

Using voices	Playing Instruments	Listening and Concentrating	Experimenting with sound	Response, discussion and evaluation	Dance using simple movement patterns.	Adapt, create and sustain a range of roles	Improvise, devise and script drama
<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing to self and makes up simple songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Play instruments softly / loudly and quietly.</p> <p>Use accurate names for simple instruments, e.g. drum, tambourine, bells.</p>	<p>Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.</p> <p>Begin to show interest in others' performances.</p>	<p>Experiment with different parts of their bodies and different parts of instruments to make different sounds.</p> <p>Create sounds both on their own and with others linked to a specific stimulus</p>	<p>Respond to what they have heard, expressing their thoughts and feelings with increasingly accurate vocabulary, e.g. 'That was a very loud instrument.'</p> <p>Express preferences about different types of music / performance.</p> <p>Experiment and create movement in response to music, stories and ideas.</p>	<p>Enjoy joining in with dancing and ring games.</p> <p>Begin to move rhythmically.</p> <p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Increasingly take part in simple pretend play, showing growing confidence at being a character, e.g. mum / dad / baby in domestic role play.</p> <p>Talk about and pretend to be characters who are familiar / important to them (story / screen / game characters).</p>	<p>Engage in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Create sounds, movements, drawings to accompany stories.</p> <p>Use available resources to create props or create imaginary ones to support play.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Play alongside other children who are engaged in the same theme.</p>

**Prompting Questions for deeper thinking**

<p>Can you match the pitch of my voice? Am I singing a high note or a low note?</p> <p>Does the song / music go up or down next / here?</p> <p>Can you make up a song about ... ?</p>	<p>Tell me, how could I play this instrument to show that I am in a hurry / need to be quick? (slow, quiet, loud)</p> <p>Which instrument could I choose for xxx, e.g. Miss Polly had a Dolly?</p>	<p>What did you like about xxx performance? Why?</p> <p>What would you do to make that song better? Why?</p>	<p>Tell me, which body part would be best for ...?</p> <p>Can you play the xxx and the xxx and tell me which one sounds more like the xxx?</p> <p>Let's look at this picture. Can you create sounds for the xxx?</p>	<p>Tell me, what are your feelings about this piece of music? Why?</p> <p>Which song / dance did you like best? Why?</p> <p>What movements could we use to show xxx in the music / story?</p>	<p>Can you show me lots of different ways of travelling? Can we choose one of these movements for our dance?</p> <p>Can you dance in time to the drumbeat?</p>	<p>In the role play, can you show me how to set the table. What shall we eat for dinner? Who will I be? What do we need to do for the baby?</p> <p>Who are you going to dress up as? What will you need?</p>	<p>What props do you need? What shall we use for that? Do we need to make one or can we use something in the classroom? What do we need in our Baker's shop? What do we need in our doctor's surgery?</p>
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**Key Vocabulary**

up, down, shape (of song), tune, match	softly, beater, stick, blow, speed	repeat, join in, together, phrase	body parts, instruments, create, experiment	soft, dislike, create, type, feelings	dancing, rhythm, movement (and as above: slither, shuffle etc.)	character, role play, imagine, discuss	imagine, idea, movement, prop, together
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**Stories that could unlock this learning include:**



**Five ideas for enhancements**

- Create an acting and singing performance of Miss Polly had a dolly. Use clapping / body parts / instruments for the key refrains e.g. sick, sick, sick, quick quick quick, rat a tat tat.
- Change the words to 5 Currant Buns to make their own song about another food.
- Role play baker's shop – link to money and counting.
- Make a drum / drum kit for Nefertiti / instruments for the band. Can they make a band?

**Link to Whole School Music Scheme**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This is Me	Let's Be Friends	I've Got Feelings	Animal Tea Party	Let's Jam!	Travel and Movement