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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? |  |