



**In Harmony Musicianship Curriculum for KS1 2026**

		Reception	Year 1	Year 2
<b>Strands of Learning</b>	<b>Pitch and Singing</b>	<ul style="list-style-type: none"> <li>• Differentiate between speaking voice and singing voice</li> <li>• Recognise high and low sounds and find them using our voice</li> <li>• Begin to be able to pitch match our voices as part of a group and individually</li> <li>• Gain confidence singing a variety of songs from Core repertoire (see Song Bank 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and control singing voice</li> <li>• Sing a variety of core repertoire and songs in unison using pentatonic solfa d, r, m, s, l. (see Song Bank 1)</li> <li>• Sing songs and play music games using solfa and solfa hand signs</li> <li>• Develop confidence to sing alone and as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a variety of core repertoire and songs using the whole scale with accurate pitch</li> <li>• Sing songs and play music games using solfa and solfa hand signs</li> <li>• Singing in parts using rounds and ostinato</li> <li>• Core repertoire in Song Bank 2, to connect with instrumental learning</li> </ul>
	<b>Pulse and Beat</b>	<ul style="list-style-type: none"> <li>• Learn to keep a steady beat, as part of a group, as an individual and on a percussion instrument</li> <li>• Understand silent beats</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between beat and rhythm</li> <li>• Feeling the strong beats of the bar</li> <li>• Counting beats in a song</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to have an awareness of Metre: 2,3 &amp; 4 time</li> <li>• Understand bar lines</li> <li>• Conduct in 2 and 3 time</li> </ul>
	<b>Rhythm</b>	<ul style="list-style-type: none"> <li>• Learn to clap/tap/step rhythms of words, names and known songs</li> <li>• Recognise and identify rhythm patterns in games and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Clap &amp; step rhythm patterns against the beat</li> <li>• Confident understanding of crotchet, quaver, crotchet rest using Kodaly words ta, tete, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce prior learning of rhythm</li> <li>• Understand semiquaver patterns and dotted rhythms</li> </ul>

			<ul style="list-style-type: none"> <li>Recognise and play known rhythm patterns on a percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and play rhythm patterns on a string instrument or recorder</li> </ul>
	<b>Listening, Imagination, and Movement</b>	<ul style="list-style-type: none"> <li>Listen to a variety of styles and genres of music</li> <li>Develop inner hearing and aural memory; recognise simple phrase structure and patterns</li> <li>Begin to have an awareness of concept pairs; faster/slower, louder/softer, higher/lower</li> <li>Move to the beat, start, and stop on signal</li> <li>Respond expressively to music and react to changes</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different styles of music</li> <li>Further develop inner hearing, 'thinking voice' and aural memory</li> <li>Demonstrate an understanding of concept pairs</li> <li>Become aware of phrase structure and patterns</li> <li>Improvise rhythms, create our own words for known melodies, improvise using solfa</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with a variety of styles and genres of music</li> <li>Step the beat and clap the rhythm simultaneously</li> <li>Move confidently to music</li> <li>Stop and change speeds on signal</li> <li>Improvise and use ideas to compose/create songs or performances as part of a group</li> </ul>
	<b>Reading Musical Notation</b>	<ul style="list-style-type: none"> <li>Recognise basic visual depictions of music and discover how they match up with sound</li> <li>Begin to have an awareness of written rhythm using Kodaly notation</li> <li>Recognise high and low, above and below the line, using a one-line stave</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret written rhythm notation, minim, crotchet, quavers and crotchet rest</li> <li>Awareness of high and low using a 3 line stave moving on to a full stave</li> <li>Recognise the difference between line notes and space notes</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read and interpret written rhythm including minim, crotchet, quavers and crotchetrest</li> <li>Read and interpret dotted notes, semiquaver groups and semibreve</li> <li>Awareness of clefs to match instrumental learning</li> </ul>

