



# Key Stage I Music

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



# Key Stage 1 Music

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