



**Rushbury C of E Primary School**

**Music Knowledge and Skills Progression - Year A**

<b>Class</b>	<b>Term</b>	<b>Scheme of Work</b>	<b>Performing</b>	<b>Listening</b>	<b>Composing</b>	<b>The history of music</b>	<b>Inter-related dimensions of music</b>
			Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.		Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Ticklerton	Spring	Senses	<p>To sing and play exploring pulse and tempo.</p> <p>To perform as a class ensemble.</p>	<p>To find the pulse and follow simple instructions when performing.</p>			<p>To explore dynamics, duration and graphic notation.</p> <p>To explore timbre and pitch.</p> <p>To explore pulse and rhythm</p>
Ticklerton	Spring	Great of London	<p>To perform with a partner on tuned percussion.</p> <p>To perform a song as a round with an awareness of pitch and clarity in diction.</p> <p>To perform from a score using crescendo and decrescendo.</p> <p>To perform with a good awareness of the pulse.</p>		<p>To explore and compose using body percussion to accompany a vocal chant.</p> <p>To organise ideas into a composition and perform the music to tell the story of the Great Fire of London</p>		
	Autumn	Carnival of the Animals	<p>To improvise representing the mood or character of a piece.</p> <p>To play a repeated rhythmic ostinato to accompany a song.</p>	<p>To identify how different music can represent different moods or characters.</p>	<p>To create a soundscape showing an awareness of tempo.</p>		<p>To use and identify musical elements to convey different animals.</p>

							To understand pitch and play different notes on an instrument.
Ticklerton	Summer	Summer performance.					
Gretton	Autumn	In the Garden	To perform a solo as part of a class ensemble.		To compose and notate a rhythm using one, two and half beat notes.  To compose, notate and perform a melody.		To read and perform notation and understand the difference between pulse and rhythm.  To read, write and perform rhythmic notation.  To explore pitch using graphic and western notation.
	Spring	Stone Age	To perform as an ensemble and provide feedback to others.		To compose and perform rhythm notation as an ensemble.		To read, perform and write 1 beat and ½ beat notes.  To read, write and perform rhythms in time with the pulse.  To read, perform and write rhythm notation using ½

							beat, 1 beat, 2 beat and 4 beat notes.  To notate and perform rhythms including a rest.
Gretton	Spring	Volcanoes	To read, record and perform ideas using graphic notation.  To perform as a group and reflect on our own and other's performances.		To select and combine skills learned to create a piece of music.		To learn how changes in tempo, dynamics and texture can create effects in music.  To develop a graphic score considering dynamics, tempo and texture.  To use the inter-related dimensions to create effect.
Gretton	Summer	Summer performance					
Stanway	Autumn	Melodies of Divinity	To improvise freely over a drone developing a sense of melody and rhythm.  To structure and perform a final piece.	To be able to improvise over a drone with a sense of shape and character.	To compose and notate a melody with consideration of the style and features of Indian classical music.  To compose and perform a rhythm with consideration of the features of a tal.	To understand the structure of a raga and compose and notate a short melody.	

	Spring	Africa	<p>To perform an independent part within a whole class ensemble.</p> <p>To refine and perform our composition and critically appraise it.</p> <p>To perform a group composition with confidence, using the key features of African music.</p>	To copy and improvise rhythms through musical games and song.	To apply and use key features of African music to create rhythmic compositions.		To develop a piece of music considering the structure.
Stanway	Spring	Planets	<p>To work collaboratively to record a score and refine performances.</p> <p>To share, listen to and appraise the performances of my peers and the music of Mike Oldfield.</p>	To listen and appraise music exploring the sounds used to capture characteristics of different planets.	To organise sounds to accompany our motifs and record these using Western notation and graphic score	To use ABA structure to organise music and create a satisfying listening experience	To create a motif considering the inter-related dimensions of music.
Stanway	Summer	Summer performance					



**Rushbury C of E Primary School**

**Music Knowledge and Skills Progression - Year B**

<b>Class</b>	<b>Term</b>	<b>Scheme of Work</b>	<b>Performing</b> Perform, listen to, review and evaluate music across a range of historical periods,	<b>Listening</b>	<b>Composing</b> Understand and explore how music is created, produced and communicated, including through the	<b>The history of music</b>	
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			genres, styles and traditions, including the works of the great composers and musicians.		inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		
Ticklerton	Spring	Superheroes	To perform music as a class.		<p>To compose a sequence of sounds to create music with structure.</p> <p>To compose a piece of music inspired by words.</p> <p>To compose music based on a theme.</p>		To create a soundscape.

		Toys		To explore pulse through listening and performing	To use dot notation to compose a simple melody.  To create a piece of music representing a toy train.  To create a piece of music using instruments to represent a toy train.		To recognise the relationship between dot notation and movement of pitch.  To use pitch, tempo, dynamics and duration to compose music about a toy
Ticklerton	Autumn						
		Fantasy and Adventure	To create and perform from written symbols with an awareness of pitch.	To listen to music and make comparisons.	To compose and perform a piece of music that tells a story		To add accompanying sounds to a melody.  To respond to music showing an awareness of pitch, dynamics and tempo.  To explore stick notation with a good awareness of a steady pulse.
Ticklerton	Summer	Summer performance					
		Four Seasons	To create a performance using	To listen and respond to music			To understand pitch and create movement in

			instruments, singing and movement.	through movement.			<p>response to music.</p> <p>To play instruments showing control of dynamics following simple instructions.</p> <p>To understand the meaning of tempo and to keep a steady pulse whilst performing.</p> <p>To understand the difference between pulse and rhythm.</p>
Gretton	Autumn	Ancient China	To refine and perform compositions.		To choose and combine notes from the pentatonic scale to create a piece of music.		<p>To explore harmonious sounds and pitch notation.</p> <p>To explore pitch, harmonious notes and scales.</p> <p>To sing and play a melody using the pentatonic scale.</p>

							To improvise, read and write melodies using the pentatonic scale.
		Rivers	<p>To perform and create melodies using graphic notation.</p> <p>To piece together and perform the different sections of a river's journey.</p>		<p>To compose a short song in the style of a barcarolle.</p> <p>To create and notate melodies exploring rising and falling in pitch.</p> <p>To compose a piece of music using sounds to depict a scene from the riverbank.</p>	To identify and use common features of barcarolle music.	
Gretton	Spring	Samba	<p>To refine, perform and appraise the samba introductions.</p> <p>To learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble.</p> <p>To perform a solo in an ensemble.</p>	To introduce samba music through listening, appraising and singing.	<p>To create and perform rhythms using call and response.</p> <p>To create a suitable ending for a samba piece and perform in carnival style.</p>		
Gretton	Summer	Summer performance					
Stanway	Autumn	Celebrations	To perform a part within a class			To choose features from a style of music	To explore how music can be

			<p>ensemble using the pentatonic scale.</p> <p>To perform the chaal rhythm and break within a class ensemble.</p> <p>To perform a syncopated rhythm within a class polyrhythmic ensemble.</p> <p>To refine and perform a piece of music for a celebration using features from the style of music.</p>			to compose a piece for a celebration.	structured using a reel.
		Reggae	<p>To read and perform an off-beat rhythm to accompany a song.</p> <p>To refine, perform and evaluate a final piece using knowledge of the features of reggae.</p>		To create a group performance, maintaining my part within the ensemble.	To learn about the origins and features of reggae and learn to sing a song in this style	<p>To develop an understanding of accompaniment and be able to perform a bass line.</p> <p>To develop an understanding of common features used when structuring songs.</p>

Stanway	Summer	Electricity	<p>To read and perform rhythmic notation, using ½ beat, 1 beat, 2 beat and 4 beat notes.</p> <p>To perform and appraise notated rhythm pieces.</p>	To refine and rehearse rhythm grid compositions	To create and notate using a variety of different length notes and rests.		<p>To explore rhythmic notation and find the beats of the pulse in different time signatures.</p> <p>To extend knowledge of time signatures and rhythmic notation.</p>
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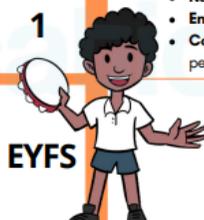
## Skills

