

End of Key Stage Expectations

Expected Musical Learning for Key Stage 1 – Year 2

This document provides five progressive teacher statements with supporting pupil statements for each Strand of Musical Learning in Key Stage 1.

At the end of each Key Stage, the teacher and pupils will use the statements below to ensure a full understanding of each **Strand of Musical Learning**. The combined outcome of knowledge from each Strand can be added to the **Assessment Log** by using the shorthand; working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +.

Pupil Statements

The pupil statements match the teacher statements and are written using language that the pupils will understand. Pupil statements are written in *italics* to distinguish them from the rest of this document.

A general “I can” statement will not ensure conceptual understanding or depth of learning, therefore many of the pupil statements ask for a more demanding and thought-through response indicated by phrases such as:

I recognise/can identify these styles because...

The pupil statements can be extracted, or left within their discrete Strand of Musical Learning, and should be used as a focus to reinforce musical learning as appropriate.

This in-depth musical learning sequence will embed over time, developing skills with repetition.

Evidence

Create digital evidence of musical, social and cultural outcomes and upload to the Evidence tab for your class in the ‘My Pupil Groups’ area of ‘My Workspace’ on the Charanga website.

The Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
 - a. Games
 - b. Singing
 - c. Playing Instruments
 - d. Improvisation
 - e. Composition
3. Perform and Share

1. Listen & Appraise KS1

1. Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.

I enjoy listening to lots of different musical styles from different parts of the world. I can sometimes recognise / identify where in the world they are from. I can sometimes recognise / identify what the different styles of music are and some of the different instruments I hear.

Some of the styles I have heard are... (pupil to state some examples).

I recognise / identify these styles because... (pupil to state some examples).

Some of the instruments I can recognise / identify are... (pupil to state some examples).

2. When listening to this music, start to find and internalise the pulse using movement. Perhaps march, clap, tap your knees – have fun with this. Help each other.

When I listen to music, I can usually find the pulse on my own. Sometimes I need some help.

3. Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.

I am starting to use musical words when I talk about music, here are some of the words I use... (pupil to state their meanings if possible).

4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.

I pay attention and concentrate when my friends talk about the music we have listened to. I respect their opinions and feelings towards the music.

5. Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music you are listening to.

I understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into the music we listen to – I can explain some of these too!

2. Musical Activities KS1

a. Games

1. Find and internalise the pulse, sometimes with support/help, through body movement and within the context of the games track being used.

When I listen to a piece of music, I can sometimes find the pulse straight away and on my own. Once I have found the pulse, I can feel it inside of me and show that by marching or by moving my body.

2. Begin to understand, through activity and feeling more than explanation, that pulse is the foundation of music upon which all the other dimensions are built.

I know/understand that the pulse is the foundation of all music. I can demonstrate with my friends, how to find the pulse.

3. Begin to understand, through activity and feeling more than explanation, that through repeated games and activities depth of learning occurs and that:
 - o Pulse is the heartbeat of music, a steady beat that never stops.
 - o Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech – names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
 - o Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.

Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.

I can find and keep the pulse, on my own or with a group, to a games track or piece of music.

The pulse is... (answer – a musical heartbeat that never stops, just like our heartbeat).

I can clap a simple rhythm over the pulse – rhythm is different to pulse, it changes, where pulse stays the same.

I know that if I sing I use pitch – high and low sounds.

I can make up my own simple rhythm... (pupil to state some examples).

4. Aim to progress from keeping a steady pulse to clapping a simple rhythm then improvising a simple rhythm.

I can clap the rhythm of my name and of my favourite food etc but I can also make up my own rhythm when my teacher asks me to.

5. Begin to understand how the other fundamental dimensions of music are sprinkled through songs and pieces of music.

I can explain how tempo and dynamics can be used in a piece of music.

b. Singing

1. Begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. Begin to understand this by taking part.

Singing with my friends in a group / ensemble / choir is great and when we all try hard together, the sound is fantastic!

2. Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of higher quality.

We warm up our voices to keep them safe. We have to stand up straight to produce a quality sound. We need to breathe properly and pronounce words in the correct style of the song we are singing.

3. Sing songs and melodies and begin to consider how the melody and words should be interpreted. Start to think about their importance. Also, think about matching your performance of the song to how the music sounds ie begin to think musically.

The words of the songs that we sing mean something – I need to understand their meaning so that I can perform them properly. It is important to show how I feel when I sing a song.

4. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.

I keep the pulse inside of me when I sing, I listen to my friends to make sure that we are singing the same tune and that we are singing together.

5. Learn how to join in and stop as appropriate – learn how to follow a leader / conductor.

I can follow a leader when I sing, I start and stop when they tell me to.

c. Playing Instruments

1. Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks, recorders or use band instruments if appropriate.

I really enjoy playing an instrument, my instrument is... I can play tunes and have started making up my own, this is called improvisation.

2. Play and move between differentiated parts with a sound-before-symbol approach, according to ability.

I can play 'by ear' or 'by heart' and when I feel comfortable with the part I have learnt, I move to a different one. All the different parts fit together and they are all important in our ensemble / band.

3. Play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader / conductor.

I enjoy playing in our band / ensemble. I can start and stop or join in when I'm directed as I watch the leader.

4. Learn to treat each instrument with respect and start to use the correct techniques to play them.

I look after my instrument and hold the beater correctly. I place the beater in a rest position when I am not playing. Or, I sometimes pretend that the beater is a microphone!

5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations.

I know there is a language that represents the music we play. We sometimes write our music down using colours, shapes or pictures.

d. Improvisation

1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.

I enjoy creating and exploring musical sounds with my instrument. We make up simple rhythms / melodies / tunes to play with the song that we are singing. This is called improvisation.

2. Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.

When I improvise, I make up my own simple rhythm or tune.

3. Improvise using simple patterns.

I can make up simple improvisations on my own.

4. Create your own simple rhythmic patterns that lead to melodies in a group or solo situation.

I can make up a rhythm with my group and then add a tune to it.

5. Learn a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using one or two notes, increasing to three notes if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music ie how rhythm and tempo are part of the creation.

I feel confident using one, two or three notes when I improvise.

e. Composition

1. Create your own simple melodies within the context of the song that is being learnt.

We compose our own tunes in groups and then fit the tune into the song we are learning.

2. Move beyond composing using two notes, increasing to three notes if appropriate.

We used two notes/we used three notes to compose our tune. We have moved from using two to three notes.

3. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.

We recorded our compositions and we notated them using... (pupil to state some examples).

4. Musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).

In my/our composition we thought about and then used... (pupil to state some examples).

5. Begin to recognise / identify the awareness of a link between shape and pitch using graphic notations.

When we played our compositions, we remember them by... (pupil to state some examples, eg writing them down in some way or creating a graphic score).

3. Perform and Share

1. Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader.

It is important that we work together in our band, like a team. We try to start and end together and watch – this will make our performance better.

2. Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance.

I can perform what I have learnt to other people, the audience. I play my instrument, improvise and play my compositions as part of this performance and with confidence.

3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.

I know that everything we have learnt in our music lessons this year will help me perform with confidence.

4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration.

When we perform we need to make sure that the audience can hear and see us properly. They need to hear the words we sing and we have to stand correctly and look professional. They will enjoy our performance more if we enjoy it, are confident and have fun!

5. Watch a recording and/or discuss the performance. Offer respectful comments and feedback about others.

I enjoy watching a recording of our performance. We can talk about what went well and what we could do better.