|  |  |  |  |
| --- | --- | --- | --- |
|  | *EYFS* | *Year 1* | *Year 2* |
| Being a Performer | Singing nursery rhymes  Join in with songs in the classroom, school assembly and performances. | Take part in singing.  Play tuned and un-tuned instruments with control.  Follow instructions on how and when to sing or play an instrument.  Make and control long and short sounds, using voices and instruments.  Imitate changes in pitch.  Take notice of others when I am performing. | Take part in singing songs, following the tune (melody) well.  Use my voice to good effect.  Perform with others’, taking instructions from the leader.  Use my voice and instruments to make loud and quiet sounds (dynamics). |
| Being a  Composer | Explore percussion instruments and sounds and how they can be changed, tapping out of simple rhythms. | Copy a simple pattern of long and short sounds.  Make a sequence of long and short sounds with help.  Use invented or real symbols to invent and record simple rhythm patterns.  Select sounds to represent different things (ideas, thoughts, feelings, moods etc).  Make sounds that are very different (loud and quiet, high and low etc). | Copy a simple pattern of long and short sounds.  Make a sequence of long and short sounds.  Invent or use real symbols to invent and record simple rhythm patterns.  Select sounds to represent different things (ideas, thoughts, feelings, moods etc).  Make sounds that are very different (loud and quiet, high and low etc). |
| Being an Appraiser | Listen to and discuss a variety of recorded and live music.  Listen to music and make their own dances in response. | Demonstrate that I can hear different moods in music with support.  Recognise fast, medium and slow tempos with support.  Recognise that sections of music can sound the same or different. | Demonstrate that I can hear different moods in music.  Recognise fast and slow tempos  Listen carefully to music, recognising the build-up of layers, such as the different instruments.  Recognise that songs may be verse, chorus, verse, or beginning, middle, end etc. |
| Applying  Knowledge and  Understanding | Begin improvising with instruments.  Listen to songs from different genres and cultures. | With help, make sounds with a slight difference.  Use my voice in different ways to create different effects.  Explore different ways to play instruments such as shaking, hitting, plucking and scraping.  Listen out for different types of sounds, with help. | Make sounds with a slight difference.  Use my voice in different ways to create different effects.  Explore different sound materials such as skin, wood, metal and clay.  Explore different ways to play instruments such as shaking, hitting, plucking and scraping.  Use different sounds to create an effect.  Listen for different types of sounds. |