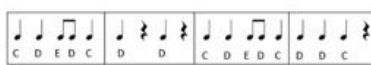
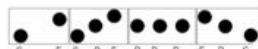
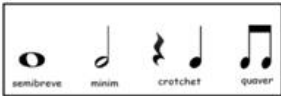


Overview - Model Music Curriculum: Key Stages 1 to 2

The information in this overview has been extracted from the Model Music Curriculum: Key Stages 1 to 3, released in March 2021. The overview aims to help music leaders in Solihull understand the musical progression outlined in the Model Music Curriculum and adapt as required.

Singing	- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft - Perform actions confidently and in time to a range of action songs. - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - Perform as a choir in school assemblies.	See page 22 of the Model Music Curriculum for suggested singing resources. 
Listening	See page 23 of the Model Music Curriculum for suggested listening materials	
Composing	Improvise - Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. - Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Compose - Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). - Compose song accompaniments on untuned percussion using known rhythms and note values.	4 
Performing	Instrumental performance - Develop facility in playing tuned percussion or a melodic instrument such as recorder or glockenspiel. - Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). - Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi (see illustration):  - Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases Reading Notation - Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch - Introduce and understand the differences between crotchets and paired quavers. - Apply word chants to rhythms, understanding how to link each syllable to one musical note.  	Musical features Rhythm, Metre and Tempo Downbeats, fast (allegro), slow (adagio), pulse, beat Pitch and Melody High, low, rising, falling; pitch range do–so Structure and Form Call and response; question phrase, answer phrase, echo, ostinato Harmony Drone Texture Unison, layered, solo Dynamics and Articulation Loud (forte), quiet (piano) Instruments and Playing Techniques Instruments introduced in Key Stage 1