

Musical Development at Kiveton Park Infants

| | Nursery | Reception | Year 1 | Year 2 |
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| Listening | <ul style="list-style-type: none"> • Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker • Matches music to pictures/visual resources. • Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music | <ul style="list-style-type: none"> • Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Explore lyrics by suggesting appropriate actions • Explore the story behind the lyrics or music. • Listen to and follow a beat using body percussion and instruments • Consider whether a piece of music has a fast, moderate or slow tempo • Listen to sounds and match them to an object or instrument • Listening to sounds and identify high and low pitch • Listen to and repeat a simple rhythm • Listen to and repeat simple lyrics • Understand that different instruments make different sounds and group them accordingly | <ul style="list-style-type: none"> • Recognise and understand the difference between pulse and rhythm • Understand that different types of sounds are called timbres • Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describe the character, mood, or 'story' of music they listen to, both verbally and through movement • Describe the differences between two pieces of music • Express a basic opinion about music (like/dislike) • Listen to and repeat short, simple rhythmic patterns • Listen and respond to other performers by playing as part of a group. | <ul style="list-style-type: none"> • Recognise timbre changes in music they listen to • Recognise structural features in music they listen to. • Listen to and recognise instrumentation • Begin to use musical vocabulary to describe music • Identify melodies that move in steps • Listen to and repeat a short, simple melody by ear • Suggest improvements to their own and others' work |
| 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 | <ul style="list-style-type: none"> • Play untuned percussion 'in time' with a piece of music • Selecting classroom objects to use as instruments • Experimenting with body percussion and vocal sounds to respond to music | <ul style="list-style-type: none"> • Select and create short sequences of sound with voices or instruments to represent a given idea or character • Combine instrumental and vocal sounds within a given structure • Create simple melodies using a few notes | <ul style="list-style-type: none"> • Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combine and layer several instrumental and vocal patterns within a given structure |

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| | <ul style="list-style-type: none"> Operates equipment such as CD players, MP3 players, handheld devices, keyboards | <ul style="list-style-type: none"> Select appropriate instruments to represent action and mood Experimenting with playing instruments in different ways | <ul style="list-style-type: none"> Choose dynamics, tempo and timbre for a piece of music Create a simple graphic score to represent a composition Begin to make improvements to their work as suggested by the teacher. | <ul style="list-style-type: none"> Create simple melodies from five or more notes Choose appropriate dynamics, tempo and timbre for a piece of music Use letter name and graphic notation to represent the details of their composition Begin to suggest improvements to their own work |
| Performing | <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 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"> Use their voices to join in with well-known songs from memory Remember and maintain their role within a group performance Move to music with instruction to perform actions Participate in performances to a small audience Stop and start playing at the right time | <ul style="list-style-type: none"> Use their voices expressively to speak and chant Sing short songs from memory, maintaining the overall shape of the melody and keeping in time Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments Copy back short rhythmic and melodic phrases on percussion instruments. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance Perform from graphic notation | <ul style="list-style-type: none"> Use their voices expressively when singing, including the use of basic dynamics (loud and quiet) Sing short songs from memory, with melodic and rhythmic accuracy Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and play short melodic patterns from letter notation |
| The inter-related dimensions of music | <ul style="list-style-type: none"> Claps or taps to the pulse of the song they are singing Begins to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo) | <p><u>Timbre:</u></p> <ul style="list-style-type: none"> Know that different instruments can sound like a particular character Recognise that voices and instruments can imitate sounds | <p><u>Timbre:</u></p> <ul style="list-style-type: none"> Know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch | <p><u>Timbre:</u></p> <ul style="list-style-type: none"> Know that musical instruments can be used to create 'real life' sound effects |

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| | <ul style="list-style-type: none"> Describes the sound of instruments e.g. scratchy sound, soft sound. | <p>from the world around us (e.g. vehicles)</p> <p><u>Texture:</u></p> <ul style="list-style-type: none"> Know that music often has more than one instrument being played at a time <p><u>Structure:</u></p> <ul style="list-style-type: none"> Recognise the chorus in a familiar song <p><u>Notation:</u></p> <ul style="list-style-type: none"> Know that signals can tell us when to start or stop playing | <ul style="list-style-type: none"> Know that their voice can create different timbres to help tell a story <p><u>Texture:</u></p> <ul style="list-style-type: none"> Know that music has layers called 'texture' <p><u>Structure:</u></p> <ul style="list-style-type: none"> Know that a piece of music can have more than one section, e.g. a verse and a chorus <p><u>Notation:</u></p> <ul style="list-style-type: none"> Understand that music can be represented by pictures or symbols | <ul style="list-style-type: none"> Understand an instrument can be matched to an animal noise based on its timbre <p><u>Texture:</u></p> <ul style="list-style-type: none"> Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music <p><u>Structure:</u></p> <ul style="list-style-type: none"> Understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. <p><u>Notation:</u></p> <ul style="list-style-type: none"> Know that 'notation' means writing music down so that someone else can play it Know that a graphic score can show a picture of the structure and / or texture of music |
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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.