

## Music Skills Document

	Nursery	Reception	Year 1	Year 2
<p><b><u>Singing</u></b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<ul style="list-style-type: none"> <li>• Sing familiar songs and begin to move rhythmically.</li> <li>• Sing the pitch of a tone sung by another person.</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore singing at different speeds and pitch to create moods and feelings.</li> <li>• Discover how to use the voice to create loud/soft sounds.</li> <li>• Sing echo songs.</li> <li>• To explore how to use voice to create high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Use the voice in different ways, such as speaking, singing and chanting</li> <li>• Repeat short rhythmic and melodic patterns</li> <li>• Exploring making long and short sounds with their voice</li> <li>• Sing with awareness of pitch and volume and steady beat/ pulse of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Sing expressively with a sense phrasing, dynamics and shape</li> <li>• Begin to sing in parts, rounds or partner songs</li> <li>• Develop an awareness of phrase length and knowing when to breathe to best support sound production when singing</li> </ul>
<p><b><u>Playing</u></b></p> <p>Play tuned and untuned instruments musically</p>	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their ideas and feelings.</li> <li>• Pupils will enjoy joining in with dancing and ring games</li> <li>• Tap out simple repeated rhythms</li> <li>• Explore and learn how sounds can be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the different sounds instruments can make.</li> <li>• Choose an instrument to create a specific sound.</li> <li>• Perform movements to a steady beat</li> <li>• Play instruments to a steady beat and understand how to hold and play an instrument with care</li> <li>• To clap rhythmic patterns</li> <li>• To understand that pictures represent different clapping patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting instruments for different purposes.</li> <li>• Enjoy playing an instrument with a part of a song they perform and identifying some simple groups of instruments</li> <li>• Explore how sounds can be made and changed using a variety of instruments</li> <li>• Explore pitch and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently play a wide variety of tuned and un-tuned instruments and be aware how to handle them correctly and confidently.</li> <li>• Choosing instruments that fit a brief and to identify different groups of instruments</li> <li>• Recognise and explore how sounds can be organised (duration, notation etc)</li> <li>• Make improvements to their own work and others</li> </ul>

<p><b><u>Listening</u></b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they heard expressing their feelings</li> <li>• Notice what adults do, imitate what is observed and then do it spontaneously</li> <li>• Enjoy listening to a piece of music and describing if it is fast, slow, loud or quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music and respond by using hand and whole-body movements.</li> <li>• Listen to different sounds (animal/water etc) and respond with voice and movement.</li> <li>• Express feelings in music by responding to different moods in a musical score.</li> <li>• Voice opinions on a piece of music. Discussing how it makes them feel and why</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the story, mood or theme in music and respond to changes</li> <li>• Recognise pulse and simple repeated patterns within different genres of music</li> <li>• Begin to use key music vocabulary to describe what they hear</li> <li>• Develop the ability to differentiate between instruments when listening</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how musical elements can be used to create different moods and effects</li> <li>• Understand and use increasing key music vocabulary when describing music</li> <li>• Naming different common genres of music and their features</li> </ul>
<p><b><u>Composing</u></b></p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Create their own songs or improvise around one they know.</li> <li>• Sing to self and make up simple songs and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Choose different instruments including the voice to create sound effects in play.</li> <li>• Experiment performing songs and music together with body movements to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing appropriate sounds to represent something</li> <li>• Begin to use ICT to manipulate sounds</li> <li>• Begin to use a simple graphic score/musical grid when creating a sound sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how to create different instrumental effects using timbre, pulse, dynamics etc</li> <li>• Organise instrumental sounds using ICT</li> <li>• Develop graphic notation skills</li> <li>• Evaluate and appraise own</li> <li>• compositions and contribute ideas</li> <li>• to a group/class composition</li> </ul>