

Terms 1-2

New Vocabulary:

Singing, together, nursery rhymes, actions, tone.

Musical Skills:

Learning some well-known nursery rhymes.

Singing words in a nursery rhyme.

Developing a singing tone, singing out clearly but without shouting.

Developing the ability to sing words and do actions together.

Developing a sense of rhythm and pitch through singing well known nursery rhymes.

Improvising—make up own sections to nursery rhymes and make decisions about sounds and actions.

Performance Skills:

Beginning to develop skills for entering and leaving a stage area quietly and sensibly.

Experience performing a song for an audience.

Beginning to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Beginning to develop a singing tone for a larger space and an audience so you can be heard.

Terms 3-4

New Vocabulary:

Listen, feel, long and short notes, conductor, pulse, fast, slow, dynamics, percussion, un-tuned, tapper, beater, shaker.

Musical Skills:

Listening to songs and talking about how it makes you feel.

Learning to sing with increasing accuracy—long and short notes.

Listening to the pulse and clapping along, clapping fast and slow pulses.

Exploring dynamics of loud and quiet.

Exploring sounds with un-tuned percussion instruments, following a conductor to start and stop playing.

Performance Skills:

Beginning to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Beginning to develop a singing tone for a larger space and an audience so you can be heard.

Terms 5-6

New Vocabulary:

Pulse, rhythm, compose, high, low, fast, slow, rest

Musical Skills:

Listening and moving/clapping along to the pulse in a song.

Copying simple rhythms by clapping.

Composing own clapping rhythms using pre-created pictures to represent rhythms.

Listening to sounds and identifying high, low, fast and slow sounds.

Identifying a rest and knowing not to sing in that part.

Performance Skills:

Beginning to develop ability to watch a conductor and follow some non-verbal signals, for example when to stand, when to sit, when to begin singing, when to finish singing.

Beginning to develop a singing tone for a larger space and an audience so you can be heard.