



**Music: Key Stage 1**

	Singing	Instruments	Exploring	Composing	Listening	Appraising
National Curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high quality live and recorded music.	Listen with concentration and understanding to a range of high quality live and recorded music
Year 1	<p>Speak and/or chant together.</p> <p>Can sing together with other children.</p> <p>Perform an action or a sound on the steady beat whilst singing.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn the names of the instruments they are playing.</p> <p>Play instruments by scraping, shaking, rattling, or tapping.</p> <p>Play a repeated pattern (ostinato) when accompanying a song.</p> <p>Play a range of instruments fast, slow, loudly, and quietly.</p> <p>Learn to listen and follow musical instructions from a leader.</p>	<p>To know that we can create rhythms from words.</p> <p>To explore high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo).</p> <p>To enjoy moving to music by dancing, marching, clapping etc.</p>	<p>Help to compose a simple melody using one, two or three notes.</p> <p>Use graphics or symbols to record the sounds they have made.</p>	<p>To recognise the sound and names of some of the instruments they use.</p> <p>Listen to a piece of music and move in time to its beat.</p> <p>Begin to use musical terms such as, louder/quieter, faster/slower and higher/lower.</p>	<p>To know what the songs are about.</p>
Year 2	<p>Sing a range of songs with developing awareness of pitch.</p> <p>Have a sense of tempo (speed) and dynamics (speed) when singing.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Start and stop singing when following a leader</p>	<p>Perform a rhythm to accompany a song</p> <p>Work and perform as part of small groups.</p> <p>Play with control by getting louder or quieter, faster or slower keeping a steady beat.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Take it in turns to improvise using one or two notes.</p> <p>Explore what happens to sounds when there is a change of pitch, dynamics and tempo.</p> <p>Explore how percussion instruments can make different sounds.</p> <p>Explore how sounds can be manipulated to convey different effects.</p>	<p>Compose a structured piece of music with a beginning, middle and end</p> <p>Compose short melodies.</p> <p>Compose music that has changes in dynamics, tempo and timbre</p>	<p>Listen to music with increased attention.</p> <p>Respond through movement to different music. For example cheerfully, sadly, angrily etc</p>	<p>Begin to use musical language when describing how the mood is created.</p> <p>To learn how songs can tell a story or an idea</p>