



Kings Meadow Primary School

Music Overview: Year 1 and Year 2 (Ruby The Red Squirrel)

Creative, Real-life, Ambitious, Careers-focussed curriculum building Knowledge & skills for every Individual Nurturing Global citizens of the future

	Year 1	Year 2
Singing	Sing simple songs with a limited range, and chants and rhymes from memory. Singing collectively at the same pitch, responding to simple visual directions. Sing call-and-response songs to control and match vocal pitch. Understand how to warm voices ready to sing.	Sing songs with a small pitch range accurately with increasing vocal control. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. Understand good posture to support singing.
Playing Instruments	Play untuned percussion.	Play untuned/tuned percussion and classroom instruments using notes G, A, and B.
Listening	Listen attentively and with understanding to music from different historical periods.	Recognise the sound of different families of instruments and how each makes a sound. Listen to music from around the world.

Creating	Improvise simple vocal chants using question-and-answer phrases. Create musical sound effects in response to a stimulus. Combine sequences of sounds to make a story. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, remember and perform rhythm and pitch patterns. Recognise and create graphic notation to represent sounds.	Sing and play, using percussion instruments, simple, improvised question and answer phrases. Create music in response to a non-musical stimulus. Use graphic symbols and dot or stick notation to record composed pieces
Music Technology	Use the Rhythm Grids tool to create and read simple rhythm patterns. Use the Percussion Writer tool to write and read symbols that represent sounds. Optional: use the Quickbeats tool to explore drum patterns.	Use the Rhythm Grids tool to create and read more complex rhythm patterns. Use the Music Notepad tool to recognise and write music. Use the Listen Out tools to explore music from around the world.
Musicianship or Performing	Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes. Create and repeat rhythm patterns and	Move in time to the beat. Understand and keep in time with changes of speed. Begin to group beats in twos and threes.

and Notation	ostinati using body and classroom percussion in time with the beat. Move and dance to the pulse in recorded/live music. Listen for high and low sounds. Sing familiar songs with different voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Play and invent copycat rhythms. Create rhythms using word phrases. Represent rhythms with notation including crotchets, quavers and crotchet rests. Recognise dot notation and match to 3-note tunes played on tuned percussion. Sing short phrases independently within
Key Vocabulary	<u>Year 1:</u> Beat, pulse, rhythm, pitch, rap, chant, improvise, compose, melody, tempo, warm-ups, ostinato, patterns, musical stories, audience, Baroque, Classical, Romantic, Contemporary	<u>Year 2:</u> Dynamics, timbre, tempo, melody, question and answer, improvise, compose, audience, difference between untuned and tuned percussion, strings, woodwind, brass, instruments from around the world, notation, crescendo/diminuendo, by era, solo.

The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The National Curriculum for Music - A statutory framework that outlines what pupils must be taught.
- The Model Music Curriculum (MMC) - A non-statutory guide offering detailed progression and practical examples to meet those statutory goals.