



National Curriculum (2014) Coverage Teaching about people, events and changes	Key Stage 1		
	EYFS	YEAR 1	YEAR 2
Progression Musicianship – Rhythm	<p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can copy a simple rhythm by clapping or tapping using body percussion</p> <p>I can sing a range of well-known nursey rhymes and songs.</p>	<p>I can perform a short copycat rhythm patterns accurately, led by the teacher.</p> <p>I can perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat.</p> <p>I can perform word-pattern chants; create, retain and perform their own rhythm patterns.</p> <p style="text-align: center;"><u>Vocabulary</u></p>	<p>I can play copycat rhythms, copying a leader, and</p> <p style="text-align: center;"><u>Vocabulary</u></p>
Musicianship - Pitch	<p>I can sing the pitch of a tone sung by another person ('pitch match')</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody</p>	<p>I can listen to sounds in the local school environment and; comparing high and low sounds.</p> <p>I can sing familiar songs in both high and low voices and talk about their difference in sound.</p> <p>I can explore percussion sounds to enhance storytelling.</p> <p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;"><u>Vocabulary</u></p>
Musicianship – Pulse/Beat	<p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	



	<p>I can play a variety of instruments with increasing control to express my feelings and ideas</p> <p>I can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to the music.</p>	<p>I can use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (Shakers, sticks and blocks, etc.) playing repeated rhythm patterns and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>I can respond to the pulse in recorded/live music through movement and dance.</p>	
Composing	<p>I can create my own song or improve a song around one they know.</p> <p>I can explore and engage in music making, performing solo or in groups</p>	<p>I can improvise simple vocal chants, using question or answer phrases.</p> <p>I can create musical sound effect</p>	