



# Nevill Road Infant School Music Curriculum



## National Curriculum Subject Content

### EYFS

#### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- 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.

### KEY STAGE 1

#### ESSENTIAL OBJECTIVES

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To play tuned and untuned instruments musically.
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### ESSENTIAL OPPORTUNITIES

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

BREADTH OF STUDY	EYFS	Y1	Y2
<b>Listen and appraise</b>	<p>Can I enjoy singing, music and toys that make sounds</p> <p>Can I enjoy songs and rhymes, tuning in and paying attention</p> <p>Can I copy finger movements and other gestures</p>	<p>Can I find the pulse and enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Can I learn five songs and know what they are about.</p>	<p>Can I find the pulse and enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Can I learn five songs and know that they can tell a story or describe an idea.</p>



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	<p>Can I show attention to sounds and music</p> <p>Can I respond emotionally and physically to music when it changes</p> <p>Can I move and dance to music. (Birth – Three year olds)</p> <p>Can I use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Can I listen with increased attention to sounds</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings. (3 – 4 year olds)</p> <p>Can I listen attentively, move to and talk about music, expressing my feelings and responses. (Reception)</p>	<p>Can I recognise the sound and name the different instruments Can I hear.</p> <p>Can I identify different musical styles of music heard and sometimes recognise where they are from.</p> <p>Can I recognise difference between male and female voice.</p>	<p>Can I recognise that some songs have a chorus or a response/answer part</p> <p>Can I identify different musical styles of music they hear and recognise where they are from</p> <p>Can I recognise the sound and name the different instruments Can I hear.</p> <p>Can I recognise difference between male and female voice.</p>
<p><b>Sing</b></p>	<p>Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Can I say some of the words in songs and rhymes</p> <p>Can I sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Can I anticipate phrases and actions in rhymes and songs, like 'Peepo'</p> <p>Can I explore my voice and enjoy making sounds.</p>	<p>Can I use my voice expressively by singings songs and speaking chants and rhymes together in a group ensemble</p> <p>Can I sing notes of different pitches (high and low)</p> <p>Can I make different types of sounds with my voice, such as rap or say words in rhythm.</p> <p>Can I start and stop singing when following a leader.</p>	<p>Can I use my voice expressively by singings songs and speaking chants and rhymes together in a group ensemble</p> <p>Can I sing notes of different pitches (high and low).</p> <p>Can I make different types of sounds with my voice, such as rap or say words in rhythm.</p> <p>Can I start and stop singing when following a leader.</p>



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	<p>Can I join in with songs and rhymes, making some sounds</p> <p>Can I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth – Three year olds)</p> <p>Can I sing a large repertoire of songs</p> <p>Can I remember and sing entire songs.</p> <p>Can I sing the pitch of a tone sung by another person ('pitch match').</p> <p>Can I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Can I sing many rhymes (3 – 4 year olds)</p> <p>Can I sing in a group or on my own, increasingly matching the pitch and following the melody. (Reception)</p>		
<p><b>Play instruments</b></p>	<p>Can I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Can I sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Can I make rhythmical and repetitive sounds</p> <p>Can I explore a range of sound makers and instruments and play them in different ways. (Birth – Three year olds)</p> <p>Can I create my own songs, or improvise a song around one I know.</p>	<p>Can I treat instruments carefully and with respect</p> <p>Can I name the instruments playing including glockenspiel</p> <p>Can I name the notes in my instrumental part I am playing</p> <p>Can I learn an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p>	<p>Can I treat instruments carefully and with respect</p> <p>Can I name the untuned percussion instruments I am playing in class</p> <p>Can I name the tuned instruments I am playing, including recorder</p> <p>Can I name the notes in the instrumental part I am playing</p> <p>Can I play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p>



