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| Steps 1-3 | Make sound unknowingly with vice | Shows an awareness and interest in sounds.Will move and dance to music.  | Interacts with others using sound. Explores a range of sound makers and instruments.  | N/A | Intentionally makes, copies or controls sound.  | Loud, quiet, listen |
| Step 4 | Explores their voice and enjoys making sounds.  | Enjoys songs and rhymes, tunes in and pays attention.  | Plays sound makers and instruments in different ways.  | N/A | Enjoys and takes part in action songs and nursery rhymes.  | Loud, quiet, listen, fast, slow, sing, blow, shake, play.  |
| Step 5 | Begins to realise the difference between singing and speaking voice.Copies simple songs. | Will respond to sounds, instruments and pieces of music by mark making. | Can copy sounds and is aware of sounds being copied.  | N/A | Follows simple instructions for when to stop and when to start playing.  | Loud, quiet, listen, fast, slow, sing, blow, shake, play. |
| Step 6 | Says some of the words in a song.Can perform a short song. | Responds emotionally and physically to changes in music sharing thoughts and feelings.  | Can perform and improvise short pieces of music with others. | Can copy short repetitive rhythms.  | Understand and follow,’ your turn’ and ‘my turn’ instructions.  | Loud, quiet, listen, fast, slow, sing, blow, shake, play, instrument. |
| Step 7 | Can sing all of the words in a short song and say rhymes independently. Can perform a short song singing using the melodic shape of the song. Can pitch match when singing.  | Can anticipate actions and phrases in familiar songs and rhymes. | Can perform and improvise short pieces of music with others or as a solo. Is aware of high and low sounds through their actions.  | Can create rhythmical and repetitive sounds.  | Perform short prices of music listening for when to start and stop in response to music played. Operates simple music technology | Loud, quiet, listen, fast, slow, sing, blow, shake, play, instrument, hit, pluck, scrape,  |
| Year 1 | Can find their voice and use it confidently. Can make different sounds with their voice (Speaking, Whispering, singing). Can follow instructions about when to play and sing.  | Responds to different moods in music. Say whether they like or dislike a piece of music. Identify the beat in a piece of music.Identify the long and short sounds in music. Show pitch movements with their hands, (low, middle or high).  | Make a sequence of sounds. Explore how sounds can be changed and made.Choose sounds to create different moods.  Improvise simple vocal chants using question and answer phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Use available music technology to capture and combine sounds.  | Improvise with a group using melodic and rhythmic phrases.Can keep a steady pulse.Can clap back rhythmic patterns. | Use tuned and untuned instruments to perform. Create and respond to signs for, ‘stop’, ‘fast’, ‘slow’, ‘loud’ and ‘quiet’. Understand that body percussion can be used to create music.  | Long, short, chant, repeat, rhyme, sound effects, tempo, dynamics, percussion, drum, triangle, shaker, claves, rain maker, maracas, wooden block, wooden scraper, castanet.  |