At Bidbury we use Kapow to support our music teaching, this is an online music scheme with lots of visual aids and interactive resources to support your children's learning about music.

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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | Children will   * Perform and listen to a range of music for various genres * Learn to sing and to experiment with using their voice to make different sounds * Explore how music is created   *Key Language: perform, beat, speed, pitch, loud, soft, instruments, sound, respond, materials, change* | Children will   * perform, listen to and review music across a range of historical periods, genres, styles and traditions, * Learn to sing and to use their voices, to create and begin to compose music on their own and with others * Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical * Perform, understand and explore how music is created and communicated   *Key Language: review/reflect/respond, genre, style, explore, produced, pitch, duration, dynamics, tempo, timbre, rhythm, expression, sequence,* | Children will   * perform, 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. * Learn to sing and to use their voices, to create and compose music on their own and with others * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * listen with concentration and understanding to a range of high-quality live and recorded music * Perform, understand and explore how music is created, produced and communicated   *Key Language: evaluate, historical periods, traditions, composers, improvise,* accompaniments |
| Listen, appraise and respond: a range of high-quality music | * Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music * Express their response to different music and lyrics * Explore lyrics by suggesting appropriate actions * Explore the story behind the lyrics or music * Listen to and follow a beat using body percussion and instruments * Consider whether a piece of music has a fast, moderate or slow tempo | * Recognise and understand the difference between pulse and rhythm. * Understand that different types of sounds are called timbres. * Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). * Describe the character, mood, or ‘story’ of music they listen to, both verbally and through movement. * Describe the differences between two pieces of music. * Express a basic opinion about music (like/dislike) | * Recognise timbre changes in music they listen to * Recognise structural features in music they listen to. * Listen to and recognise instrumentation. * Begin to use musical vocabulary to describe music. * Identify melodies that move in steps. |
| Listen, appraise and respond: attention to detail and recall sounds with increasing aural memory | * Listen to sounds and match to the object or instrument * Listen to sounds and identify high and low pitch * Listen to and repeat a simple rhythm * Listen to and repeat simple lyrics * Understand that different instruments make different sounds and group them accordingly | * Listen to and repeat short, simple rhythmic patterns. * Listen and respond to other performers by playing as part of a group. | * Listen to and repeat a short, simple melody by ear. * Suggest improvements to their own and others’ work. |
| Composing | * Play untuned percussion ‘in time’ with a piece of music * Select classroom objects to use as instruments * Experiment with body percussion and vocal sounds to respond to music * Select appropriate instruments to represent action and mood * Experiment with playing instruments in different ways | * Select and create short sequences of sound with voices or instruments to represent a given idea or character. * Combine instrumental and vocal sounds within a given structure. * Create simple melodies using a few notes. * Choose dynamics, tempo and timbre for a piece of music. * Create a simple graphic score to represent a composition. * Begin to make improvements to their work as suggested by the teacher. | * Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character * Successfully combine and layer several instrumental and vocal patterns within a given structure. * Create simple melodies from 5 or more notes. * Choose appropriate dynamics, tempo and timbre for a piece of music. * Use letter name and graphic notation to represent the details of their composition. * Begin to suggest improvements to their own work. |
| Performing | * Use voices to join in with well-known songs from memory * Remember and maintain their role within a group performance * Move to music with instruction to perform actions * Participate in performances to a small audience * Stop and start playing at the right time | * Use their voices expressively to speak and chant. * Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. * Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. * Copy back short rhythmic and melodic phrases on percussion instruments. * Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. * Perform from graphic notation. | * Use voices expressively when singing, including the use of basic dynamics (loud and quiet). * Sing short songs from memory, with melodic and rhythmic accuracy. * Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. * Perform expressively using dynamics and timbre to alter sounds as appropriate. * Sing back short melodic patterns by ear and play short melodic patterns from letter notation. |