



# St Clare's Catholic Primary School

*Following in the footsteps of Jesus*

## Music - Key Stage One

Year One	Year Two
<ul style="list-style-type: none"> <li>• I can concentrate and listen to a piece of music</li> <li>• I can find the pulse by moving my body</li> <li>• I can use musical words and phrases to describe a piece of music</li> <li>• <b>I can name different musical instruments</b></li> <li>• <b>I can say what I like or dislike about a piece of music and describe how it makes me feel</b></li> <li>• I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse</li> <li>• <b>I can listen to, copy and repeat a simple rhythm or melody</b></li> <li>• I can understand that pitch describes how high or low sounds are</li> <li>• I can understand that tempo describes how fast or slow the music is</li> <li>• I can understand that dynamics describe how loud or quiet the music is</li> <li>• <b>I can work and perform as part of an ensemble or as a group singing</b></li> <li>• <b>I can follow the conductor or band leader</b></li> <li>• <b>I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently</b></li> </ul> <p><b>Red objectives covered in Singing Assemblies</b></p>	<ul style="list-style-type: none"> <li>• I can listen to and understand different pieces of high quality live and recorded music</li> <li>• I can find the pulse and internalise it in my head</li> <li>• I can recognise where music might come from, the people who might perform it and when it might be played</li> <li>• I can show some understanding of how to recognise music from different points in history and I know why music might have been composed and performed</li> <li>• <b>I can improvise a simple rhythm using different instruments including my voice</b></li> <li>• I can understand that timbre describes the character or quality of a sound</li> <li>• I can understand that texture describes the layers within the music</li> <li>• I can understand that structure describes how different sections of music are ordered</li> <li>• <b>I can describe a piece of music using musical language</b></li> <li>• <b>I can confidently perform rhymes, raps and songs</b></li> <li>• <b>I can understand that the words in a song can affect its melody</b></li> <li>• <b>I can sing a song in two parts</b></li> <li>• I can use tuned and untuned classroom percussion to play accompaniments and tunes</li> <li>• <b>I can use tuned and untuned classroom percussion to compose and improvise</b></li> <li>• I can perform as an ensemble using different instruments</li> <li>• I can play instruments using the correct techniques with respect</li> </ul>

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|  | <ul style="list-style-type: none"><li>• I can use pictures or formal musical notation to help me compose or perform music</li><li>• I can choose, organise and combine musical patterns</li><li>• I can practise, rehearse and perform music to an audience with confidence</li><li>• I can experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul> |
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