

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.

Autumn 1 Me and My world	How can we make friends together? Introducing beat <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Create and perform your own chanted rhythm patterns
Summer 1 Castles, Kings and Queens Charanga B	Combining pulse rhythm and pitch - Y1 unit <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <p>Create and perform your own chanted rhythm patterns</p>