

## KS1 National Curriculum Objectives for Music- progression across KS1 (from EMS guidance)

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<b>1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	
<ul style="list-style-type: none"> <li>● Be able to convey different moods and emotions</li> <li>● Show vocal control of variety of voices - whispering/singing/speaking</li> <li>● Sing with awareness of pulse and rhythm</li> <li>● Start to follow pitch movements with hands and voices and begin to sing with control of pitch</li> </ul>	<ul style="list-style-type: none"> <li>● Sing a wider variety of songs, (e.g. rounds/partner songs, longer songs and songs with more words)</li> <li>● Sing with an awareness of musical shape</li> <li>● Be able to identify and show the shape of a melody with hand movements</li> <li>● Sing with awareness of and control of dynamics, pitch, and long and short sounds</li> </ul>
<b>2 Play tuned and un-tuned percussion instruments musically</b>	
<ul style="list-style-type: none"> <li>● Demonstrate increased control and care of instruments</li> <li>● Be able to copy short rhythm patterns - Call and response</li> <li>● Be able to create, clap and play short rhythmic patterns</li> <li>● Explore high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate control and care of instruments</li> <li>● Be able to copy back rhythm patterns</li> <li>● Be able to copy back short pitched patterns</li> <li>● Be able to play repeated patterns</li> <li>● Be able to make up short 3 note tunes</li> </ul>
<b>3 Listen with concentration and understanding to a range of high-quality live and recorded music</b>	
<ul style="list-style-type: none"> <li>● Be able to identify a steady beat in music</li> <li>● Listen to range of songs and recall phrases</li> <li>● Listen to and start to identify percussion instruments and other sound sources</li> <li>● Be able to identify musical elements (e.g. loud/quiet, fast/slow, long/short)</li> <li>● Be able to recognise, respond to and talk about changes in musical elements (e.g. loud/quiet, fast/slow, high/low)</li> <li>● Be able to talk about how music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>● Listen with increased awareness for particular musical elements/features</li> <li>● Be able to compare the tempo and dynamics in two contrasting pieces of music</li> <li>● Reflect on and appraise their own and others' musical performances and identify a target for improvement</li> </ul>
<b>4 Experiment with, create and select and combine sounds using the inter-related dimensions of music</b>	
<ul style="list-style-type: none"> <li>● Investigate and explore sounds in order to choose sounds they wish to use</li> <li>● Start to use shapes and marks to represent high/low and long/short sounds</li> <li>● Be able create 'pulse' actions to go with a song (e.g. clapping or playing an instrument)</li> <li>● Be able to 'group' percussion instruments</li> <li>● To begin to understand how musical features can be used to create different moods and effects (e.g. loud and fast sounds/slow and long sounds)</li> </ul>	<ul style="list-style-type: none"> <li>● Explore, choose and select sounds for particular effect/purpose</li> <li>● Start to combine different sounds to produce short pieces from a given starting point</li> <li>● Show awareness of structure through organising/ordering sounds (e.g. creating a beginning and end/use of repetition)</li> <li>● Be able to create soundscapes from a given stimulus</li> <li>● Be able to interpret a range of visual symbols to represent changes in sound</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Be able to devise graphic shapes, using symbols to represent sounds, to notate ideas</li><li>● To understand how musical features can be combined to create different moods and effects</li></ul> |
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