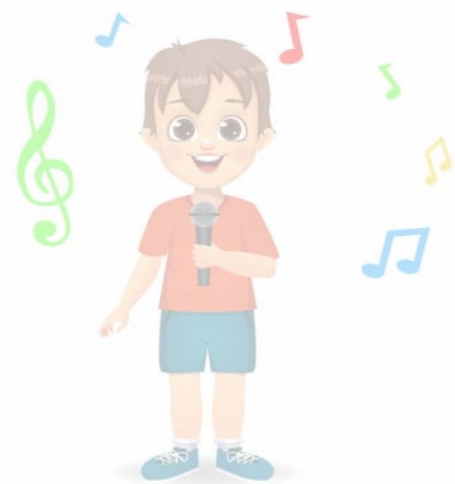


Knowledge and Understanding

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 can make music in a range of ways e.g. playing with sounds creatively, playing along to the beat of the song I am singing or music I am listening to.
 I can request my favourite rhyme, poem or song at music time.
 I can move in time to music and create dance to music (musicality).
 I can sing in a group or on my own, increasingly matching the pitch and following the melody.
 I can follow the melodic shape up and down the scales (e.g. using the glockenspiel to sing climbing up and down the beanstalk).
 I can begin to explain how music is made for different purposes.
 I can perform to my friends on a stage.
 I can perform on the stage in front of an audience (Christmas performance, Extrafordganza, Easter parade, Harvest Festival).
 I can perform to a range of music from different cultures (Diwali stick dancing/Chinese New Year is here again).
 I can perform/retell a story, poem and song with my peers.
 I can create a performance about topics we have been learning about e.g. a sea shanty about pirates.

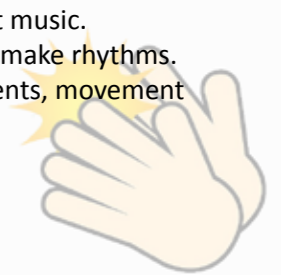


Appraising:

I am able to listen attentively, move to & talk about music, expressing my feelings & responses e.g. it's scary.
 I respond imaginatively to music e.g. this music sounds like dinosaurs, fairies.
 I can choose instruments to represent characters from stories.
 I listen to a variety of different composers/song writers and styles of music and make preferences and comments on what I hear.
 I can recognise some dynamics and tempo in the music I listen to.

Composing:

I can choose particular movements, instruments/sounds for my own imaginative purposes.
 I explore & engage in music making & dance, performing solo or in groups.
 I am beginning to use pictures and symbols to represent music.
 I can hear the syllables in words and use this to help me make rhythms.
 I am beginning to create musical patterns using instruments, movement or with my voice.



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:

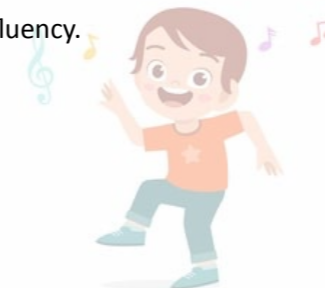
Listen carefully to rhymes and songs, paying attention to how they sound.
 Learn rhymes, poems and songs.

Expressive Arts and Design:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Create collaboratively sharing ideas, resources and skills.
 Listen attentively, move to and talk about music, expressing their feelings and responses.
 Sing in a group or on their own, increasingly matching the pitch and following the melody.
 Explore and engage in music making and dance, performing solo or in groups.

Physical Development:

Combine different movements with ease and fluency.



Basic and Appropriate Vocabulary

Embed Nursery Vocabulary: drum, bells, triangle, tambourine, shaker, piano, keyboard, sound, fast, slow, loud, quiet, volume, beat, claps, sounds like, band, group, singer, play, listen, dance, bang, shake, tap, song, voice.
Percussion instruments: xylophone, glockenspiel, castanets, tambour, claves, maracas, wooden blocks, beater, cymbals. **Developing to other less-common percussion instruments:** cabassa, agogo, guiro, chinese wooden blocks.
Instrument groups: string family, woodwind family, percussion family, brass family.
Other musical instruments: violin, guitar, saxophone, flute, trombone, ukulele, saxophone, cello.

Genres of music: jazz, blues, pop, rock, rap, hip hop, classical, musicals, reggae, folk/country, (music from around the world).

Other: music, sound, speed, high, low, medium, fast, slow, loud, quiet, volume, soft, beat, claps, count, 1,2,3,4, time, march, rhythm, up, down, getting quieter, getting louder, getting faster, getting slower, repeat, pattern, sounds like, composer, musician, band, group, singer, performer, carol, song, rhyme, whistle, click, harmony, pulse (continuous beat of time), melody, verse, chorus, clank, beat, scrape, clang, crash, pluck, practise, vibrate, notes, scale, pitch, tempo, slide, tune, compose, accompaniment, choir, orchestra, conductor, solo, duet, encore, masterpiece.

Extended dynamics: diminuendo, crescendo, allegro, moderato, largo, pitch, monotone.

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.