# Performing Progression Ladder

## Knowledge



<ul style="list-style-type: none"> <li>• <b>Technical control:</b> demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.</li> <li>• <b>Notation:</b> select and perform with greater accuracy from both graphic and western notation scores.</li> <li>• <b>Ensemble awareness:</b> physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.</li> <li>• <b>Communication &amp; audience:</b> confidently perform considering style or message of the music.</li> </ul>	<h3>Year 6</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that the use of inter-related dimensions when playing and singing helps to tell the message of the piece.</li> <li>• <b>Notation:</b> understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.</li> <li>• <b>Ensemble awareness:</b> know how to self correct when a performance goes wrong.</li> <li>• <b>Communication &amp; audience:</b> understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.</li> <li>• <b>Notation:</b> recognise and perform from an increasing range of western notation.</li> <li>• <b>Ensemble awareness:</b> lead others into a performance controlling the tempo of the pulse.</li> <li>• <b>Communication &amp; audience:</b> demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.</li> </ul>	<h3>Year 5</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that the strong beat 1 of each bar will help me to play and sing in time</li> <li>• <b>Notation:</b> understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• <b>Ensemble awareness:</b> know that eye contact during the performance will help us to stay in time and bring the piece together as a performance.</li> <li>• <b>Communication &amp; audience:</b> know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintaining own part independently with a secure sense of pulse.</li> <li>• <b>Notation:</b> confidently recognise and perform from simple western notation symbols and rhythm grids.</li> <li>• <b>Ensemble awareness:</b> maintain own part within an ensemble performing rhythmically and singing with increased accuracy.</li> <li>• <b>Communication &amp; audience:</b> show increased confidence and commitment when performing to an audience.</li> </ul>	<h3>Year 4</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know when to breathe developing an awareness of phrase.</li> <li>• <b>Notation:</b> understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.</li> <li>• <b>Ensemble awareness:</b> understand the importance of knowing how to start and finish a piece.</li> <li>• <b>Communication &amp; audience:</b> know that different styles of music should be performed in different ways.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone maintaining a steady pulse.</li> <li>• <b>Notation:</b> begin to recognise and perform from simple western notation symbols.</li> <li>• <b>Ensemble awareness:</b> begin to perform independently and in small groups.</li> <li>• <b>Communication &amp; audience:</b> develop confidence to perform as an individual and within a group.</li> </ul>	<h3>Year 3</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that a drone is usually played on beat 1 and rings out for the other beats.</li> <li>• <b>Notation:</b> know the values of a crotchet, paired quavers and minim and understand that where they are placed on the staff shows the pitch.</li> <li>• <b>Ensemble awareness:</b> demonstrate an understanding of my own role within the ensemble and know that playing to a steady pulse will help us to start, stop and stay together.</li> <li>• <b>Communication &amp; audience:</b> know to watch others so that I know when to play.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increasing success. Accompany singing with actions and body sounds in time with a steady pulse.</li> <li>• <b>Notation:</b> begin to relate simple graphic images to changes in sound.</li> <li>• <b>Ensemble awareness:</b> demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</li> <li>• <b>Communication &amp; audience:</b> begin to control sounds with intention.</li> </ul>	<h3>Year 2</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that listening to the starting pitch will help me to start and stay in tune.</li> <li>• <b>Notation:</b> know that if a symbol sits higher in space it represents a higher pitch.</li> <li>• <b>Ensemble awareness:</b> know when and how to play by following signals.</li> <li>• <b>Communication &amp; audience:</b> be aware of the expectations when listening to others perform and when performing to an audience.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> sing simple songs in different styles with an awareness of pitch and clarity in diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.</li> <li>• <b>Notation:</b> begin to relate images to sounds.</li> <li>• <b>Ensemble awareness:</b> follow simple performance indications for start, stop, gradually change dynamics.</li> <li>• <b>Communication &amp; audience:</b> begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster slower.</li> </ul>	<h3>Year 1</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.</li> <li>• <b>Notation:</b> know that images and symbols on a score show me when to play and when to stop.</li> <li>• <b>Ensemble awareness:</b> know that different hand signals tell me how to play or sing.</li> <li>• <b>Communication &amp; audience:</b> know to make eye contact with my group and the audience when performing.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technical control:</b> distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</li> <li>• <b>Notation:</b> begin to follow written symbols.</li> <li>• <b>Ensemble awareness:</b> begin to start and stop together with others.</li> <li>• <b>Communication &amp; audience:</b> explore sounds using instruments and voice, showing an awareness of tempo and dynamics.</li> </ul>	<h3>EYFS</h3>	<ul style="list-style-type: none"> <li>• <b>Technical control:</b> know that when singing I can move my voice higher and lower.</li> <li>• <b>Notation:</b> know that 'ta' is one sound and 'titi' is two sounds.</li> <li>• <b>Ensemble awareness:</b> know to watch and listen to others to start and stop together.</li> <li>• <b>Communication &amp; audience:</b> know how to play different instruments e.g. shake, scrape, hit, blow.</li> </ul>



