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| **Music KS1**  Throughout the year the children will cover a variety of aspects of the music curriculum to ensure all children:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | |
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| **Autumn 1**  **Me and My world** | **How can we make friends together? Introducing beat**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music |
| **Autumn 2** | **Adding Rhythm and Pitch**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music |
| **Spring 2** | **Exploring feelings through music - Y2 unit**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests * Create and perform your own chanted rhythm patterns |
| **Summer 1**  **Castles, Kings and Queens**  **Charanga B** | **Combining pulse rhythm and pitch - Y1 unit**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music |
| **Summer 2** | **Having fun with improvisation - Y1 unit**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music |
| **Spring 1**  **Traditional Tales** | **Focus on dynamics and tempo - Y2 unit**   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests   Create and perform your own chanted rhythm patterns |