

Waterthorpe Nursery Infant School - Music Curriculum



	Foundation Stage 1 Expressive Arts & Design	Foundation Stage 2 Expressive Arts & Design	Year One	Year Two
Performing	I am beginning to build a repertoire of songs and dances I have some favourite songs and say why they are my favourite. I can listen with increased attention to sounds. I can respond to the music and sounds that I hear – expressing my thoughts and feelings. Uses movement to express their feelings. I can sing a few familiar songs to myself and others. I can clap a rhythm with 2 beats.	I enjoy making music, singing songs and dance and experiment with ways of changing them the sounds. I can copy a short simple rhythm. I can clap a rhythm with 4 beats. I can listen attentively, move to and talk about music, expressing my feelings and responses. I can perform poems, songs and rhymes as part of my class/group. I can attempt to move in time with music.	Use voice to speak / sing / chant Join in with singing Use instruments to perform Clap short rhythmic patterns Copy sounds Make loud and quiet sounds (dynamics) Understand that a chorus keeps being repeated	Sing and follow the melody (tune) Sing accurately at a given pitch Perform simple patterns and accompaniments, keeping a steady pulse Perform with others Play simple rhythmic patterns on an instrument Sing / clap a pulse increasing or decreasing in tempo (speed) Sing / play rhythmic patterns in contrasting tempo; keeping to the pulse (beat)

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Composing	I enjoy making up my own songs. I can move my body in response to music. I am interested in the way musical instruments sound. I can explore sounds and am learning how they can be changed with an instrument or my voice. I can sing the pitch of a tone sung by another person (pitch matching) I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs I can create or improvise a song around one that I know (after this has been modelled)	I am able to explore the different sounds of instruments. I can represent my ideas, thoughts and feelings through music and dance. I can introduce a storyline or narrative into my play. Uses available resources to create props to support role play. I can sing in a group or on my own with and increasing ability to match the pitch and follow the melody. I know a wide variety of well-known nursery rhymes and can create and learn some new songs as well.	Make different sounds with own voice Make different sounds with instruments Identify changes in sounds (timbre) Change the sound Repeat short rhythmic and melodic patterns Make a sequence of sounds. Tell the difference between long and short sounds (duration) Tell the difference between high and low sounds (pitch) Give a reason for choosing an instrument	Order sounds to create a beginning, middle and end Create music in response to different starting points Choose sounds which create an effect Make connections between notations and musical sounds Use simple structures in a piece of music Know phrases are where we breathe in a song Read and use simple musical notations
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Appraising	I am developing preferences for different forms of expression. I can tap out simple repeated rhythms by myself or from a friend. I can say when a sound is loud, quiet, slow, fast. I enjoy watching dances and performances. I can say something I like.	I can initiate new combinations of movement and gesture in order to express and respond to feelings I show sensitivity to others' needs and feelings. I can identify when a sound is loud, quiet, slow or fast and make a rhythm to a desired pace. I can watch and talk about dance and performance art, expressing my feeling and responses.	Say how a piece of music makes them feel Say whether I like or dislike a piece of music Choose sounds to represent different things Recognise repeated patterns Tell the difference between a fast and slow tempo Tell the difference between loud and quiet sounds Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions	Respond to different moods in music Identify two types of sound happening at the same time. Follow instructions about when to play or sing Pick out particular things when listening to music Recognise sounds that move by steps and by leaps Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians