

Music Curriculum Years 1 and 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phase 1	<p>Stopping and starting. Pitch – recognise and respond to high, low and middle sounds. Use voice to create sounds. Sing simple songs. Listen to music and identify changes in pitch.</p>	<p>Duration – recognise and respond to a pulse and patterns of long and short sounds. Create and clap own rhythms. Begin to use correct technique when playing a range of percussion instruments. Listen to music and evaluate.</p>	<p>Dynamics – understand loud, quiet and silence. Recognise changes in voice e.g. whisper, shouting. Children to emulate this. Create patterns of sound e.g. long/short, loud/soft. Invent symbols to represent sound and create a simple graphic score.</p>	<p>Tempo – understand fast and slow. Listen to music and talk about with appropriate vocabulary. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Sing simple songs and chants, building rhythmic and melodic memory.</p>	<p>Timbre – identify different percussion sounds and how they are made. Listen to music and identify percussion. Recognise how music enriches our lives. Keep a steady beat and copy simple rhythmic patterns using a range of percussion instruments, including body music.</p>	<p>Texture – recognise and respond to one sound leading to many sounds. Add sound effects to a story using instruments or add to a topic theme. Invent symbols to represent sound and create a simple graphic score.</p>
Phase 2	<p>Stopping and starting Pitch – recognise and respond to high, low and middle sounds. Sing simple songs. Compose music using tuned and untuned instruments, with a focus on pitch.</p>	<p>Duration – create patterns of sound. Listen to and evaluate music. Create and clap own rhythms, following rhythm patterns.</p>	<p>Dynamics – understand loud, quiet and silence. Compose own music with a range of tuned and untuned instruments based on a theme. Think of ways to improve their compositions.</p>	<p>Tempo – understand fast and slow. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Sing simple songs and chants, building rhythmic and melodic memory.</p>	<p>Timbre – identify different percussion sounds and how they are made. Listen to music and identify percussion. Recognise how music enriches our lives. Keep a steady beat and copy simple rhythmic patterns using a range of percussion instruments, including body music.</p>	<p>Texture – recognise and respond to one sound leading to many sounds. Add sound effects to a story using instruments or add to a topic theme. Invent symbols to represent sound and create a simple graphic score.</p>

