



Sunningdale School

<b><u>MUSIC COVERAGE</u></b>				
<b>EYFS</b>	<b>KS1</b>	<b>KS2A</b>	<b>KS2B</b>	<b>BREADTH</b>
<b><u>KNOWLEDGE, SKILLS AND UNDERSTANDING</u></b>				
Respond to a range of sounds/music (listening and moving bodies/body parts)	Experience singing a range of songs and chanting rhymes. Develop an awareness of familiar songs, rhymes and chants, singing some independently. Join in with dancing /ring games	Sing a range of songs, rhymes expressively with an increasing awareness of the order of a song/rhyme (what comes next).	Participate in singing and using voice to perform to a variety of audiences-small group (taking turns/as part of a class group-assembly/using microphone individually in classroom)	Participate in a range of musical activities that integrate performing, composing and appraising.
Begin to create sounds by banging, tapping or blowing. Show an interest in the way musical instruments sound.	Experience and explore the use of a variety of tuned & untuned instruments/objects and encourage awareness of the different sounds and methods of creating sound (body parts, beaters, objects).	Play tuned and untuned instruments and begin to keep to a defined beat independently and within a group. Develop awareness of starting and stopping-beginning and end of a song/piece of music	Play tuned and untuned instruments with others developing an ability to keep to a different defined beats e.g. starting and stopping in time with others.	Rehearse and perform with others in a variety of different environments

<b><u>CREATING AND DEVELOPING MUSICAL IDEAS</u></b>				
<b><u>RESPONDING AND REVIEWING</u></b>				
Begin to show awareness of simple rhythm. Encourage independent experimentation and imitation using objects/voice/bodily movement/instruments.	Shows curiosity using voice and instruments/objects both separately and together in different environments to explore sound. Exploration of creating sound/musical patterns through interaction and imitation.	Begin to explore the creation of musical patterns/sequencing using voice and sounds from objects/instruments. Utilise within different learning areas (sound stories). Begin to develop the ability to make changes in response to others.	Explore and express ideas and feelings using sound/music through movement, dance and use of instruments/voice.	Develop the ability to recognise that change can lead to 'improvement.'  Include working on own, in groups of different sizes and as a class.
<b><u>LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING</u></b>				
Begin to make a response to what they hear (sounds/music) and show awareness when sounds/music change.	To begin to listen to different music and sound for short periods of time (themselves and others making music) and respond to what they hear. Explore how sounds can be changed.	To begin to listen with increased concentration on what they create and hear. Develop the ability to recall and utilise by exploring how sounds can be made in different ways e.g. vocalising, using body parts, objects, instruments, environmental sounds	To begin to recognise that music/sound has different elements that can make it different and experiment with tempo, pitch, volume (silence) with a beginning, middle and end.	Develop an awareness that music/sound can be used for different purposes.  Include a range of live and recorded music from different times and cultures.