

Singing

Composing

Listening

Performing
(Musicianship)

	Year 1	Year 2
Singing	<ul style="list-style-type: none"> Sing a small pitch range accurately (e.g. mi-so) and recognise high and low sound Sing simple chants from memory Sing at the same pitch as others Be able to sing together in unison Sing pentatonic songs accurately Sing call and response songs with control and accurate pitch/rhythm Responding to visual prompts, (e.g. stop, start, loud, quiet and counting in, etc.) 	<ul style="list-style-type: none"> Sing songs with a greater pitch range (do-so) with vocal control Sing songs with a small pitch range with accuracy Know the meaning of dynamics and demonstrate this when responding to leader direction Know the meaning of tempo and demonstrate this when responding to leader direction Respond to visual symbols (e.g. dynamics - crescendo, decrescendo and pause)
Listening	<ul style="list-style-type: none"> To identify beat/pulse within a piece of music by moving/clapping in time. To recognise different tempo (speed – fast slow, walking/marching) To recognise different sonorities (sounds) To recognise different pitch (high/low) Understand the social context/story/origins of the music 	<ul style="list-style-type: none"> To identify beat/pulse groupings within a piece of music (3 beats per bar/ 4 beats per bar) To recognise different tempo (speed – fast slow, walking/marching) To recognise different Sonorities (instruments) To recognise different dynamics (getting louder – crescendo, getting quieter – decrescendo) To recognise different pitch (high/low) To recognise texture – addition of musical layers Understand the social context/story/origins of the music
Composing	<ul style="list-style-type: none"> Improvise and create simple vocal chants (question and answer) Create short sequences of sound to stimuli to combine to depict stories/scenarios Invent a rhythm pattern and a pitch pattern and recognise the difference between these elements Be able to recall invented musical patterns Use and explore graphic score symbols to notate musical ideas 	<ul style="list-style-type: none"> Compose longer music sequences for non-music stimulus using different pitch and rhythm Work with a partner to improvise Q&A phrases, to create a musical conversation with voices or unpitched percussion. Use graphic score/dot notation to notate musical ideas
Performing (Musicianship)	<p>Pulse/beat</p> <ul style="list-style-type: none"> Walk/move or clap in time to a steady Pulse Be able to walk/move or clap a beat to a changing tempo (speed) Respond (move to the pulse) within different styles of music <p>Rhythm</p> <ul style="list-style-type: none"> Play repeated rhythmic patterns (ostinati) using body percussion or classroom percussion, maintaining a steady pulse Repeat copycat rhythms accurately Perform word pattern chants, create, retain and perform their own <p>Pitch</p> <ul style="list-style-type: none"> Play short-pitched patterns on tuned percussion maintaining a steady pulse Perform songs with low and high voices and talk about pitch Explore sounds to suggest images, stories Follow picture and symbols to guide pitched singing/playing 	<p>Pulse/beat</p> <ul style="list-style-type: none"> Mark the pulse of a piece of music and be able to maintain this through tempo change Walk in time to a pulse, knowing left from right (supporting coordination and ensemble) Be able to tap/clap beats into twos and threes, perform the pulse identifying the strong beats Identify beat groups in songs/piece of music. <p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms on untuned percussion Invent rhythms using untuned percussion Read and respond to chanted patterns related to notation – crotchet, quavers and crotchet rests Create and perform their invented rhythms and notate using (crotchets, etc.) <p>Pitch</p> <ul style="list-style-type: none"> Recognise dot notation and match 3 notes to played example Respond to changes in pitch within a short melodic phrase (stand up/sit down) Sing a short phrase independently (in tune) Match voice (pitches) can be played on a instrument accurately (so-mi interval)