

Key Stage 1 Music Curriculum			
Music Strand	Skills	Learning Objectives:	Teacher Guidance (NC statements and guidance)
Listening and Appraising	M1	I can listen and move to different types of music and know that songs can tell a story or describe ideas	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know 5 songs off by heart</li> <li>• Know what the songs are about</li> <li>• Know and recognise the sound and names of some of the instruments they use.</li> </ul>
			<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know 5 songs off by heart</li> <li>• Know that some songs have a chorus or a response/answer part</li> <li>• Know that songs have a musical style</li> </ul>
Games	M2	I can understand that rhythms and pitch can be created in different ways using words, voices and musical instruments	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know that music has a steady pulse</li> <li>• Know that rhythms can be created in different ways e.g. from words, names, animals, colours, favourite food.</li> <li>• Take musical leadership to create musical ideas for a group to copy or respond to.</li> </ul>
			<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know that rhythms are different from a steady pulse</li> <li>• Understand that we add high and low sounds, pitch, when we sing and play musical instruments</li> </ul>
Singing	M3	I can sing songs I have learned and change the rhythm and pitch	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p><b>Year 1</b> - confidently sing or rap 5 songs and sing in unison through:</p> <ul style="list-style-type: none"> <li>• Learning about voices, singing notes of different pitches (high and low). •</li> <li>• Learning that they can make different types of sounds with their voices - you can rap or say words in rhythm.</li> <li>• Learning to start and stop singing when following a leader.</li> </ul>

			<p><b>Year 2</b> - confidently sing 5 songs from memory in unison through:</p> <ul style="list-style-type: none"> <li>• Learning about voices, singing notes of different pitches (high and low).</li> <li>• Learning that they can make different types of sounds with their voices - you can rap or say words in rhythm.</li> <li>• Learning to find a comfortable singing position</li> <li>• Learning to start and stop when following a leader</li> <li>• Learning why we need to warm up our voices</li> </ul>
Playing	M4	I can play a part in a familiar song using known musical instruments	<p><b>Play tuned and untuned instruments musically</b></p> <p><b>Year 1</b>- know the names of the notes and the instruments they are playing from memory or when written down through:</p> <ul style="list-style-type: none"> <li>• Treating instruments carefully and with respect.</li> <li>• Playing a tuned instrumental part with the song they perform.</li> <li>• Learning to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listening to and follow musical instructions from a leader.</li> </ul> <hr/> <p><b>Year 2</b>- know the names of the notes and the instruments (including untuned percussion instruments) they are playing from memory or when written down through:</p> <ul style="list-style-type: none"> <li>• Treating instruments carefully and with respect.</li> <li>• Playing a tuned instrumental part with the song they perform.</li> <li>• Learning to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Playing the part with a steady pulse</li> <li>• Listening to and follow musical instructions from a leader.</li> </ul>

<b>Improvisation</b>	<b>M5</b>	<b>I can try using different sounds to make my own tunes.</b>	<b>Experiment with sounds using the inter-related dimensions of music.</b>  Year 1/2: Use the improvisation tracks provided. Improvise using the three challenges (bronze, silver and gold): 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes
<b>Composition</b>		<b>I can create a simple melody using up to 5 notes</b>	<b>Create, select and combine sounds using the interrelated dimensions of music.</b>  <b>Year 1</b> -know that composing is like writing a story with music through: <ul style="list-style-type: none"> <li>• Helping to create a simple melody using one, two or three notes</li> <li>• Learning how the notes of a composition can be written down and changed if necessary</li> </ul> <b>Year 2</b> -know that composing is like writing a story with music through: <ul style="list-style-type: none"> <li>• Helping to create three simple melodies using one, three or five different notes</li> <li>• Learning how the notes of a composition can be written down and changed if necessary</li> </ul>
<b>Performance</b>		<b>I can perform and evaluate a song I have chosen</b>	<b>Year 1/2</b> - know that performance is sharing music with other people through: <ul style="list-style-type: none"> <li>• Choosing a song they have learnt from the Scheme and perform it.</li> <li>• Adding their ideas to the performance.</li> <li>• Recording the performance and say how they were feeling about it.</li> </ul>