

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
<p><b>1</b> Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary).</p> <p><b>2</b> Identify sounds in the environment and match instruments to sounds.</p> <p><b>3</b> Describe and compare sounds created by instruments and voices.</p> <p><b>4</b> Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).</p> <p><b>5</b> Listen to music and respond with simple ideas 'the music makes me think of...'</p> <p><b>6</b> Listen and remember a sequence of sounds (e.g. high, low, high).</p> 	<p><b>1</b> Join in with familiar songs as part of the class or small group.</p> <p><b>2</b> Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.</p> <p><b>3</b> Use singing voice in play activities (e.g. in role play, playing in sand).</p> <p><b>4</b> Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.</p> <p><b>5</b> Copy simple phrases showing an awareness of pitch and rhythm.</p> <p><b>6</b> Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).</p> <p><b>7</b> Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).</p>	<p><b>1</b> Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).</p> <p><b>2</b> Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).</p> <p><b>3</b> Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).</p> <p><b>4</b> Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squeaky sounds for 'mud').</p> <p><b>5</b> Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).</p> <p><b>6</b> Play simple rhythms and melodies from songs (e.g. tapping syllables).</p> <p><b>7</b> Explore the effect of combining sounds.</p> <p><b>8</b> Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).</p> <p><b>9</b> Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).</p>	<p><b>1</b> Move to the pulse of the music when singing.</p> <p><b>2</b> Tap pulse and/or simple rhythms</p> <p><b>3</b> Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).</p> <p><b>4</b> Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher).</p> <p><b>5</b> Listen and copy simple sound and movement sequences.</p> <p><b>6</b> Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music).</p> <p><b>7</b> Respond freely to songs and music, exploring ideas and following own paths of interest.</p> 	<p><b>1</b> Choose sounds for a purpose, trying out and adjusting musical ideas.</p> <p><b>2</b> Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).</p> <p><b>3</b> Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).</p> <p><b>4</b> Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet).</p> <p><b>5</b> Follow simple notation (e.g. picture cards).</p> <p><b>6</b> Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).</p> <p><b>7</b> Create music from non-musical starting points (e.g. artwork, movement, nature).</p> <p><b>8</b> Reflect on music-making (e.g. what worked well/what could we change?).</p>