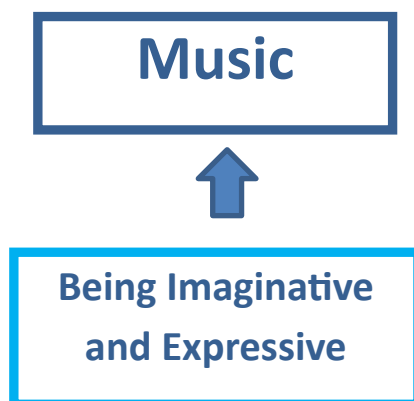


**Early Teacher-Led Learning Opportunities as a Foundation for the Key Stage One Programmes of Study**



	Autumn	Spring	Summer
<b>Reception</b>	<p>Identify the sounds of a wider range of percussion instruments and describe the sounds in simple terms.</p> <p>Distinguish between instrumental pieces, music with voices and pieces with both.</p> <p>Recognise music linked to characters or stories such as those from films or television.</p> <p>Suggest their own simple interpretations of the timbre, tempo and mood of new listening pieces, by using everyday language.</p> <p>Respond to pieces through mark making and drawing, as well as through gesture and dance.</p> <p>Accompany some pieces using percussion instruments, demonstrating understanding in changes in tempo and dynamics.</p>	<p>Memorise the lyrics of some entire songs including some longer songs.</p> <p>Sing with a pitch pattern that is broadly similar to the melody of a song.</p> <p>Pitch- match a tone sung by another.</p> <p>Perform songs to an audience in a small group.</p> <p>Internalise songs</p> <p>Create own short songs, playing with repeated lines and enjoying word play against known melodies.</p> <p>Enjoy creating sound effects from stories or songs using their voices.</p>	<p>Keep a steady beat while playing.</p> <p>Tap rhythm to accompany words.</p> <p>Play on the beat to a listening piece.</p> <p>Play simple longer repeated rhythm patterns.</p> <p>Perform patterns and group soundscapes, choosing instruments for their effects.</p> <p>Follow and lead as a conductor to change tempo or dynamics, and for groups to stop and start.</p> <p>Explore tuned percussion such as push bells, chime bars or boomwhackers and describe the effects or patterns they create.</p>

	Autumn	Spring	Summer
<b>Nursery</b>	<p>Identify a wider variety of less familiar environmental sounds.</p> <p>Name some percussion instruments and describe the sounds in simple terms.</p> <p>Hear and respond verbally or through spontaneous movement to wide range of pieces from various sources, composers and cultures from over the years.</p> <p>Demonstrate understanding of clear changes in dynamics and tempo with hand gestures and body actions.</p>	<p>Sing entire or almost entire short songs including nursery rhymes, songs from television programmes and popular songs, although variations in pitch may be limited.</p> <p>Demonstrate preferences for songs.</p> <p>Merge elements of familiar songs with improvised singing.</p> <p>Create own short song-phrases, perhaps using a familiar tune or changing some words.</p> <p>Create sounds in vocal sound games.</p>	<p>Selects instruments to create sound effects in stories.</p> <p>Listen and respond to others in pair or group music making.</p> <p>Play instruments with control to illustrate changes in dynamics and tempo.</p> <p>Play short repeated rhythms on instruments.</p> <p>Follow or lead others as conductor to stop and start music.</p>

	Autumn	Spring	Summer
<b>2 Yr old</b>	<p>Identify simple and common environmental sounds.</p> <p>Move to a familiar popular music with spontaneous actions</p> <p>Use simple actions to mirror change and development in familiar music. E.g. Action rhymes such as lying still and jumping up and down in 'see the bunnies sleeping.'</p> <p>Listen and react to a range of short simple pieces with particular moods over the year.</p>	<p>Make melodic or word and sound patterns as they play and enjoy adults imitating or joining in with these.</p> <p>Sing to and with toys and props.</p> <p>Join in with very simple chants and songs.</p> <p>Join in with patterned language in story books.</p> <p>Join in repeated phrases of longer songs.</p> <p>Sing phrases of popular songs or advertisement jingles.</p>	<p>Experiment with ways of making sounds with instruments, changing the dynamics and tempo.</p> <p>Play instruments in novel ways to produce different kinds of sounds.</p> <p>Show control in holding and playing simple percussion instruments.</p>