Pickering Infant School - Curriculum Coverage and Assessment Grid
Key Stage 1 Music –

Highlight when covered						Programme of Study		Notes
						Knowledge , Skills and Understanding		(Where tracking indicates a lack of understanding please record key points/children/misconceptions below)
1	2	3	4	5	6	**Vocal Development** – use their voices expressively and creatively by singing songs and speaking chants and rhymes.		EXPLANATORY NOTES
						Year 1 Can identify high and low sounds.	Year 2 Can sing in tune so-mi and so-la-mi melodies.	• So-mi = 5th and 3rd notes in an 8 note scale. It is a "minor 3rd" interval. Thought of as the "siren" interval. • Song Examples: - See Saw Up & Down (p42) - Hey Hey Look at Me (p70) - Cobbler Cobbler (p17) _Singing Games & Rhymes_ • So-la-mi: 'la' is one step higher than so (6th note of the 8 note scale). • Song Examples: - Snail Snail (p31) - Rain Rain Go Away (QMP) - Tick Tock (p60) _Singing Games & Rhymes_ ***See Appendix 1: Solfege System for Singing.** **Appendix 2: so-mi song example** **Appendix 3: so-la-mi song example**
						Can move their voice.		
						Can identify speaking and singing voices.		
						Can perform speech rhymes with an expressive voice.		
						Can sing in tune so-mi melodies.		

						Rhythmic Development – experiment with, create, select and combine sounds using the inter-related dimensions of music.		
						Year 1 Can maintain a steady beat.	Year 2 Can identify either beat or rhythm.	
						Can perform 'word' rhythms of known songs.	Can group/perform beat into 2 or 4 (strong pulse and weak pulse).	Beat in 2 = strong/weak, strong/weak etc. Beat in 4 = strong/weak/weak/weak etc. Word rhythms = the syllables of the words of a song.
							Can identify and perform ta/crotchet and ti-ti/quaver rhythms.	***See Appendix 4: Note Values** ** Appendix 5: Bee Bee Bumble Bee Chart**
						Instrumental Development – to play tuned and untuned instruments musically.		Tuned = melodic percussion Untuned = percussion used for beat/rhythm
						Year 1 Can use body percussion to maintain beat and word rhythms (eg. all pat knees/ all clap hands etc.).	Year 2 Can combine 2 or more body percussion in a pattern while maintaining beat (i.e. pat, clap, click, pat, clap, click)	
						Can identify and name by sight and sound a range of untuned percussion instruments.	Can identify and name by sight and sound a wider range untuned percussion instruments.	
						Can use appropriate technique to produce sound on untuned percussion	Can perform so-mi & so-la-mi melodies on tuned	*See Song Examples in Vocal Development section.

						instruments (shake, tap, scrape etc.).	percussion instruments.	
						Can perform simple so-mi melodies on tuned percussion instruments.		
						Listening Development – listen with concentration and understanding to a range of high quality live and recorded music.		
						Year 1 Can identify same and different in a pattern of pitched or rhythmic sounds.	Year 2 Can identify and understand A-B structure	• A-B Structure = Binary Form – an 'A' section followed by a different 'B' section. • Song Examples: - Tommy Tattlemouse (p37) - Doggie Doggie (p38) ***See Appendix 6: Baa Baa Black Sheep** **Appendix 7: Three Blind Mice.**
						Can describe and explain how a piece of music makes them feel.	Can describe and explain (in relation to speed, volume, texture, instrumentation) how a piece of music makes them feel.	
						Can identify verse and chorus structure.	Can identify and understand A-B-A structure (i.e. Twinkle, Twinkle).	• A-B-A Structure = Ternary Form – as for Binary but with a repeat of section 'A'. • Song Example: ***See Appendix 8: Twinkle Twinkle** **Appendix 9: Hot Cross Buns** • Verse – tells the story/ Chorus = repetitive refrain.

									• Song Example: - Jingle Bells.
						Musical Elements - experiment with, create, select and combine sounds using the inter-related dimensions of music.			
						Year 1 Can differentiate between fast and slow (allegro/largo) and apply this.	Year 2 Can identify smaller increments of tempo change (lento/andante/presto) and apply this.		• Tempo = speed of the music. • Terms: - Lento = very slow. - Largo = slow/stately - Andante = walking pace - Allegro = fast - Presto = very fast. (There are others). - ***See Appendix 10: Tempo Chart**
						Can differentiate between loud and soft (forte/piano) and apply this.	Can identify smaller increments of dynamic change (fortissimo/ mezzo-forte/ mezzo-piano/ pianissimo) and apply this.		• Dynamics = volume of the music. • Terms: - Fortissimo = very loud - Forte = loud - Mezzo forte = moderately loud - Mezzo piano = moderately soft - Piano = soft - Pianissimo = very soft. - ***See Appendix 10: Dynamics Chart**