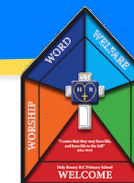


Key Stage 1 Music



	Key Stage 1 Music					
	Performing	Composing & Improvising	Listening & Appraising	Technology	Vocal Skills	Notation
Year 1	<ul style="list-style-type: none"> Perform simple songs from memory 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts 	<ul style="list-style-type: none"> Begin to explore using my "thinking voice" Listen to a variety of music from a range of cultures, traditions and historical periods. 	<ul style="list-style-type: none"> Experience use of Music Technology to capture, change and combine sounds 	<ul style="list-style-type: none"> Know how to use my voice in different ways Found my singing voice Sing collectively at the same pitch Use my voice expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Respond to simple visual cues (e.g. stop, go, loud, quiet)
Year 1 Vocab	<ul style="list-style-type: none"> Perform, memory, remember 	<ul style="list-style-type: none"> Create, pattern, repeat, combine, simple, rhythm, play 	<ul style="list-style-type: none"> Thinking voice, listen, hear, culture, history, 	<ul style="list-style-type: none"> Change, combine, technology, sounds 	<ul style="list-style-type: none"> Tune, pitch, collective, expression, chants 	<ul style="list-style-type: none"> Respond, stop, go, loud, quiet
Year 2	<ul style="list-style-type: none"> Play tuned and untuned instruments musically Rehearse and perform with others 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts 	<ul style="list-style-type: none"> Listen carefully and develop their aural memory Express an opinion after listening to a piece of live or recorded music Listen with concentration and understanding to a range of high-quality live and recorded music Improve my own work Recognise how musical elements can be used to create different moods and effects 	<ul style="list-style-type: none"> Experienced use of Music Technology to capture, change and combine sounds 	<ul style="list-style-type: none"> Know how to use my voice expressively and creatively by singing songs and speaking chants and rhymes Accurately pitch simple melodies Pitch small intervals with a good degree of accuracy 	<ul style="list-style-type: none"> Use a simple graphic score for performing or as a stimulus for composition Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation
Year 2 Vocab	<ul style="list-style-type: none"> Tuned, untuned, rehearse, instrument, rehearse, perform 	<ul style="list-style-type: none"> Improvise, dynamics, adapt, context 	<ul style="list-style-type: none"> Opinion, concentration, listen, live, recorded, mood, effect 	<ul style="list-style-type: none"> Technology, capture, combine, change, 	<ul style="list-style-type: none"> Melodies, singing, speaking, pitch, melody 	<ul style="list-style-type: none"> Notation, music

Key Stage 1 Music



Inter-related Dimensions

	Duration (Pulse & Rhythm)	Pitch	Dynamics	Tempo	Texture	Timbre	Structure
Year 1	<ul style="list-style-type: none"> Copy a short rhythm Find the pulse of a piece of music Clap the pulse 	<ul style="list-style-type: none"> Respond physically to high and low sounds Copy a short melodic phrase (on tuned percussion or using their voice) 	<ul style="list-style-type: none"> Create crescendo and diminuendo vocally and instrumentally Play and sing loudly and quietly 	<ul style="list-style-type: none"> Create accelerando and rallentando vocally and instrumentally Play and sing fast and slowly 	<ul style="list-style-type: none"> Experienced a range of textures Recognise obvious differences in textures (e.g. unison and 2-part) 	<ul style="list-style-type: none"> Name common hand-held percussion instruments and recognise their sounds aurally Explore appropriate instruments to create a musical idea 	<ul style="list-style-type: none"> Experienced a range of structures through simple songs and musical activities
Year 1 vocab	<ul style="list-style-type: none"> Pulse, clap, rythmn, piece 	<ul style="list-style-type: none"> High, low percussion, melody, percussion 	<ul style="list-style-type: none"> Getting louder, getting quieter, , vocal, 	<ul style="list-style-type: none"> Gradually faster, gradually slower, 	<ul style="list-style-type: none"> Unison, 2-part, texture, 	<ul style="list-style-type: none"> cymbals, rainmaker, idea, 	<ul style="list-style-type: none"> structure
Year 2	<ul style="list-style-type: none"> Beat the pulse of a piece of music Choose and maintain an appropriate pulse Identify the difference between pulse and rhythm Play the pulse on a percussion instrument Internalise a steady pulse (e.g. "sing" short extracts "in your head") 	<ul style="list-style-type: none"> Know that Pitch means "high and low" Identify high and low sounds when listening to a piece of recorded music Use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs) 	<ul style="list-style-type: none"> Define crescendo, diminuendo, forte and piano Recognise crescendo, diminuendo, forte and piano when listening and performing 	<ul style="list-style-type: none"> Define accelerando, rallentando Recognise accelerando, rallentando, allegro and lento when listening and performing 	<ul style="list-style-type: none"> Explored a range of textures vocally, instrumentally and aurally Define canon/round and unison textures. 	<ul style="list-style-type: none"> Name a wider range of musical instruments Choose appropriate instruments to create a musical idea 	<ul style="list-style-type: none"> Explored a range of structures in my own work
Year 2 vocab	<ul style="list-style-type: none"> Percussion 	<ul style="list-style-type: none"> high sounds, low sounds 	<ul style="list-style-type: none"> Crescendo, diminuendo, forte, piano 	<ul style="list-style-type: none"> accelerando, rallentando allegro, lento, ostinato 	<ul style="list-style-type: none"> aurally, canon, round 	<ul style="list-style-type: none"> Trumpet, saxophone, guitar 	<ul style="list-style-type: none"> structures