

	Year 1	Year 2
Ensemble & Social Skills	<ul style="list-style-type: none"> • Learn to find a partner and work with a partner in simple clapping games • Learn to make a circle and take part in simple circle games <ul style="list-style-type: none"> • Perform sung or spoken solos and duets with greater confidence and accuracy • Lead songs, rhymes or games with support from staff • Able to explore and co-ordinate movement in pairs and small groups with more complex singing games and circle games • Clapping games will begin to explore more than two alternating actions and may become more complex to include three or four actions, 	<ul style="list-style-type: none"> • Perform sung or spoken solos and duets with confidence and accuracy. <ul style="list-style-type: none"> • Lead songs, rhymes or games independently • Part work: perform a melody over ostinato • Maintain ostinato over a known melody, sung by class or IHON tutor • Practice flexible and healthy posture when sitting on the floor, sitting on a chair and standing <ul style="list-style-type: none"> • Clapping games and body percussion patterns will require more complex co-ordination skills and may alternate four or more actions • To lead a call and response song collectively and individually
Creative Skills	<ul style="list-style-type: none"> • Use words to compose rhythmic patterns • Use devised movement to show musical expression • Encourage rhythmic improvisation - using ta and ti-ti in a four beat phrase <ul style="list-style-type: none"> • Encourage pitch improvisation and composition with tuned instruments and voice - using so and mi in a four beat phrase 	<ul style="list-style-type: none"> • Expressive decisions are appropriate to musical style - e.g. we are going to perform this song quietly because it's a lullaby and lullabies were written to help babies sleep • Compose their own melodies using known rhythms and pitches to be sung or played by simple instruments e.g. desk bells • Use devised movement to show musical form • Explore rhythmic improvisation - using ta, ti-ti and sh in a four beat phrase <ul style="list-style-type: none"> • Explore pitch improvisation and composition - using so, mi, la in a four beat phrase

Critical Listening	<ul style="list-style-type: none"> • Recognise and respond to hummed musical cues (stand up: do - so, sit down: so - do, come and make a circle: so mi la so mi) • Children able to explain why they recognise familiar songs when they are hummed e.g. they are able to identify individual musical features (pitch or rhythm) • Children beginning to identify and dictate short four beat patterns (rhythm patterns: ta and ti-ti; pitch patterns: so and mi) • Practice using our speaking, singing and thinking voices and be able to swap between singing and thinking during songs. 	<ul style="list-style-type: none"> • Accurately describe individual musical features in familiar music that they sing or hear e.g. recognising and distinguishing between familiar songs when hummed. • Demonstrate increasing ability to accurately dictate short four beat patterns (rhythm patterns: ta, ti-ti, sh; pitch patterns: so, mi, la)
Vocal/Choral Technique	<ul style="list-style-type: none"> • Develop a healthy and usable singing range of approximately from C4 to C5 • Explore a healthy vocal sound production based on different exercises and music from various languages and cultures • Explore healthy standing and sitting postural alignment • Begin learning longer choral repertoire, in addition to musicianship songs 	<ul style="list-style-type: none"> • Develop a healthy and usable singing range of approximately Bb3 to C5 • Develop a healthy vocal sound production based on exercises and music from different languages and cultures • Explore accurate diction • Consistently demonstrate healthy standing and sitting postural alignment ('Singer's posture')

Instrument Technique

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Pitch	<ul style="list-style-type: none"> • Present the 'musical pencil' as a tool to explore pitch kinaesthetically • Prepare and Present so - mi interval: first through singing and relationship between two notes (skip), then introduce hand signs • Prepare la; moving from both mi (jump) and so (step) <ul style="list-style-type: none"> • Prepare the three line stave (for so and mi) - explore other ways to show pitch relationship physically • Present three line stave • Practise reading four beat so - mi patterns from a three line stave <ul style="list-style-type: none"> • Experience songs using the full pentatonic scale and full diatonic scale (major and minor) • Sing known songs and, where appropriate, use known sol-fa pitches and hand signs 	<ul style="list-style-type: none"> • Present la (singing first, then with handsign) • Practice so, mi and la (reading writing and dictating) • Prepare do • Present do (singing first, then with handsign)
Pulse & Rhythm	<ul style="list-style-type: none"> • Prepare pulse - aurally, kinaesthetically and visually <ul style="list-style-type: none"> • Present pulse • Prepare ta and ti-ti e.g. present the difference between pulse and rhythm by tracking number of sounds/syllables on each heartbeat and using visual symbols to represent this • Present ta and ti-ti • Practise ta and ti-ti through reading, writing and dictating 4 beat rhythms • Prepare sh 	<ul style="list-style-type: none"> • Rhythmic dictation for short songs is extended to 8-16 beat patterns of ta and ti-ti • Present sh (Z) <ul style="list-style-type: none"> • Practise sh through reading writing and dictating short rhythms • Prepare tika-tika

Notation	<ul style="list-style-type: none"> • Present stick notation for ta and ti-ti • Prepare three line stave using pictorial representation of high and low for known sol-fa (s-m) • Present three line stave (link to presenting so and mi, noteheads only) • Present lines and spaces, applying the knowledge of a 'skip' between so and mi on a three line stave • Explore writing a single ta or ti-ti in stick notation 	<ul style="list-style-type: none"> • Present combined stick notation and noteheads on a three line stave where rhythm and pitch are both present (so-mi-la, ta, ti-ti) • Present stick notation for sh (Z) • Accurately write a 4 beat phrase in stick notation (ta, ti-ti, Z) • Practice three line stave; demonstrate ability to plot so, mi or la from one given pitch using knowledge of lines and spaces, step, skip and jump
Musical Experience & Language	<ul style="list-style-type: none"> • Instrument vocabulary: name main orchestral instruments and recognise these instruments in listening activities • Encourage description of the music they listen to and perform, considering dynamics (introduce forte and piano), speed and the overall mood of the music • Experience vocal and instrumental performance in their musicianship lessons (instruments to include desk bells, claves, boomwhackers etc.) 	<ul style="list-style-type: none"> • Instrument vocabulary: accurately recognise main orchestral instruments in listening activities • Demonstrate use of musical terminology for dynamics (piano, forte, crescendo, diminuendo)
Vocabulary	<p>Forte Piano Heartbeat/Pulse Step Skip Jump Rhythm Stave INSTRUMENTS</p>	<p>Crescendo Diminuendo Round Ostinato</p>