

Knowledge and Understanding

To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

Performing:

- I know and can remember & sing familiar songs e.g. pop songs, Nursery rhymes.
- I can name my favourite rhyme/song.
- I can tap out simple repeated rhythms.
- I can create sounds to accompany stories.
- I understand the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- I can use ribbons, streamers, dance movements.
- I play instruments with increasing control to express my feelings and ideas e.g. big bangs for fireworks.
- I can dance and play instruments on the stage or in front of my class.
- I can join in with a rhythmic re-telling of a story e.g. *The Bear Hunt*.

Appraising:

- I can explore and learn how sounds and movements can be changed e.g. louder, quieter.
- I can draw and paint to music.
- I can notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.
- I can respond to music and poems expressing my thoughts and feelings and saying if I like it or not.
- I listen to a variety of different composers and make preferences and comments on what I hear.

Composing:

- I have an understanding of how to create and use sounds intentionally.
- I can create my own version of songs, or improvise a song around one I know e.g. Baby Cat (from Baby Shark).
- I can clap syllables in words.



Links from Development Matters (September 2021)

Captain Creative

- Have their own ideas (creative thinking).
- Make links (building theories).
- Work with ideas (critical thinking).

Professor Play

- Find out and explore.
- Play with what they know.
- Be willing to 'have a go'.

Agent Active

- Be involved and concentrate.
- Keep on trying.
- Enjoy achieving what they set out to do.

Communication and Language:

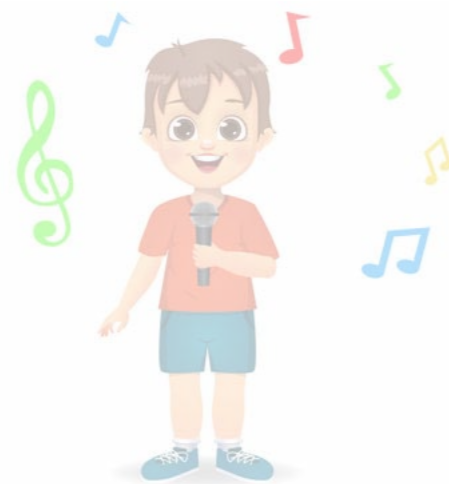
- Sing a large repertoire of songs.

Physical Development:

- Use large-muscle movements to wave flags and streamers, paint and make marks.

Expressive Arts and Design:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



Core and Appropriate Vocabulary

Common percussion instruments: drum, bells, triangle, shaker, maracas, woodn blocks. **Developing to other less-common percussion instruments:** claves, tambour

Musical instruments: piano, keyboard, guitar, trumpet, violin, saxophone, flute

Genres of music: jazz, pop, rock, hip hop, classical, reggae, country.

Other: sound, high, low, medium, fast, slow, loud, quiet, volume, beat, claps, getting quieter, getting louder, getting faster, gttng slower, sounds like, pattern, play, listen, dance, bang, shake, tap, instrument, soft, pulse, count, 1,2,3,4, time, march, rhythm, melody, repeat, musician, band, group, singer, performer, pitch, speed, carol, song, rhyme, chorus, voice, whistle, click, beat.

Instrument groups: string instruments, percussion instruments.

More specialised vocabulary will be introduced as the theme/investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.