

Key Learning in Music: Years 1 and 2

Performing <ul style="list-style-type: none">▪ Use their voices expressively by singing songs and speaking chants and rhymes.▪ Play tuned and untuned instruments.▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).		Listening <ul style="list-style-type: none">▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.▪ Know how music is used for particular purposes (for example, for dance, as a lullaby).		Creating <ul style="list-style-type: none">▪ Experiment with & create musical patterns.▪ Explore, choose and organise sounds and musical ideas.▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.▪ Make improvements to their own work.		
Musical Elements						
Pitch <ul style="list-style-type: none">▪ Identify high and low sounds.	Duration <ul style="list-style-type: none">▪ Respond to sounds of different duration.▪ Recognise the difference between long and short sounds.▪ Copy simple patterns of sound of long and short duration.▪ Recognise the difference between steady beat and no beat.▪ Identify similar rhythmic patterns.	Dynamics <ul style="list-style-type: none">▪ Differentiate between loud sounds, quiet sounds and silence.	Tempo <ul style="list-style-type: none">▪ Identify the differences between fast and slow tempos.▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	Timbre <ul style="list-style-type: none">▪ Recognise the difference between singing and speaking.▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and ‘shaker’ sounds.▪ Match selected sounds with their pictured source.▪ Explore the different kinds of sound that my singing and speaking voice can make.▪ Identify different voices by their vocal qualities.▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced.	Texture <ul style="list-style-type: none">▪ Recognise a song with an accompaniment and one without accompaniment.▪ Determine one strand of music or more than one strand.	Structure <ul style="list-style-type: none">▪ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. ‘The Wheels on the Bus’, ‘12 Days of Christmas’</i>) songs.▪ Recognise that the sections of a piece of music sound the same or different.
Using Technology Appropriately						