KPIs 2021-22 Music Curriculum

	EYFS	KS1	LKS2	UKS2
Using Voices	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	• KS1Voice1 Sing clearly and with expression, recite rhymes and chants in unison • KS1Voice2 Recognise changes in dynamics and tempo and reflect it in their own singing	• LKS2Voice1 Sing in two and three part rounds, with an awareness of phrasing and changes in tempo and dynamics	• UKS2Voice1 Use voices to confidently communicate the meaning and mood of a song, through singing in one and two parts
Using Instruments	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	• KS1Instrument1 Use untuned instruments to maintain a steady beat and change in tempo as directed • KS1Instrument2 Play short ostinato rhythms, made up of long and shorts sounds as directed by a graphic score	• LKS2Instrument1 Use untuned instruments to maintain 2 overlapping ostinato rhythms in a small group • LKS2Instrument2 Play or clap ostinato rhythms that incorporate a rest • LKS2Instrument3 Recognise some conventional music symbols	• UKS2Instrument1 Use tuned and/or untuned instruments to play extended melodic phrases, that include stopping, starting, changing tempo and dynamic • UKS2Instrument2 In a small ensemble, maintain their part accurately or lead a small group of players whilst performing to an audience • UKS2Instrument3 Use devices/ICT to record and store performance or composition ideas

Exploring		• KS1Exploring1 Reflect and discuss the effect and mood of music that has been listened to	• LKS2Explore1 Explain the difference between ostinato rhythms and melodic drones	• UKS2Explore1 Understand and describe chords and harmonies, including concord and discord sounds (tuned instruments) • UKS2Explore2 Compare and explain the differences and similarities between different scales, including pentatonic, rag, blues, major, minor and chromatic
Composing		• KS1Composing1 Create a short piece of music with a beginning, middle and end that changed in tempo, timbre and/or dynamic	• LKS2Composing1 Create a simple piece of music from a selected group of notes that either accompanies a song or responds and reflects to music that has been listened to • LKS2Composing2 Use ICT to compose, sequence and share work	• UKS2Composing1 Record own compositions using a graphic score • UKS2Composing2 Compose accompaniments on tuned or untuned instruments

Listening and Appraising	•	• KS1Listening1 Name and compare some simple percussion and orchestral instruments and describe how they are played (hit, scraped, shaken, blown) • KS1Listening2 Use dance and movement to reflect the mood and feeling of music and give reasons for their movements	• LKS2Listening1 Name most school percussion instruments and some orchestral instruments from sound and/or image • LKS2Listening2 Compare different styles of music from different eras through time with some explanation of the differences	• UKS2Listening1 Distinguish differences in timbre and texture of a wide variety of instruments using changes in phrasing, harmony, dynamic, metre and tempo • UKS2Listening2 Compare two contrasting compositions from different cultural sources stating the similarities and differences • UKS2Listening3 Reflect and edit own compositions for refinement