

Music

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

Plato.

Year 1 Music		
Y1 Previous learning:		
By Year 1 children should be able to confidently sing a broad repertoire of age appropriate songs and match the pitch and the melody. They should also be able to sing in a small group or on their own. When listening to music they should be able to express their feelings about the music and use instruments to express their ideas and emotions.		
Autumn	Spring	Summer
Curriculum objectives derived from National Curriculum & MMC	Curriculum objectives derived from National Curriculum & MMC	Curriculum objectives derived from National Curriculum & MMC
<p>Singing I can sing simple songs with a small pitch range, mi-so.</p> <p>Listening I can listen to a piece of music and walk, move or clap a steady beat in time with the tempo.</p> <p>Composing I can improvise simple vocal chants.</p> <p>Performing I can perform short copycat rhythm patterns accurately.</p> <p>Musical Notation I can recognise how graphic notation can represent created sounds.</p>	<p>Singing I can sing a wide range of call and response songs.</p> <p>Listening I can change with the speed of the beat as the tempo of the music changes.</p> <p>Composing I can create musical sound effects and short sequences of sounds.</p> <p>Performing I can create, retain and perform my own word-pattern chants and rhythm patterns.</p> <p>Musical Notation I can explore and invent my own symbols to represent sounds.</p>	<p>Singing I can sing simple songs, chants and rhymes from memory.</p> <p>Listening I can listen and compare high and low sounds.</p> <p>Composing I can understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Performing I can perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Musical Notation I can follow picture and symbols to guide singing and playing, for example 4 dots =4 taps on a drum.</p>
Key assessment questions	Key assessment questions	Key assessment questions
<ol style="list-style-type: none"> 1. What is body percussion? 2. Can you name a percussion instrument? 3. What is the steady beat in a piece of music called? 	<ol style="list-style-type: none"> 1. What word do we use in music to describe the speed of a piece of music? 2. What is it called when we write our own music? 3. What name can we give to a repeated musical pattern? 	<ol style="list-style-type: none"> 1. What is rhythm? 2. What musical term describes how high or low a note or sound is? 3. What is a composer?

Year 2 Music		
Y2 Previous learning:		
By Year 2 children should be able to:		
<ul style="list-style-type: none"> • sing simple songs, chants and rhymes from memory. • listen and compare high and low notes and react to changes in tempo. • perform short repeating rhythm patterns, keeping in time with a steady beat. 		
Children should be starting to use picture symbols to represent sounds and using instruments to create musical sound effects and short sequences.		
Autumn	Spring	Summer
Curriculum objectives derived from National Curriculum & MMC	Curriculum objectives derived from National Curriculum & MMC	Curriculum objectives derived from National Curriculum & MMC

<p>Singing I can sing a range of songs with a small pitch range (do-so).</p> <p>Listening I can find the pulse of a piece of music and walk, tap or clap in time with the tempo.</p> <p>Composing I can create music in response to a non-musical stimulus.</p> <p>Performing I can sing short phrases in a small group within a short song.</p> <p>Musical Notation I can create rhythms using words as a starting point.</p>	<p>Singing I can sing and respond to direction and visual symbols. (pause, crescendo and decrescendo).</p> <p>Listening I can recognise changes in tempo when listening to a piece of music.</p> <p>Composing I can work with a partner to improvise simple question and answer phrases to make a musical conversation.</p> <p>Performing I can sing short phrases independently within a short song.</p> <p>Musical Notation I can recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>Singing I can sing songs with varying dynamics and tempo.</p> <p>Listening I can begin to group beats in 2s and 3s by finding the strongest beat.</p> <p>Composing I can use dot or stick notation to record my composition.</p> <p>Performing I can perform my own chanted rhythm pattern.</p> <p>Musical Notation I can create rhythm patterns using stick notation including crotchets and quavers.</p>
<p>Key assessment questions</p> <ol style="list-style-type: none"> 1.What are you doing if you are improvising? 2. What is a duet? 3. What musical term is used to describe the volume in a piece of music? 	<p>Key assessment questions</p> <ol style="list-style-type: none"> 1.What does crescendo mean? 2.What musical terms can we use to describe a piece of music? 3.What is a musical melody? 	<p>Key assessment questions</p> <ol style="list-style-type: none"> 1.What makes a good performance? 2.What might we call a piece of music where the beats are grouped into 3s? 3.What is an ostinato?