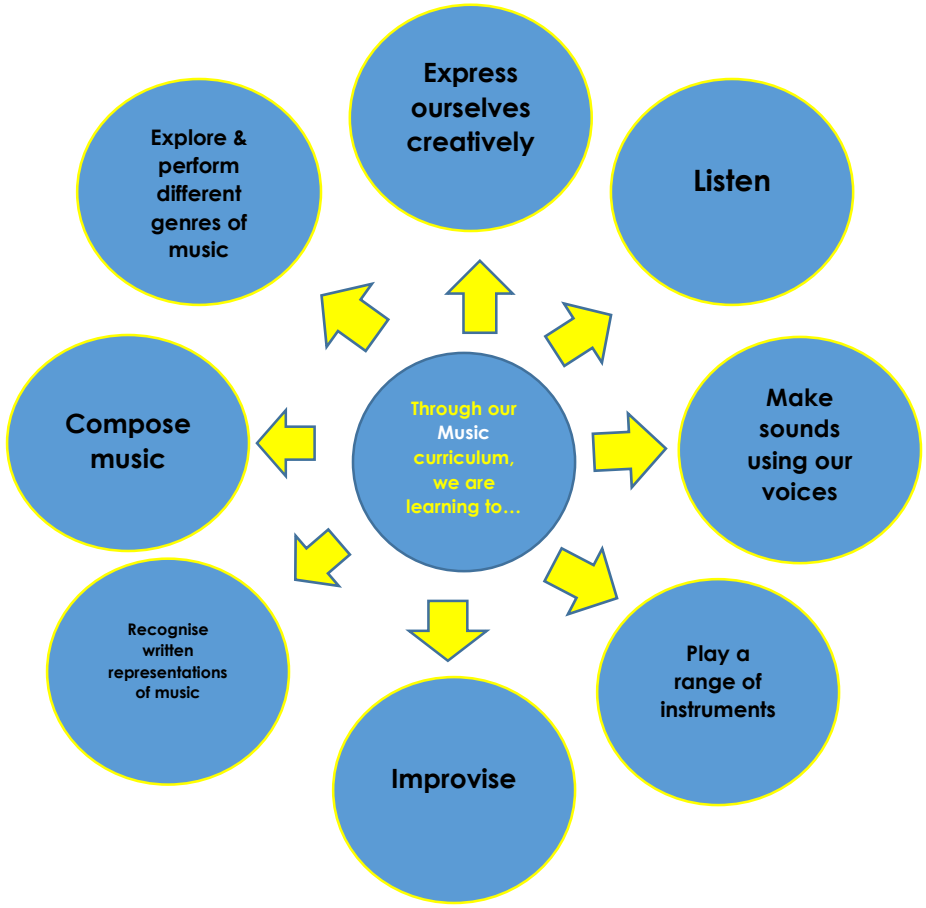
- Watch and talk about dance and performance art, expressing feelings and responses
- Respond to different moods in music through movement.
- Know that a performance is sharing music with other people
- Choose a song they know and perform it
- Add own ideas to the performance
- Record the performance and evaluate it.

- Move to and talk about music, expressing feelings and responses.
- Move to music by dancing, marching, being animals etc.
- Explain whether they like or dislike a piece of music.
- Perform in front of an audience.

- Listen attentively
- Listen out for particular thing when listening to music
- Know that music has a steady pulse, like a heartbeat
- Find the pulse in a piece of music, clap it back
- Listen to a rhythm and sing it back
- Know that songs have a musical style
- Know that songs can tell a story or describe an idea



- Know that composing is like writing a story without words
- Know that everyone can compose
- Choose sounds to represent different things.
- Follow instructions about when to play and sing.
- Perform simple patterns and accompaniments keeping a steady pulse.
- Choose sounds which create an effect.
- Create a simple melody.
- Create rhythms from words, names, colours and animals
- Record their own composition.
- Create a rhythm for others to copy
- Create three simple melodies with the Units using one, three and five different notes.

- Sing in a group or on my own, increasingly matching the pitch and following the melody.
- Know a range of songs off by heart and know what they're about.
- Sing a range of well- known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and try to move in time with the music.
- Use the voice to speak, sing and chant.
- Make different sounds using the voice.
- Start and stop singing when following a leader.
- Sing to perform.
- Sing with increasing and decreasing pitch.
- Know that unison means everyone singing at the same time.
- Know that some songs include other ways of using the voice – whistling, spoken word, rapping, beatboxing
- Know why we need to warm up our voices
- Find a comfortable singing position for themselves.

- Make connections between notations and musical sounds.
- Use symbols to represent sounds.
- Write down the notes of a composition and change them if necessary

- Know that improvisation means making your own tune up on the spot.
- Know that when someone improvises the tune belongs to them & that everyone can improvise.
- Explore and engage in music making and dance, performing on their own my own or in a groups.
- Make a sequence of sounds.
- Clap and improvise
- Sing and improvise
- Improve their own work.

- Know and recognise the sound and names of some instruments they use
- Treat instruments with care and respect
- Make different sounds with instruments.
- Repeat short rhythmic and melodic patterns.
- Use instruments to perform.
- Play with increasing and decreasing pitch.
- Listen to and follow musical instruction from a leader

Stalyhill Infant School Curriculum Intent - Music