

Key skills	Year 1	Year 2
SING Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Speak chants and rhymes	Speak chants and rhymes
	Mark the phrases of a song	Mark the phrases of a song
	Tap the pulse whilst singing	Tap the pulse whilst singing
	Clap the rhythm of words of a song whilst singing	Clap the rhythm of words of a song whilst singing
	Sing questions (call and response songs)	Sing questions (call and response songs)
		Sing simple two note phrases from notation
PLAY Play tuned and untuned instruments musically	Copy a given rhythm	Copy a given rhythm
	Play the rhythm of a song	Play the pulse / rhythm of a song
	Play the pulse of a song	Play the rhythm of a song whilst others tap the pulse
	Explore tempo, dynamics, pitch	Explore tempo, dynamics, pitch, texture, timbre
	Play a simple ostinato	Play a given ostinato as part of a group
NOTATION		Play the melody of a 5 note song on a xylophone
		Read simple notation flash cards (crotchets and quavers)
LISTEN Listen with concentration and understanding to a range of high quality live and recorded music	Move with the pulse to a piece of music	Identify the pulse and metre of a song
	Identify repeated sections in a piece of music	Identify a repeated motif in a piece of music
	Trace the shape of a song	Trace the shape of a song
	Identify ascending and descending sounds in a song	Identify ascending and descending passages in a piece of music
	Recognise percussion instruments being played in music	Recognise percussion, brass and string instruments being played in music
	Recognise changes in dynamics and tempo	Describe changes in dynamics and tempo
	Listen to and respond to live/recorded music	Listen to and respond to live/recorded music
COMPOSE & IMPROVISE Experiment with, create, select and combine sounds using the inter-related elements of music	Improvise / create rhythms	Create a melodic ostinato using two notes
	Take turns when playing with a partner	Play equal length phrases with a partner
	To be aware of rests in music	Introduce graphic notation , picture scores
	Choose sounds to illustrate a poem/picture/scene etc.	Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc

The music curriculum is a spiral curriculum, with key skills being repeated. It is recommended that singing, playing instruments, composing, listening to and appraising music should take place weekly.

Glossary - Year 1 and 2

Musical elements	
Duration	How long a sound (or silence) lasts
Pitch	High and low
Tempo	Fast and slow
Dynamic	Loud and quiet
Timbre	Tone quality eg rough, smooth, wooden, skin etc.
Structure	Different ways sounds are combined
Texture	Layering different sounds together
Other Key words	
Pulse	Steady, regular beat (in time)
Rhythm	Patterns of long / short sounds
Ostinato	Repeated rhythmic pattern
Improvise	Make up / create
Rests	silence / not playing
Motif	A short musical phrase
Melodic	Tune – A combination of rhythm and pitch
Graphic Notation	Using pictures or visual symbols to represent music