

Pre-Music in EYFS:

Music		
Nursery	Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<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.
Reception	Communication and Language	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, 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.

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> 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.
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Introduction to Overarching Skills	
ENSEMBLE SKILLS SINGING	Children learn to sing the pitch of a tone sung by another person ('pitch match') and sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
ENSEMBLE SKILLS INSTRUMENTAL	Children play instruments with increasing control to express their feelings and ideas.
PERFORMANCE SKILLS SINGING	Children sing a range of well-known nursery rhymes and songs. They perform songs, rhymes and poems and stories with others, and (when appropriate) try to move in time with music. They learn to sing in a group or on their own, increasingly matching the pitch and following the melody as well as exploring and engaging in music making and dance, performing solo or in groups.
PERFORMANCE SKILLS INSTRUMENTAL	Children explore, use and refine a variety of artistic effects to express their ideas and feelings. They learn to return to and build on their previous learning, refining ideas and developing their ability to represent them. Music is created collaboratively sharing ideas, resources and skills.
CRITICAL LISTENING	Children listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. They listen carefully to rhymes and songs, paying attention to how they sound and listen attentively, move to and talk about music, expressing their feelings and responses
COMPOSITION/IMPROVISATION	Children create their own songs, or improvise a song around one they know.

Year 1	
ENSEMBLE SKILLS SINGING	<ul style="list-style-type: none"> • Sing in unison and simple rounds • Maintain a steady pulse • Chant and sing expressively from memory • Develop skills in pitching our voice
ENSEMBLE SKILLS INSTRUMENTAL	<ul style="list-style-type: none"> • Keep a pulse when playing untuned percussion • Keep a pulse playing tuned percussion trying to hold equipment (beaters) correctly
PERFORMANCE SKILLS SINGING	<ul style="list-style-type: none"> • Developing confidence in singing and chanting individually and in groups. This is in assemblies as well as class work.
PERFORMANCE SKILLS INSTRUMENTAL	<ul style="list-style-type: none"> • Learning how to perform in front of others and respond to a performance as an audience member.
UNDERSTANDING STAFF	<ul style="list-style-type: none"> • Graphic notations – Creation of own graphic scores. Introduction to rhythmic notation, using frog, monkey, caterpillar.
CRITICAL LISTENING	<ul style="list-style-type: none"> • Listening and learning songs by rote. Singing and playing back simple tunes and rhythms. • Identifying dynamic contrast and tempo. • Listen to, and improve own and other's work
COMPOSITION/IMPROVISATION	<ul style="list-style-type: none"> • Exploring tuned and untuned percussive timbres (including body percussion) and selecting sounds represented by graphic scores • Changing lyrics of existing songs • Group compositions with selection of different pitches