

Music Year group - Year One

Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills
I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	Pulse/ Beat	I can watch, follow, feel and move to a steady beat with others.	I can demonstrate an understanding of the basic concepts of improvisation and composition.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
		I can find and enjoy moving to music in different ways.		
		I can respond to the pulse in recorded/live music through movement and dance.		
I can demonstrate a basic understanding of how feelings can connect with/relate to music.	Rhythm	I can recognise and clap long sounds, short sounds and simple combinations.		I can demonstrate a basic understanding of the importance of posture and technique when performing.
		I can perform short, copycat rhythm patterns accurately, led by the teacher.		
		I can perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.		
		I can perform word-pattern chants; create, retain and perform your own rhythm patterns.		
I can demonstrate some basic understanding of musical style.	Pitch (Melody)	I can recognise, sing and play high and low-pitched notes.		I can introduce my performance (s).
		I can explore singing and playing C, D, and E from the C major scale.		
		I can explore singing and playing F, G, and A from the F major scale.		
	Tempo	I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.		
	Dynamic s	I can talk about loud sounds and quiet sounds, and give some examples.		

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	Timbre	I can identify different sounds in the environment, indoors and outside.		
		I can identify the sounds of the instruments played in school.		
		I can identify some of the sounds of the instruments heard when listening to music.		
	Texture	I can sing together with others.		
		I can listen out for combinations of instruments together.		
	Structure	I can add movement to key sections of a song.		
		I can understand when to sing in a verse and a chorus.		
Vocabulary				
Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
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

Units Covered and what I will know;

Autumn 1 My Musical Heartbeat How can we make friends when we sing together?	Autumn 2 Dance, Sing and Play! Christmas Songs How does music tell stories about the past?	Spring 1 Exploring Sound How does music make the world a better place?	Spring 2 Learning to Listen How does music help us to understand our neighbours?	Summer 1 Having Fun with Improvisation What songs can we sing to help us through the day?	Summer 2 Let's Perform Together! How does music connect us with the environment?
<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 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. • I can add actions to the song. 	<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 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. • I can play simple rhythms over a steady beat. 	<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 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. • I can recognise one and two - beat musical notes/symbols.