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| **EXPLORERS** | | **PATHFINDERS** |
| **Composites** | **Components** | **Composites** |
| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To know a range of songs from different cultures and traditions  To understand how to compose some simple music within a specific soundscape or genre | **To use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)**  **To play tuned and untuned instruments musically (NC)**  **Mu1** Use their voices confidently in different ways  **Mu4** Identify the beat in different pieces of music  **Mu5** Identify long and short sounds in music |
| **Sing a range of well-known nursery rhymes and songs**  **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To learn songs and singing games that involve people’s names  To know a range of songs that incorporate body parts and moving | **To use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)**  **To play tuned and untuned instruments musically (NC)**  **M1** Use their voices confidently in different ways  **Mu2** Explore how sounds can be made and changed  **Mu4** Identify the beat in different pieces of music |

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| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To identify sounds that link to the ocean and sounds  To know how to make sounds that link to the movement of fish  To know how to adapt sounds depending on the speed of the movement | **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **To play tuned and untuned instruments musically (NC)**  **Mu2** Explore how sounds can be made and changed  **Mu3** Recognise how sounds can be made and changed  **Mu6** Respond appropriately to musical instruments  **Mu9** Follow pitch movements with their hands and use high, low and middle voices |
| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To understand how sounds can be linked to toys and their movements  To identify ways to replicate sounds with voice and instruments | **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **To play tuned and untuned instruments musically (NC)**  **Mu3** Recognise how sounds can be made and changed  **Mu9** Follow pitch movements with their hands and use high, low and middle voices  **Mu10** Repeat short, rhythmic and melodic patterns to a given beat |

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| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music**  **Invent, adapt and recount narratives and stories with their peers and teacher** | To know how to add vocal sounds to a well-known story  To know how to link symbols to sound cues  To understand how loud and quiet sounds can add character and mood to a story | **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **Mu2** Explore how sounds can be made and changed  **Mu6** Respond appropriately to musical instruments  **Mu7** Respond verbally and physically to different musical moods  **Mu8** Create and choose sounds in response to given starting points |
| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To know how to link sounds with the item that makes them  To know how to link symbols with sounds and compose their own | **To use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)**  **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **Mu2** Explore how sounds can be made and changed  **Mu3** Recognise how sounds can be made and changed  **Mu9** Follow pitch movements with their hands and use high, low and middle voices |

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| **Sing a range of well-known nursery rhymes and songs**  **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To learn a song related to the jobs that people do  To know and compose a range of sound effects to match jobs and actions | **To use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC)**  **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **Mu1** Use their voices confidently in different ways  **Mu7** Respond verbally and physically to different musical moods  **Mu8** Create and choose sounds in response to given starting points  **Mu9** Follow pitch movements with their hands and use high, low and middle voices  **Mu10** Repeat short, rhythmic and melodic patterns to a given beat |
| **Perform songs, poems, rhymes and stories with others, and – when appropriate - try to move in time with music** | To know a range of sounds linked to everyday objects  To understand that some everyday objects can be used as percussion instruments | **To experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)**  **To play tuned and untuned instruments musically (NC)**  **Mu3** Recognise how sounds can be made and changed  **Mu4** Identify the beat in different pieces of music  **Mu5** Identify long and short sounds in music  **Mu6** Respond appropriately to musical instruments  **Mu10** Repeat short, rhythmic and melodic patterns to a given beat |