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	<p>Can I play instruments with increasing control to express my feelings and ideas (3 – 4 year olds).</p> <p>Can I explore and engage in music making and dance, performing solo or in groups. (Reception)</p>	<p>Can I play a tuned instrumental part with the song I perform</p> <p>Can I listen to and follow musical instructions from a leader</p>	<p>Can I play in time to a steady pulse</p> <p>Can I listen to and follow musical instructions from a leader.</p>
<b>Improvise</b>	<p>Can I make rhythmical and repetitive sounds (Birth – Three year olds)</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings.</p> <p>Can I create my own songs, or improvise a song around one I know. (3 – 4 year olds)</p> <p>Can I explore and engage in music making and dance, performing solo or in groups. (Reception)</p>	<p>Can I explain that improvisation is about making up my own tunes on the spot</p> <p>Can I listen and clap back, then listen and clap my own answer (rhythms of words).</p> <p>Can I use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes.</p> <p>Can I take it in turns to improvise using one or two notes</p>	<p>Can I explain that improvisation is about making up your own tunes on the spot</p> <p>Can I listen and clap back, then listen and clap my own answer (rhythms of words).</p> <p>Can I use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes.</p> <p>Can I take it in turns to improvise using one or two notes</p>
<b>Compose</b>	<p>Can I make rhythmical and repetitive sounds (Birth – Three year olds)</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings.</p> <p>Can I create my own songs, or improvise a song around one I know. (3 – 4 year olds)</p> <p>Can I explore and engage in music making and dance, performing solo or in groups. (Reception)</p>	<p>Can I explain that composing is like writing a story with music</p> <p>Can I create a simple melody using one, two or three notes</p> <p>Can I explore how the notes can be written down and changed if necessary</p>	<p>Can I explain that composing is like writing a story with music</p> <p>Can I create three simple melodies using one, three or five different notes</p> <p>Can I explore how the notes can be written down and changed if necessary</p>
<b>Perform and share</b>	<p>Can I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth – Three year olds)</p> <p>Can I respond to what I have heard, expressing my thoughts and feelings.</p>	<p>Can I explain that a performance is sharing music with other people, called an audience</p> <p>Can I perform a song, I have chosen and learnt to my class and year group.</p> <p>Can I add my ideas to the performance</p>	<p>Can I explain that a performance is sharing music with other people, called an audience</p> <p>Can I perform a song, I have chosen and learnt to the whole school and a wider audience.</p> <p>Can I add my ideas to the performance</p>



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	<p>Can I play instruments with increasing control to express my feelings and ideas (3 – 4 year olds)</p> <p>Can I explore and engage in music making and dance, performing solo or in groups. (Reception)</p>	<p>Can I record the performance and say how I feel about it.</p>	<p>Can I record the performance and say how I feel about it.</p>
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## KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
<b>Listen and appraise</b>	Can I listen attentively, move to and talk about music, expressing my feelings and responses?	Can I start to identify different musical styles and the instruments used?	Can I use some musical language to describe the music, how it makes me feel commenting on the instruments used and the style?
<b>Sing</b>	Can I sing in a group or on my own, increasingly matching the pitch and following the melody?	Can I sing effectively in a group, singing the same tune as the others?	Can I sing in a group, singing the same tune as the others, with a good sense of pulse and in a good singing position?
<b>Play instruments</b>	Can I explore and engage in music making?	Can I play an instrument correctly with one, two or three notes with or without notation? (glocks)	Can I play an instrument correctly with one to five notes using a best with or without notation?
<b>Improvise</b>	Can I explore and engage in music making?	Can I create my own tune playing an instrument using two notes?	Can I create my own tune playing an instrument using two, or three notes including an element of dynamics and pitch?
<b>Compose</b>	Can I explore and engage in music making.	Can I compose and record a melody using two notes (with a partner)?	Can I compose and record my own melody using two notes (as a group) incorporating dynamics and pitch?
<b>Perform and share</b>	Can I perform solo or in groups?	Can I perform to an audience (their class)?	Can I perform to a wider audience (assembly).