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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. |