Aurora Classroom learning objectives (EYFS)

EYFS objectives have been written to align with 'Musical Development Matters in the Early Years' by Nicola Burke.

Understanding

- To know about and recognise an orchestra
- To know the role a conductor plays

Vocalising and Singing

2-3 year olds

- Sing and chant with and to others
- Reproduce songs in individual ways
- Join in with and repeat phrases of songs

3-4 year olds

- Sing an entire song
- Create sounds in vocal sound games

Reception

- Match pitch when singing
- Sing the melodic shape of familiar songs
- Sing entire songs
- Perform songs in a range of contexts
- Internalise parts of music

Exploring and Playing

2-3 year olds

- Create own patterns in music making
- Experiment with ways of playing instruments to show dynamics, tempo, and timbre
- Show control in holding and playing instruments

3-4 year olds

- Identify and match an instrumental sound
- Match music to pictures or visual resources
- Describe the sound of instruments
- Create visual representation of sounds, instruments, and pieces of music
- Know the key features of an instrument and the sound it makes
- Understand how elements can affect feelings

Reception

- Create music in response to a stimuli
- Play instruments in response to the structure of music
- Keep a steady beat whilst playing instruments
- Tap rhythms to accompany words
- Create rhythms using instruments and body percussion
- Play along to the beat of a song or piece of music
- Play along with the rhythm in music

Hearing and Listening

2-3 year olds

- Describe music; for example: 'scary music, angry music, happy music'
- Identify specific sounds in the environment; for example, the sounds of cars or running water

3-4 year olds

- Sing an entire song
- Create sounds in vocal sound games

Reception

- Describe or imitate an abstract idea to show what music can depict
- Respond to, distinguish, and describe changes in music
- Compare features of different pieces of music
- Associate music with characters and stories
- Know the key features of an instrument and the sound it makes
- Understand how elements can affect feelings

Moving and Dancing

2-3 year olds

- Move in response to music

3-4 year olds

- Clap or tap to the pulse of a piece of music
- Clap or tap to the pulse of the song
- Use movement to interpret the sound of instruments
- Physically imitate the actions of musicians

Reception

- Move to the sound of instruments

- Combine moving, singing, and playing instruments
- Move in time with the pulse of the music
- Physically respond to changes in music
- Replicate familiar choreographed dances
- Choreograph dances to familiar music, individually and in pairs or small groups

Aurora Classroom learning objectives (KS1)

Key Stage 1 objectives have been written to align with the English national and Model Music Curricula.

Understanding

- To know about and recognise an orchestra
- To know the role a conductor plays

Singing

Year 1

- Sing simple songs, chants and rhymes from memory
- Sing and perform songs in a range of contexts
- Respond vocally to simple visual directions
- Control vocal timbre and pitch
- Match the pitch they hear with accuracy

Year 2

- Sing and perform songs in a range of contexts
- Pitch notes accurately with increasing vocal control
- Sing with awareness of the musical elements
- Sing and maintain simple parts

Listening

Year 1

- Listen to a range of music identifying key instruments
- Identify and respond to changes in music
- Listen to their own performances providing simple constructive comments
- Know the features of an instrument and the sound it makes
- Understand how musical elements can affect feelings

Year 2

- Listen to a range of music identifying key instruments
- Listen to a range of music, identifying changes in musical elements
- Articulate opinions and preferences on extracts of music
- Listen to and offer feedback on their own and others' compositions
- Know the features of an instrument and the sound it makes
- Understand how musical elements can affect feelings

Composing

Year 1

- Create musical sound effects and short sequences of sounds in response to stimuli
- Combine sound effects to make a story, by selecting and playing classroom instruments
- Compose rhythm patterns
- Compose pitch patterns
- Invent, retain, and recall rhythm patterns
- Invent, retain, and recall pitch patterns
- Recognise how graphic notation can represent created sounds
- Explore and invent graphic symbols

Year 2

- Compose music in response to a stimulus
- Improvise simple question and answer phrases, creating a musical conversation
- Use graphic symbols to represent sound

Performing and Musicianship

Year 1

Pulse

- Keep in time to a steady beat
- Play body percussion and classroom percussion with control
- Play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a
- steady beat
- Respond to the pulse in music through movement and dance

Rhythm

- Perform short copycat rhythm patterns accurately
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat
- Perform word-pattern chants and create, retain, and perform own rhythm patterns

Pitch

- Sing in low and high voices and identify the difference in sound
- Explore percussion sounds to enhance storytelling
- Follow pictures and symbols to guide singing and playing

Year 2

Pulse

- Understand that the speed of the beat can change
- Establish the beat of a piece when listening
- Walk in time to the beat of a piece of music or song
- Begin to group beats in twos, fours, and threes by tapping knees on the first (strongest) beat of the bar
- and clapping the remaining beats
- Identify the beat groupings in familiar music

Rhythm

- Play and improvise copycat rhythms
- Create rhythms using word phrases as a starting point
- Read and play rhythm patterns using stick notation
- Compose and notate their own rhythm patterns with stick notation

Pitch

- Play a range of singing games
- Sing short phrases independently within a singing game or short song
- Respond independently to pitch changes heard in short melodic phrases, indicating the changes with
- actions
- Recognise dot notation and match it to 3-note melodies played on tuned percussion