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.
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| 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.
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| 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.
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| 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.
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