

Singing

Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

Begin with simple songs with a very small range in pitch and then slightly wider. Include pentatonic songs.

Sing a wide range of call and response songs, control vocal pitch and to match the pitch they hear with

Listening

have a shared knowledge and understanding of the stories, origins, traditions, history and social context of respond to a wide range of recorded and live performances of various genres (see below).

Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca ¹	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Composing

Improvise simple vocal chants, using question and answer phrases.

Create musical sound effects and short sequences of sounds in response to stimuli.

Understand the difference between a **rhythm** pattern and a **pitch** pattern.

Invent, retain and recall rhythm and pitch patterns and perform these for others.

Use music technology to capture, change and combine sounds.

Explore and invent own symbols to represent created sounds.

Musicianship

Can use **Pulse/Beat** at a year 1 level, (see model music curriculum guidance).

Can use **Rhythm** at a year 1 level, (see model music curriculum guidance).

Can use **Pitch** at a year 1 level, (see model music curriculum guidance).