

	Y1	Y2
Singing	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch,</li> <li>• responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Begin with simple songs with a very small range, mi-so (e.g. Hello, how are You),</li> <li>• Sing a wide range of call and response songs</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing</li> </ul>
Listening	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y1:</p> <p><b>Western Classical Tradition and Film:</b>  ‘Rondo alla Turca’ by Mozart (classical)  ‘Mars’ from The Planets by Holst (20<sup>th</sup> century)</p> <p><b>Popular Music</b>  ‘Wild Man’ by Kate Bush  ‘Runaway Blues’ by Ma Rainey</p> <p><b>Musical Traditions</b>  ‘Brazil Samba Fanfarra (Cabua-Le-Le)’ by Sérgio Mendes/Carlinhos Brown</p>	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y2:</p> <p><b>Western Classical Tradition and Film:</b>  ‘Night Ferry’ by Anna Clyne (21st Century)  ‘Bolero’ by Ravel (20th Century)</p> <p><b>Popular Music</b>  ‘Rock n Roll Hound Dog’ by Elvis Presley  ‘With A Little Help from My Friends’ by The Beatles</p> <p><b>Musical Traditions</b>  Gamelan tradition from Indonesia ‘Baris’ by Gong Kebyar of Peliatan</p>
Composing	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Invent, retain and recall rhythm and pitch patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion,</li> <li>• creating a musical conversation.</li> </ul>
Musicianship	At St Francis we use both Dalcroze and Kodaly systems to teach	At St Francis we use both Dalcroze and Kodaly systems to teach children music. First

	<p>children music. First is based on bodily movements which are used to represent musical rhythms, and the second is based on learning by singing and hand signs.</p> <p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others with changing the speed of the beat as the tempo of the music changes.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinato)</li> </ul> <p>Respond to the pulse in stepping, jumping, walking on tiptoes:</p> <ul style="list-style-type: none"> <li>• Stepping (e.g. Mattachins from Capriol Suite by Warlock),</li> <li>• Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)</li> <li>• Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips);</li> <li>• create, retain and perform their own rhythm patterns.</li> <li>• Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk; quiet sounds created on a rainstick/shakers to</li> </ul>	<p>is based on bodily movements which are used to represent musical rhythms, and the second is based on learning by singing and hand signs.</p> <p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato).</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>• Create and perform their own chanted rhythm patterns with the same stick notation</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Play a range of singing games based on the cuckoo interval (so-mi)</li> <li>• Sing short phrases independently within a singing game or short song.</li> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> </ul>
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	depict a shower; regular strong beats played on a drum to replicate menacing footsteps.	
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