## Skills

# Composing Progression Ladder

## Knowledge



<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase.</li> <li>• <b>Notation:</b> combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.</li> <li>• <b>Creative process:</b> identify the strengths and areas for development in a piece.</li> </ul>	<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that intentionally combining the inter-related dimensions of music will create effect.</li> <li>• <b>Notation:</b> know that using rhythmic variety and changes in pitch will help to make my piece sound interesting.</li> <li>• <b>Creative process:</b> understand that certain notes when performed together create different effects such as consonant and dissonant sounds.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> develop rhythmic and melodic ideas of greater length and musical shape.</li> <li>• <b>Notation:</b> demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.</li> <li>• <b>Creative process:</b> improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.</li> </ul>	<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that repeating a musical idea helps to develop the sound of the overall piece.</li> <li>• <b>Notation:</b> know that certain pitches compliment each other when accompanying a melody.</li> <li>• <b>Creative process:</b> know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms, and the inter-related dimensions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> link rhythmic and melodic patterns into structured responses.</li> <li>• <b>Notation:</b> demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation.</li> <li>• <b>Creative process:</b> contribute appropriate ideas expressing musical opinions for creating and improving work.</li> </ul>	<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that applying the inter-related dimensions of music can create effects in response to a stimulus.</li> <li>• <b>Notation:</b> understand that a pentatonic scale uses five notes.</li> <li>• <b>Creative process:</b> know that structuring my work will help with the overall effectiveness of a piece.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.</li> <li>• <b>Notation:</b> begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation.</li> <li>• <b>Creative process:</b> contribute ideas individually and in group work with consideration of the structure and theme of the music.</li> </ul>	<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that combining rhythm and pitch gives us a melody.</li> <li>• <b>Notation:</b> understand that I can combine rhythm with pitch to create rising and falling phrases.</li> <li>• <b>Creative process:</b> know that having a clear beginning and end will help with the overall sound of the piece.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo.</li> <li>• <b>Notation:</b> use images to structure pieces using graphic score. Select symbols for rhythm and pitch.</li> <li>• <b>Creative process:</b> share ideas to create pieces with simple structure.</li> </ul>	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that different sounds can be used to represent different characters, emotions and moods.</li> <li>• <b>Notation:</b> know that changing the size of an image or how often it appears can show changes in dynamics and tempo.</li> <li>• <b>Creative process:</b> know that ideas can be represented through movement, singing and playing.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message.</li> <li>• <b>Notation:</b> begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch.</li> <li>• <b>Creative process:</b> express opinions when selecting and describing sounds to create music.</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that playing an instrument with less force or effort will make it sound quieter.</li> <li>• <b>Notation:</b> know that I can use images and symbols to create a score showing when to play and when to stop.</li> <li>• <b>Creative process:</b> know to explore different ideas before deciding what to do.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low.</li> <li>• <b>Notation:</b> introduced to symbols and images to convey sound.</li> <li>• <b>Creative process:</b> create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</li> </ul>	<p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• <b>Technique &amp; musicality:</b> know that different instruments make different sounds.</li> <li>• <b>Notation:</b> know that I can order images to create sounds.</li> <li>• <b>Creative process:</b> understanding the words of a song will help me to decide on actions or sounds.</li> </ul>



# Listening Progression Ladder



## Skills

## Knowledge

- **Identify musical conventions and inter-related dimensions:** place music within both time and place.
- **Recognise sound & instruments:** confidently recognise different orchestral instruments and instruments specific to a genre or era.

Year  
6

- **Identify musical conventions and inter-related dimensions:** know that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.
- **Recognise sound & instruments:** understand why composers use certain instruments or sounds at different times to create effect.

- **Identify musical conventions and inter-related dimensions:** develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.
- **Recognise sound & instruments:** begin to recognise a broader range of ensembles and instruments relating to different styles of music.

Year  
5

- **Identify musical conventions and inter-related dimensions:** know the features of different styles of music to justify placement.
- **Recognise sound & instruments:** know that instruments from different genres or eras have similarities in how they are played.

- **Identify musical conventions and inter-related dimensions:** begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.
- **Recognise sound & instruments:** aurally and by sight identify a variety of instruments.

Year  
4

- **Identify musical conventions and inter-related dimensions:** know that different eras and genres have key features that help to define them.
- **Recognise sound & instruments:** know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.

- **Identify musical conventions and inter-related dimensions:** begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.
- **Recognise sound & instruments:** begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.

Year  
3

- **Identify musical conventions and inter-related dimensions:** know that composers use the inter-related dimension to help to tell the message of the piece.
- **Recognise sound & instruments:** know that the orchestra is made up of different sections and families of instruments.

- **Identify musical conventions and inter-related dimensions:** begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.
- **Recognise sound & instruments:** begin to recognise instruments aurally.

Year  
2

- **Identify musical conventions and inter-related dimensions:** know the meaning of tempo, dynamics and pitch.
- **Recognise sound & instruments:** know that instruments are made of different materials and this creates different timbres.

- **Identify musical conventions and inter-related dimensions:** begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.
- **Recognise sound & instruments:** begin to recognise some instrumental sounds and name classroom instruments.

Year  
1

- **Identify musical conventions and inter-related dimensions:** justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.
- **Recognise sound & instruments:** know that instruments are played differently e.g. hit, shaken, and this produces different sounds.

- **Identify musical conventions and inter-related dimensions:** describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by talking or moving.
- **Recognise sound & instruments:** begin to recognise classroom instruments. Listen to sound effects.

EYFS



