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| **National Curriculum Subject Content** | **Year 1** | **Year 2** |
| **Use of voice expressively and creatively** | Use the voice in different ways such as speaking, singing and chanting.  Sing notes of different pitches (high and low).  Make different types of sounds with their voices e.g. rap or say words in rhythm.  Start and stop singing when following a leader. | Know that unison is everyone singing at the same time.  Know why we need to warm up our voices.  Sing notes of different pitches (high and low).  Make different types of sounds with their voices e.g. rap or say words in rhythm.  Learn to find a comfortable singing position.  Start and stop singing when following a leader. |
| **Play tuned and unturned instruments** | Treat instruments carefully and with respect.  Know and recognise the sound and names of some of the instruments they use.  Learn the names of the notes in their instrumental part from memory or when written down.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).  Listen to and follow musical instructions from a leader. | Treat instruments carefully and with respect.  Learn the names of the notes in their instrumental part from memory or when written down.  Know the names of untuned percussion instruments played in class.  Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader. |
| **Listen with concentration and understanding** | Know that music has a steady pulse.  Reflect on music and say how it makes people feel, act and move.  Respond to different composers and discuss different genres of music. | Know that music has a steady pulse.  Understand that rhythms are different from the steady pulse.  Recognise how some songs have a chorus or a response/answer part.  Know how music can be used to create different moods and effects and to communicate ideas  Sort composers into different genres and instruments into different types. |
| **Experiment with, create, select and combine sounds** | Create rhythms for others to copy.  Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary.  Choose a song they have learnt from the Charanga Scheme and perform it.  Add their ideas to the performance.  Record the performance and say how they were feeling about it. | Take it in turns to improvise using one or two notes  Help create a simple melody using one, three or five different notes.  Learn how the notes of the composition can be written down and changed if necessary.  Choose a song they have learnt from the Charanga Scheme and perform it.  Add their ideas to the performance.  Record the performance and say how they were feeling about it. |