



This is explored through... **Carol singing** **Singing in parts** **Notating pitch & rhythm** **Folk music** **African music**

All KS1 children learn to be musicians by:

- Using their voices expressively and creatively by singing songs and speaking chants and rhymes
- playing tuned and untuned instruments musically
- listening with concentration and understanding to a range of high-quality live and recorded music
- experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.

Start to learn the recorder and play as a group.

Start learning how to read pitch notation and play in time together.

Be able to memorise songs especially Christmas carols to perform outside school.

Show how rhythmic notation can be combined with syllables to make patterns.

2

Use words and phrases such as: crotchets, quavers, rest, minim, beat, pitch, quiet, loud, chorus and verse.

Year 2 children build on all objectives to ensure learning is cumulative, sequential and develops links with prior learning. Learning in music teaches students about other cultures, societies, traditions and helps to educate our students on citizenship and British values.

Soundscapes **Graphic notation** **Exploring sounds** **Country dancing**

Describe the sound /timbre of an instrument.

Clap back rhythms and sing back simple melodic phrases.

Recognise that there are different length sounds (duration).

Use correct names for instruments.

Describe the mood of a piece of music.

This is explored through... **Singing games** **Soundscapes**

Objectives

Specific to year 1	Taught in both year groups	Specific to year 2
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Use their voices expressively singing number, actions, animal songs.

Perform with growing confidence in whole class performance of a story with sound effects.

Learn the patterns and rhythms of country dances and work together with others.

Explore different vocal sounds and timbre to create soundscapes.

1

In year 1 pupils should start to use their voices expressively and creatively. They sing with an awareness of pulse and control of rhythm and can perform in a group or individually. They start responding physically when performing music and play untuned instruments with control.

This is explored through... **Singing games** **Rhythm games** **Nativity** **Action songs** **Rhymes & chants** **Story telling**

Our EYFS sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. They share their thoughts, ideas and feelings through a variety of activities in music, and movement.

Be able to express how music makes you feel – what emotions?

To be able to explore the singing voice and all kinds of voice production (humming, whispering etc.)

Be able to use their voices using loud and soft, beginning to experiment with expression.

Be able to use musical memory to perform short melodies.

Sing with confidence and an awareness of pitch. Be able to sing from do to fa, developing a sense of tuning.

The music curriculum in EYFS encourages the children to explore music and movement, “sparking children’s musical curiosity and developing their ability and interest” (NMPE 2022)

Beat, rhythm and tempo	Pitch High and low	Dynamics and expression Loud and soft
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EYFS

Be able to move in time to the pulse, making the beat visual through a variety of physical actions.

Be able to perform the rhythm of a song of rhyme (by clapping, tapping etc.)

Be able to recognise changing tempo and react using their bodies and voices.

Show with hands the contour of a melody. Respond to the pitch through movement.