabulary when talking about a piece of music. I like it when it gets faster (tempo) quieter (dynamics).</i></p> <p><i>Able to discuss simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit with the music we have listened to.</i></p>	
Experiment & create	<i>Create own patterns in music making</i>	<i>Clap my own simple rhythm e.g. My name is Sa-rah. I like bana-nas.</i>	Experiment with, create, select and combine sounds using the inter related	Experiment with, create, select and combine sounds using	

Music Pathway



	<p><i>Add sound effects to stories using instruments.</i></p> <p><i>Clap my own simple rhythm e.g. My name is Sa-rah.</i></p>	<p><i>Explore improvisation using two notes (letters).</i></p> <p><i>Explore composition using two notes (letters).</i></p> <p>Makes up rhythms.</p>	<p>dimensions of music – focussing on dynamics (loud and soft), tempo (fast and slow) and pitch (high and low)</p> <p><i>Explore composition using five notes (letters).</i></p> <p><i>Improvise vocally and with instruments using two notes</i></p> <p><i>Make my own simple rhythm using body percussion and instrumental percussion.</i></p>	<p>all the inter related dimensions of music</p> <p><i>Make my own simple rhythm using body percussion and instrumental percussion.</i></p> <p><i>Make up a simple tune using a tuned instrument.</i></p> <p><i>Compose using five notes (letters) on the onscreen grid and evaluate and improve my composition.</i></p>	
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Key Vocabulary

Nursery	Reception	Year 1	Year 2
Music, listen, sing, clap, shake, play, loud, quiet, fast, slow, sound, instrument, beat, action, tap, bang	Music, listen, sing, clap, tap, bang, shake, play, loud, quiet, fast, slow, whisper, high, low, long, short, sound, instrument, beat, action, speed, steady, orchestra, words relating to sound production such	Loud, quiet, fast, slow, high, low, long, short, chant, hum, whisper, whistle, pulse, beat, pitch, speed, steady, orchestra, perform, pattern, repeat, percussion, tempo, rhythm,	Repeat, pattern, speed, pulse, beat, pitch, steady, orchestra, perform, dynamics, verse, chorus, introduction, body percussion, composition, accompany, note value, duration, notation, crotchet,

Music Pathway



	as hitting, shaking and scraping, percussion, tempo, rhythm, melody, pulse	'ta' and 'ti-ti', melody, phrase, conductor	minim, quaver, melodic shape, emotion, score, sequence, repetition, stave, review, ostinato, timbre, texture, structure
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Notes:

7 inter related dimensions of music – dynamics, tempo, pitch, duration, timbre, texture, structure

Rhythm and pulse – Rhythm is the pattern of long and short sounds as you move through the song; pulse is a steady beat like a ticking clock or your heartbeat

Correct names for percussion instruments to be used in all classes – tambourine, triangle, cymbal, tambour (drum), bongos (pair of drums), claves (wooden sticks), maraca (shaker), guiro (scraper), wood block, cabasa, indian bells, cow bell glockenspiel (metal bars), xylophone (wooden bars)