**Key Stage 1**

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| **National Curriculum** | **Year 1**  **Knowledge** | **Year 1**  **Skills** |  | **Year 2**  **Knowledge** | **Year 2**  **Skills** |
| Pupils will learn: | Children will know (how to)/be able to: | | | | |
| **Listen and appraise** | To know up to three songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use. | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |  | To know up to three songs off by heart.  To know some songs have a chorus or a response/answer.  To know that songs have a musical style. | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea. |
| **Musical warm up games, embedding pulse, rhythm and pitch** | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals. | To find the pulse.  To listen to the rhythm and clap back.  To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  To create rhythms for others to copy.  To listen and sing back.  To use their voices to copy back using ‘la’, whist marching to the steady beat.  To use their voices to copy back using ‘la’. | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.  To know that rhythms are different from the steady pulse.  To know that they add high and low sounds, pitch, when they sing and play instruments. | To find the pulse.  To listen to the rhythm and clap back.  To copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.  To create rhythms for others to copy.  To listen and sing back.  To use their voices to copy back using ‘la’, whilst marching the steady beat.  To use their voices to copy back using ‘la’. |
| **Singing** | To confidently sing or rap up to three songs from memory and sing them in unison. | To learn about voices, singing notes of different pitches (high and low).  To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.    To learn to start and stop singing when following a leader. | To confidently know and sing up to three songs from memory.  To know that unison is everyone singing at the same time.  To know that songs include other ways of using the voice e.g. rapping (spoken word).  To know why we need to warm up our voices. | To learn about voices singing notes of different pitches (high and low).  To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).  To find a comfortable singing position.  To learn to start and stop singing when following a leader. |
| **Playing** | To learn the names of the notes in their instrumental part from memory or when written down.  To learn the names of the instruments they are playing. | To treat instruments carefully and with respect.  To play a tuned instrumental part with the song they perform.  To learn 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).  To listen to and follow musical instructions from a leader. |  | To learn the names of the notes in their instrumental part from memory or when written down.  To know the names of un-tuned percussion instruments played in class. | To treat instruments carefully and with respect.  To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  To play the part in time with the steady pulse.  To listen to and follow musical instructions from a leader. |
| **Improvisation** | To learn that improvisation is about making up your own tunes on the spot.  To learn that when someone improvises, they make up their own tune that has never been heard before.  To learn that it is not written down and belongs to them.  To learn that everyone can improvise! | Clap and Improvise – To listen and clap back, then listen and clap your own answer (rhythms of words).    Sing, Play and Improvise – To use voices and instruments, to listen and sing back, then listen and play your own answer using one or two notes.  Improvise! – To take it in turns to improvise using one or two notes. | To learn that improvisation is making up your own tunes on the spot.  To learn that when someone improvises, they make up their own tune that has never been heard before.  To learn that it is not written down and belongs to them.  To learn that everyone can improvise, and you can use one or two notes. | Clap and Improvise – To listen and clap back, then listen and clap your own answer (rhythms of words).  Sing, Play and Improvise – To use voices and instruments, to listen and sing back, then listen and play your own answer using one or two notes.  Improvise! – To take it in turns to improvise using one or two notes. |
| **Composition** | To learn that composing is like writing a story with music.    To know that everyone can compose. | To learn to help create a simple melody using one, two or three notes.  To learn how the notes of the composition can be written down and changed if necessary. | To learn that composing is like writing a story with music.  To know that everyone can compose. | To learn to help create two simple melodies with the Units using one, three or five different notes.  To learn how the notes of the composition can be written down and changed if necessary. |
| **Performance** | To learn that a performance is sharing music with other people, called an audience | To choose a song they have learnt from the Scheme and perform it.  To add their ideas to the performance.  To record the performance and say how they were feeling about it. | To learn that a performance is sharing music with an audience.  To learn that a performance can be a special occasion and involve a class, a year group or a whole school.  To know that an audience can include your parents and friends. | To choose a song they have learnt from the Scheme and perform it.  To add their ideas to the performance.  To record the performance and say how they were feeling about it. |