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| Music enquiry | Performing | Composing  | Appraising  | Vocabulary  |
| * sings songs **(National Curriculum Objective)**
* play tuned and un-tuned instruments musically **(National Curriculum Objective)**
* listen and understand live and recorded music**(National Curriculum Objective)**
* make and combine sounds musically **(National Curriculum Objective)**
* Use their voice in different ways such as speaking, singing and chanting with accompaniment.
* Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns
* Order sounds within simple structures.
* Begin to represent sounds with symbols and can recognise some of the musical dimensions.
* Recognise mood, character and contrast in pieces.
 | * Can they use their voice to speak/sing/chant?
* Do they join in with singing?
* Can they use instruments to perform?
* Do they look at their audience when they are performing?
* Can they clap short rhythmic patterns?
* Can they copy sounds?
 | * Can they make different sounds with their voice?
* Can they make different sounds with instruments?
* Can they identify changes in sounds?
* Can they change the sound?
* Can they repeat (short rhythmic and melodic) patterns?
* Can they make a sequence of sounds?
* Can they show sounds by using pictures?
 | * Can they respond to different moods in music?
* Can they say how a piece of music makes them feel?
* Can they say whether they like or dislike a piece of music?
* Can they choose sounds to represent different things?
* Can they recognise repeated patterns?
* Can they follow instructions about when to play or sing?
 | Speak, sing, chant, singing, instruments, audience, perform, rhythmic, patterns, sound.Voice, repeat, melodic, Respond, like/dislike, instructions. |
| Challenge  |
| Music enquiry | Performing | Composing | Appraisal  | Cultural Capital |
|  | * Can they make loud and quiet sounds?
* Do they know that the chorus keeps being repeated?
 | * Can they tell the difference between long and short sounds?
* Can they tell the difference between high and low sounds?
* Can they give a reason for choosing an instrument?
 | * Can they tell the difference between a fast and slow tempo?
* Can they tell the difference between loud and quiet sounds?
* Can they identify two types of sound happening at the same time?
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