

As musicians, Milford children are **creative, enthusiastic, inventive** and **confident** working both **independently** and **collaboratively** to enjoy and make music. Across all areas of the curriculum the children will explore music in all its incarnations and become **confident, creative** and **curious** members of society.

EYFS	Birth-Three . Show attention to sounds and music. . Respond emotionally and physically to music when it changes. . Move and dance to music. . Anticipate phrases and actions in rhymes and songs, like 'Peepo'. . Explore their voices and enjoy making sounds. . Join in with songs and rhymes, making some sounds. . Make rhythmical and repetitive sounds. . Explore a range of sound-makers and instruments and play them in different ways. . Enjoy and take part in action songs, such as 'Twinkle Little Star'.		Three- Four Years . 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.		Reception . 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.	Being imaginative and expressive- ELG . Sing a range of well-known nursery rhymes and songs. BI&E.ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG
	Singing / Voice	Children will use their voice for whispering, speaking, singing, and shouting.	Children will experiment with changing their voice with different tempos, pitch, and dynamics. Children will sing part/ most of some familiar songs. They will know some of the words. Children will sing in a small group.	Children will join in with singing songs with changes to pitch, tempo, or dynamics. Children will sing a whole familiar nursery rhyme and familiar song. Children will sing in a group and keep in time.	Children will show some control in using their singing voice to create changes in dynamics, tempo, or pitch. Children will sing in a group and match the pitch and follow the melody. Children will sing in tune and keep to the beat.	Children will sing a range of well-known nursery rhymes and songs. BI&E.ELG Children will perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG
	Exploring and playing instruments Compositions of music	Children will explore how to make sounds using body percussion and percussion instruments. Children will begin to name a few familiar instruments, e.g., drum, keyboard or guitar.	Children will copy and join in with a simple beat on a percussion instrument. Children will describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.	Children will play an instrument in time to a simple piece of music. Children will know how to play a wide range of percussion instruments. Children will create suitable sound effects to match a given theme/story. Children will experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo.	Children will show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch. Children will compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns. Children will begin to record their own composition in pictures/symbols.	Children will sing a range of well-known nursery rhymes and songs. BI&E.ELG Children will perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

				Children will play a simple composition by following a sequence of some simple symbols, pictures or patterns			
	Listening and responding to Music	Children will enjoy listening to music.	Children will respond when they listen to music.	Children will talk about how music makes them feel. Children will listen to songs/music with changes to pitch, tempo, and dynamics. Children will respond to changes in the dimensions of music.	Children will talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	Children will listen to pieces of music and recognises some familiar instruments that are playing. Children will express their opinion on a piece of music.	Children will sing a range of well-known nursery rhymes and songs. BI&E.ELG Children will perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG
	Year 1					Year 2	
Singing	Pupils should be taught to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. They will begin with simple songs including range of call and response songs, controlling vocal pitch and matching pitch with accuracy. Musical vocabulary such as tempo, pitch and dynamics will be introduced.					Pupils should be taught to sing songs regularly with a pitch range with increasing vocal control and a small, correct pitch range. They will fully understand the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader’s directions and some simple visual symbols such as crescendo. They will be able to perform before an audience using different vocal sounds and with enjoyment.	
Listening	Teachers will develop pupils’ shared knowledge and understanding of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.					Teachers will develop pupils’ shared knowledge and understanding of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	
Composing	Pupils will be taught to improvise simple vocal chants, using question and answer phrases and create musical sound effects using untuned percussion instruments and short sequences of sounds in response to musical and non-musical stimuli. They will understand the difference between creating a rhythm pattern and a pitch pattern. They will perform for others, taking turns and using the skills they have learned. Children will use music technology, if available, to create sounds. They will develop their own symbols in order to represent music.					Pupils will be taught to create music in response to a musical or non-musical stimulus before working with a partner or within a small group ensemble to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Children will use simple symbols and simple notation, as appropriate, to keep a record of composed pieces. They will use music technology, if available, to capture, change and combine sounds.	
Pulse/beat	Pupils will be taught to move, use body percussion or untuned percussion instruments or clap or tap a steady beat with others, changing the speed of the beat as the tempo of the music changes. playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. chime bars) to maintain a steady beat. They will respond to the pulse in recorded/live music through					Pupils will be taught to understand that the speed of the beat can change, creating a faster or slower pace (tempo) by marking the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. They will walk in time to the beat of a piece of music or song before beginning to group beats in twos and threes by tapping knees on the	

	movement and dance understanding that the speed of the beat can change, creating a faster or slower pace (tempo). Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	first (strongest) beat and clapping the remaining beats. They will identify the beat groupings in familiar music that they sing regularly and listen to.
Rhythm	Pupils will be taught to perform short rhythm patterns accurately, led by the teacher, while keeping in time with a steady beat on untuned percussion. Children will begin to see simple notation as a way to follow rhythm patterns.	Pupils will be taught to play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion, creating simple rhythms. Children will read and respond to chanted rhythm patterns, and represent them with simple notation and then create and perform their own chanted rhythm patterns with the same simple notation. They will learn to follow a rhythm on a number of simple tunes on tuned instruments in order to produce a performance in front of an audience.
Pitch	Pupils will be taught to listen to sounds in the local school environment, comparing high and low sounds and singing familiar songs in both low and high voices before talking about the difference in sound. They will explore percussion sounds to enhance storytelling following pictures and symbols to guide their singing and playing.	Pupils will be taught to listen to sounds in the local school environment, comparing high and low sounds and singing familiar songs in both low and high voices before talking about the difference in sound. They will explore percussion sounds to enhance storytelling following pictures and symbols to guide their singing and playing. Children will sing short phrases independently within a singing game or short song and respond independently to pitch changes heard in short melodic phrases, indicating with actions. They will recognise simple notation and match it to songs using untuned percussion before progressing onto perform 3-note tunes played on tuned percussion. Children will use their skills in their understanding of pitch to produce a performance before an audience working together in an ensemble.