

<p>Duration (Pulse and Rhythm)</p> <ul style="list-style-type: none"> • Copy simple rhythms based on words, for example, 'I like sausages'. • Move in time to the pulse of the music. • To develop awareness of sounds and rhythms. • To distinguish between sounds and to remember patterns of sound. • To be able to identify which classroom instruments create long or short sounds. • To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. 	<p>Pitch</p> <ul style="list-style-type: none"> • To be able to respond to obvious changes in pitch by hearing a piece of tuned percussion. • Recognise and broadly control changes in pitch when singing.
<p>Dynamics</p> <ul style="list-style-type: none"> • To be able to respond to obvious changes in dynamics by copying or visual signals. • To be able to create loud and quiet sounds using the voice, body percussion and instruments. • Recognise and broadly control changes in dynamics when playing instruments and vocally. 	<p>Tempo</p> <ul style="list-style-type: none"> • To be able to respond to obvious changes in tempo by copying or visual signals. • To be able to create fast and slow sounds using the voice, body percussion and instruments. • Recognise and broadly control changes in tempo when playing instruments and vocally.
<p>Texture</p> <ul style="list-style-type: none"> • To experience unison and 2-part textures through singing in whole school assemblies and listening to music. 	<p>Timbre</p> <ul style="list-style-type: none"> • To be able to match instruments to sounds and identify the name of the instrument. • To experience and develop awareness of sounds made with instruments and noise makers and bodies (tappy, shakey, scrapey). • To listen to and appreciate the difference between sounds made with instruments (metal, wood, plastic) and control changes and ways they can be played.
<p>Structure</p> <ul style="list-style-type: none"> • Experience a range of structures through simple songs and musical activities. • Through composed and standard pop song. 	<p>Performing</p> <ul style="list-style-type: none"> • Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. • Being imaginative: They represent their own ideas, thoughts and feelings through music. • Perform solo or duet in front of class (singing).
<p>Composing and Arranging</p> <ul style="list-style-type: none"> • Choose and order sounds to achieve a particular musical purpose (add sound effects to a story). • Exploring and using media (sequencing apps) and materials: Children sing songs, make music and dance, and experiment with ways of changing them. • Being imaginative: They represent their own ideas, thoughts and feelings through music. 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> • To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.). • Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut).
<p>Technology</p> <ul style="list-style-type: none"> • To experience use of simple music technology (recognising music icons, triangle = play) and experience creating music via sequencing apps. • To make and listen to recordings of own voice (and manipulate – make slower/higher), and other classroom sounds, musical instruments etc and comment upon/respond when listened back. 	<p>Vocal Skills</p> <ul style="list-style-type: none"> • To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking) using various speeds, pitches, volumes.
<p>Notation</p> <p>To respond to simple visual cues (e.g. 4 spots = 4 taps on the drum). Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear).</p>	