

MUSIC

EYFS

The most relevant statements for music are taken from the following areas of learning:

Communication and Language

- listen carefully to rhymes and songs, paying attention to how they sound.
- learn rhymes, poems and songs.

Physical Development

- combine different movements with ease and fluency.

Expressive Arts and Design

- 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.

Key Performance Indicators Music

	Year 1	Year 2
Performing	<ul style="list-style-type: none">• Can perform in a group with other children• Can begin to play patterns from memory• Can begin to play/copy a simple phrase with some awareness of the beat• Can experiment with their voice (chant, rap, sounds)• Can make a sound on several un-tuned instruments• Can sing and play with a developing sense of pitch (high/low), dynamics (loud/quiet), duration and pulse (long/short) when singing songs with an appropriate range• Can handle and play instruments with control• Can make a sound on several un-tuned and tuned instruments• Can begin to recognise the use of hand signals to show pitch	<ul style="list-style-type: none">• Can begin to use various notations to support the rhythm (graphic notation) when playing• Can recognise the use of hand signals to show pitch (high/low)• Can perform together and follow instructions which combine the musical elements• Can respond and explore changes of speed and tempo• Can recognise errors and begin to correct when performing• Can sing largely in tune with the whole class• Can begin to link together notes based on a feel for the beat• Can begin to be aware of more than one element at a time when singing• Can recall and perform rhythms to a steady beat• Can begin to select appropriate instruments when performing• Can make a glissando using instruments and voices

<p>Composing</p>	<ul style="list-style-type: none"> • Can explore sounds on instruments and objects • Can make changes to sounds on instruments (eg. Playing a drum with different beaters) • Can experiment with their voice • Can make and repeat short patterns of sound • Can create short musical phrases and sounds in response to a stimuli • Can invent their own graphic symbols in response to sound • Can experiment with pitch, dynamics, duration and timbre (different types of sounds) which different instruments make 	<ul style="list-style-type: none"> • Can create patterns of sound which have been specially selected • Can begin to use a simple structure which has a beginning, middle and an end • Can develop musical ideas from a given stimuli • Can contribute to a class composition and make own symbols as part of a class score • Can use graphic or grid symbols when composing • Can begin to internalise and create rhythm pattern • Can use a glissando in a composition • Can recognise how to combine long and short sounds to fit in with a steady pulse
<p>Listening and appraising</p>	<ul style="list-style-type: none"> • Can make a response to different moods in music • Can recognise and react to changes of musical elements in music through beat and rhythm, pitch, dynamics and duration and timbre • Can react to music heard by using hand actions (clicking fingers, clapping to beat, fast hands, hands high/low) • Can begin to recognise repetition when listen to music • Can recognise different sound sources • Can begin to use musical vocabulary in response to music 	<ul style="list-style-type: none"> • Can identify the impact of elements in music • Can make suggestions to improve their work • Can listen and begin to respond to a wider range of music from various times and places • Can identify the rhythm of words • Can identify a glissando in music • Can identify the beat in different pieces of music