

**Windy Nook Primary School**

**Key Learning in Music Y1 and Y2**

Performing	Listening	Creating
<p>Use their voices expressively by singing songs and speaking chants and rhymes.            Play tuned and untuned instruments.            Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</p>	<p>To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.            Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).            Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.            Know how music is used for particular purposes (for example, for dance, as a lullaby).</p>	<p>Experiment with &amp; create musical patterns.            Explore, choose and organise sounds and musical ideas.            Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.            Make improvements to their own work.</p>

**Musical Elements**

Pitch	Duration	Dynamic	Tempo	Timbre	Texture	Structure
<p>Identify high and low sounds.</p>	<p>Respond to sounds of different duration.            Recognise the difference between long and short sounds.            Copy simple patterns of sound of long and short duration.            Recognise the difference between steady beat and no beat.            Identify similar rhythmic patterns.</p>	<p>Differentiate between loud sounds, quiet sounds and silence.</p>	<p>Identify the differences between fast and slow tempos.            Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p>	<p>Recognise the difference between singing and speaking.            Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds.            Match selected sounds with their pictured source.            Explore the different kinds of sound that my singing and speaking voice can make.            Identify different voices by their vocal qualities.            Use sound words or phrases to describe selected sounds and the ways in which they are produced.</p>	<p>Recognise a song with an accompaniment and one without accompaniment.            Determine one strand of music or more than one strand.</p>	<p>Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs.            Recognise that the sections of a piece of music sound the same or different.</p>

## RRSA Article Links

During this key learning the following articles will be addressed:

**Article 12:** You have the right to give your opinion and for adults to take it seriously.

**Article 13:** You have the right to find out things and share what you think with others by talking, writing, drawing and any other ways unless it harms or offends other people.

**Article 15:** You have the right to join or set up groups.

**Article 17:** You have the right to get information that is important to your wellbeing from radio, newspaper, books, computers and other sources.

**Article 28:** You have the right to a good quality education.

**Article 29:** Your education should help you use and develop your talents and abilities.