



	EYFS	Year 1	Year 2
Musical Styles	<p>Nursery Rhyme based songs and music. The use of pulse, pitch, rhythm, musical patterns and melody within the Reception Music Curriculum links directly to the start of the Year 1 Music Curriculum. The staff within Reception use music often as a tool for engaging students in numeracy and theme-based subjects. Pulse and rhythm in particular are being referred to on a regular basis. Music is taught once a week for all Reception students. This continues throughout their time at Nailsworth C of E Primary School with weekly Music lessons in KS1 and KS2</p>	<p>Hip hop, Jazz, Pop, Gospel, Classical, Reggae, 20th & 21st Century Orchestral, Funk, Waltz, Lullaby, Country</p>	<p>Gospel, 20th & 21st Century Orchestral, Jazz, Rock, Pop, Rock 'n' Roll, Romantic Orchestral, Marching Band, Kwela, Film Music, Calypso, Funk, Reggae</p>
Cross-curricular Connections	<p>PSHE - Growing, family, friends RE - festivals, Science - animals, night and day, seasons, weather, sea, space, Geography - music from around the world.</p>	<p>Counting, Days of the Week, Parts of the Body, Counting backwards from 10, Animals from around the World, Insects, Our planets, PSHE, Stories, Shapes</p>	<p>Importance of Communication, Working and playing together, Stories, Caring about other people, Music from different parts of the World, Nature: The Sun, Identity and accepting one another.</p>



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Technical Musicianship: Understanding Music		<p>Use body percussion, instruments and voices. Key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Use body percussion, instruments and voices. Key centres: C major, G major, A minor □ Find and keep a steady beat. Copy back simple rhythm patterns using long and short. Copy back simple melodic patterns using high and low Complete vocal warmups. Sing short phrases independently.</p>
Expressive Listening		<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, e.g. 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</p>



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Technical Singing	Copy/clap the rhythm of names, phrases from the song, and words from the song.	Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back high and low. Sing in unison.	Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts with pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Move confidently to a steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)



	YFYS	Year 1	Year 2
Technical Notation	High and low games- Explore high and low sounds using voices and glockenspiels. Explore high pitch and low pitch.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves. Identify hand signals as notation and recognise music notation on a staff of five lines.
Technical Playing Instruments		Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
Constructive Creating: Improvising		Explore improvisation within a major and minor scale using notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Questions and Answer' phrases. Understand the difference in creating a rhythm pattern and a pitch pattern.	Explore improvisation within a major scale using notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Questions and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.



	EYFS	Year 1	Year 2
Constructive Creating: Composing		Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story using classroom instruments. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Create a simple melody using crotchets and minims.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story using classroom instruments. Create and perform your own rhythm, patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Create a simple melody using crotchets and minims.
Expressive Performing		Enjoy and have fun performing. Choose songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instruments to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing and performing a song.