

APS CURRICULUM – Music				YEARLY OVERVIEW		
	Knowledge, Skills and understanding breakdown					
Year 1						
National Curriculum Links	Performing		Composing (incl notation)		Appraising	
	- Can they use their voice to speak/sing/chant? - Do they join in with singing? - Can they use instruments to perform? - Do they look at their audience when they are performing? - Can they clap short rhythmic patterns? - Can they copy sounds?		- Can they make different sounds with their voice? - Can they make different sounds with instruments? - Can they identify changes in sounds? - Can they change the sound? - Can they repeat (short rhythmic and melodic) patterns? - Can they make a sequence of sounds? - Can they show sounds by using pictures?		- Can they respond to different moods in music? - Can they say how a piece of music makes them feel? - Can they say whether they like or dislike a piece of music? - Can they choose sounds to represent different things? - Can they recognise repeated patterns? - Can they follow instructions about when to play or sing?	
Year 1 – more challenging.						
	- Can they make loud and quiet sounds? - Do they know that the chorus keeps being repeated?		- Can they tell the difference between long and short sounds? - Can they tell the difference between high and low sounds? - Can they give a reason for choosing an instrument?		•Can they tell the difference between a fast and slow tempo? •Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time?	
Links to Charanga	Autumn		Spring		Summer	
Model Music Curriculum	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse Rhythm and Pitch	Having fun with improvisation	Explore sound and create a story

Year 2						
National Curriculum Links	Performing		Composing <i>(incl notation)</i>		Appraising	
	- Do they sing and follow the melody (tune)? - Do they sing accurately at a given pitch? - Can they perform simple patterns and accompaniments keeping a steady pulse? - Can they perform with others? - Can they play simple rhythmic patterns on an instrument? - Can they sing/clap a pulse increasing or decreasing in tempo?		- Can they order sounds to create a beginning, middle and end? - Can they create music in response to (different starting points)? - Can they choose sounds which create an effect? - Can they use symbols to represent sounds? - Can they make connections between notations and musical sounds?		- Can they improve their own work? - Can they listen out for particular things when listening to music?	
Year 2 – more challenging						
	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?		- Can they use simple structures in a piece of music? - Do they know that end of phrases are where we breathe in a song?		Do they recognise sounds that move by steps and by leaps?	
Links to Charanga	Autumn		Spring		Summer	
Model Music Curriculum	Exploring Simple Patterns	Focus Dynamics and Tempo	Exploring Feelings through Music	Inventing a Musical Story	Music that makes you Dance	Exploring improvisation