



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

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