

By the end of KS1			
Listening and Responding to Music	I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning		
	I can demonstrate a basic understanding of how feelings can connect with/relate to music.		
	I can demonstrate some basic understanding of musical style.		
Elements of Music	Pulse/Beat	I can watch, follow, feel and move to a steady beat with others.	I can watch and follow a steady beat.
		I can find and enjoy moving to music in different ways.	I can find a steady beat.
		I can respond to the pulse in recorded/live music through movement and dance.	I can recognise the time signature 4/4 by ear and notation.
			I can understand that the speed of the beat can change, creating a faster or slower pace (tempo).
	Rhythm	I can recognise and clap long sounds, short sounds and simple combinations.	I can recognise long and short sounds, and match them to syllables and movement.
		I can perform short, copycat rhythm patterns accurately, led by the teacher.	I can play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.
		I can perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.	I can create rhythms using word phrases as a starting point.
		I can perform word-pattern chants; create, retain and perform your own rhythm patterns.	I can identify the high notes and low notes in a melody.
			I can join in with part of a melody.

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	Pitch	I can recognise, sing and play high and low-pitched notes.	I can rehearse and play a simple instrumental melody as a part to go with a song.
		I can explore singing and playing C, D, and E from the C major scale.	I can identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.
		I can explore singing and playing F, G, and A from the F major scale.	I can use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.
			I can identify and play by ear or notation notes in the tonality of C major
	Tempo	I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	
			I can change the speed of a steady beat, moving from fast to slow, slow to fast.
			I can understand that the speed of the beat can change, creating a faster or slower pace.
	Dynamics	I can talk about loud sounds and quiet sounds, and give some examples.	I can identify loud and quiet sections of music, and discuss what makes the music loud or quiet.
			I can understand the meaning of loud and quiet (forte and piano).
	Timbre	I can identify the sounds of the instruments played in school.	I know the difference between a speaking voice and a singing voice.
		I can identify some of the sounds of the instruments heard when listening to music.	I can identify friends from the sound of their voices.
	Texture	I can listen out for combinations of instruments together.	I can understand that singing and playing together creates a musical texture.
			I can add body percussion accompaniments.
	Structure (Form)	I can add movement to key sections of a song.	I can join in with a repeated section of a song: the chorus, the response.

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	I can understand when to sing in a verse and a chorus.	I can join in with the main tune when it is repeated.	
Composition and Improvisation	I can demonstrate an understanding of the basic concepts of improvisation and composition.		
Developing Performance Skills and Awareness	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.		
	I can demonstrate a basic understanding of the importance of posture and technique when performing		
	I can introduce my performance (s).		
Vocabulary			
Listening and Responding to Music:	Elements of Music:	Composition and Improvisation:	Developing Performance Skills:
Rap, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz, Funk, groove, song	Pulse, rhythm, pitch high, low, melody, tempo, bass guitar, drums, singers, keyboard, percussion, trumpets, saxophones, glockenspiel	improvise, compose, imagination	perform, audience
lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, question and answer	pulse, rhythm, pitch, melody, dynamics, tempo, major, minor, introduction, verse, chorus, piano accompaniment, band brass, band percussion	improvise, compose, glockenspiel	perform/performance, audience

Topic coverage – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(1) My Musical Heartbeat How can we make friends when we sing together?	(2)Playing in an Orchestra Christmas Songs How does music tell stories about the past?	(1)Exploring Sounds How does music make the world a better place?	(2)Recognising different sounds How does music teach us about our neighbourhood?	(1)Having Fun with Improvisation What songs can we sing to help us through the day?	(2)Our Big Concert! How does music teach us about looking after our planet?

Topic coverage – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(2)Pulse, Rhythm and Pitch How does Music Help us to make friends?	(1)Dance, Sing and Play How does music teach us about the past?	(2)Inventing a Musical Story How does music make the world a better place?	(1)Learning to Listen How does music help us to understand our neighbours?	(2)Exploring Improvisation How does music make us happy?	(1)Let's Perform Together How does music teach us about looking after our planet?

Intended Impact

KS1 – Cycle A						
	(1)My Musical Heartbeat How can we make friends when we sing together?	(2)Playing in an Orchestra Christmas Songs How does music tell stories about the past?	(1)Exploring Sounds How does music make the world a better place?	(2)Recognising different sounds How does music teach us about our neighbourhood?	(1)Having Fun with Improvisation What songs can we sing to help us through the day?	(2)Our Big Concert! How does music teach us about looking after our planet?
I know that/how to...	<ul style="list-style-type: none"> I can move in time with a steady beat. I can listen to, copy and repeat a simple rhythm. I can sing and play simple patterns. I understand the meaning of pulse and beat. 	<ul style="list-style-type: none"> I can play a tuned and/or untuned percussion instrument. I treat instruments carefully and with respect. I can practise my instrumental part. I can play my instruments with my classmates. 	<ul style="list-style-type: none"> I can say what I like or don't like about a piece of music. I can recognise some musical instruments and name them. I know if the music is fast/slow and loud/quiet. I can talk about the style of music my song fits into 	<ul style="list-style-type: none"> I can compose a simple melody. I explore pitch and rhythm when I compose. I can write a simple melody using up to five notes. I can recognise one and two-beat musical notes/symbols. 	<ul style="list-style-type: none"> I know that when I improvise, I make up my own tune. I can improvise using rhythm and/or one or two notes. I can improvise over a steady beat. I can use my voice to sing simple patterns 	<ul style="list-style-type: none"> I can sing or rap with my classmates. I can stand or sit with good posture when I sing. I can sing a song all by myself. I can explain the meaning behind the song.

						<ul style="list-style-type: none"> I can add actions to the songs I sing.
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KS1– Cycle B

	(2)Pulse, Rhythm and Pitch How does Music Help us to make friends?	(1)Dance, Sing and Play How does music teach us about the past?	(2)Inventing a Musical Story How does music make the world a better place?	(1)Learning to Listen How does music help us to understand our neighbours?	(2)Exploring Improvisation How does music make us happy?	(1)Let's Perform Together How does music teach us about looking after our planet?
I know that/how to...	<ul style="list-style-type: none"> I can move in time with a steady beat. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple melody. 	<ul style="list-style-type: none"> I can sing or rap with my classmates. I can stand or sit nicely when I sing. I can sing a song all by myself. I can explain what the song is about. 	<ul style="list-style-type: none"> I can say what I like or don't like about a piece of music. I can recognise some musical instruments and name them. I know if the music is 	<ul style="list-style-type: none"> I can play a tuned and/or untuned percussion instrument. I treat instruments carefully and with respect. I can practise my instrumental part. 	<ul style="list-style-type: none"> I know that when I improvise, I make up my own tune. I can improvise using rhythm and/or one or two notes. 	<ul style="list-style-type: none"> I can compose a simple melody using blocks. I explore pitch and rhythm when I compose. I can create a simple melody using up to five notes/blocks.

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	<ul style="list-style-type: none"> I can sing back and play back a simple melody. I understand the meaning of pulse and beat. 	<p>I can add actions to the songs I sing</p>	<p>fast/slow and loud/quiet.</p> <ul style="list-style-type: none"> I can talk about the style of music my song fits into. 	<ul style="list-style-type: none"> I can play my instruments with my classmates. <p>I can play simple rhythms over a steady beat.</p>	<ul style="list-style-type: none"> I can improvise to a steady beat. I can improvise by singing simple patterns 	<ul style="list-style-type: none"> I can recognise one and two-beat musical notes/symbols.
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