

Musical Development at Kiveton Park Infants

	Nursery	Reception	Year 1	Year 2
Singing	<ul style="list-style-type: none"> Creates their own songs, often with a real sense of structure, e.g. a beginning and an end Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home Merges elements of familiar songs with improvised singing Creates sounds in vocal sound games Changes some or all of the words of a song 	<ul style="list-style-type: none"> Pitch matches, i.e. reproduces with their voice the pitch of a tone sung by another Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs Sings entire songs May enjoy performing, solo and or in groups Internalises music, e.g. sings songs inside their head. 	<ul style="list-style-type: none"> Sing a song with contrasting high and low melodies Control vocal dynamics, duration and timbre Sing a song together as a group Combine voices and movement to perform a chant and a song Use voices to create descriptive sounds 	<ul style="list-style-type: none"> Chant and sing in two parts while playing a steady beat Sing with expression, paying attention to the pitch shape of the melody Understand pitch through singing, movement, and note names Prepare and improve a performance using movement, voice and percussion
Playing Instruments	<ul style="list-style-type: none"> Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo) Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other 	<ul style="list-style-type: none"> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making 	<ul style="list-style-type: none"> Identify and keep a steady beat using instruments Explore and control dynamics, duration, and timbre with instruments Play percussion instruments at different speeds (tempi) Play and control changes in tempo Explore sounds on instruments and find different ways to vary their sound Use instruments to create descriptive sounds Play fast, slow, loud, and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> Listen to and repeat rhythmic patterns on body percussion and instruments Play pitch lines on tuned percussion Accompany a song with vocal, body percussion and instrumental ostinato Use instruments expressively in response to visual stimuli
Improvising and Exploring	<ul style="list-style-type: none"> Claps or taps to the pulse of the music they are listening to Claps or taps to the pulse of the song they are singing Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone 	<ul style="list-style-type: none"> Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum Combines moving, singing and playing instruments, e.g. 	<ul style="list-style-type: none"> Improvise descriptive music Respond to music through movement Create a soundscape using instruments Explore different sound sources and materials 	<ul style="list-style-type: none"> Explore timbre and texture to understand how sounds can be descriptive Combine sounds to create a musical effect in response to visual stimuli

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	<ul style="list-style-type: none"> Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar 	<ul style="list-style-type: none"> marching, tapping a drum whilst singing Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music Replicates familiar choreographed dances e.g. imitates dance and movements associated with pop songs Choreographs their own dances to familiar music, individually, in pairs/small groups 	<ul style="list-style-type: none"> Explore sounds on instruments and find different ways to vary their sound 	<ul style="list-style-type: none"> Explore voices to create descriptive musical effects Explore different ways to organise music
Composing	<ul style="list-style-type: none"> Adds sound effects to stories using instruments Leads or is led by other children in their music making, i.e. being a conductor Listens and responds to others in pair/group music making Operates equipment such as CD players, MP3 players, handheld devices, keyboards 	<ul style="list-style-type: none"> Creates music based on a theme e.g. creates the sounds of the seaside Finds and records sounds using recording devices Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/animals/lyrics of a song Creates rhythms using instruments and body percussion May play along to the beat of the song they are singing or music being listened to May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to 	<ul style="list-style-type: none"> Invent and perform new rhythms to a steady beat Create, play and combine simple word rhythms Create a picture in sound 	<ul style="list-style-type: none"> Compose music to illustrate a story Perform and create simple three- and four-beat rhythms using a simple score
Listening	<ul style="list-style-type: none"> Can identify and match an instrumental sound, e.g. hear a 	<ul style="list-style-type: none"> Thinks abstractly about music and expresses this physically or 	<ul style="list-style-type: none"> Recognise and respond to changes in tempo in music 	<ul style="list-style-type: none"> Match descriptive sounds to images

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	<p>shaker and indicate that they understand it is a shaker</p> <ul style="list-style-type: none"> • Matches music to pictures/visual resources. Describes the sound of instruments e.g. scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music 	<p>verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <ul style="list-style-type: none"> • Associates genres of music with characters and stories. • Accurately anticipates changes in familiar pieces of music, e.g. when music is going to get faster, louder, slower 	<ul style="list-style-type: none"> • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Understand musical structure by listening and responding through movement 	<ul style="list-style-type: none"> • Listen to and repeat back rhythmic patterns on instruments and body percussion
Appraising	<ul style="list-style-type: none"> • Has strong preferences for songs they like to sing and/or listen to 	<ul style="list-style-type: none"> • Distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." 	<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a piece of orchestral music and identify some instruments • Identify metre by recognising its pattern • Identify a repeated rhythm pattern 	<ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Identify rising and falling pitch • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music

Many influences may encourage children to associate music with "types" of people and places, e.g. stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, e.g. children may associate music as "music for boys", "music for girls". Teachers should be aware of this and ensure that they actively dispel these myths and expose children of all genders to different genres/styles of music and musical equipment.