



## Music Year Group Overview Year 1/2 (Cycle B) 2025-2026



Year 1/2 Coverage Overview					
Autumn:		Spring:		Summer:	
Four Seasons	Christmas/Vocals	Toys	Folksongs/ Easter/Vocals	Great Fire of London	At the Seaside
Autumn		Spring		Summer	
<p>I can identify contrasts in dynamics, tempo and beat groupings.</p> <p>I can listen, sing and perform with an awareness of dynamics.</p> <p>I can create music with changes for effect.</p> <p>I can perform as a class ensemble with an awareness of pulse and pitch.</p>	<p>I can create, perform and notate a melody independently within a group performance.</p> <p>I can recognise the relationship between dot notation and movement of pitch.</p> <p>I can use dot notation to compose a simple melody.</p> <p>I can perform from dot notation as a pair.</p>	<p>I can explore dynamics through listening and performing.</p> <p>I can explore dynamics through composition and performance.</p> <p>I can perform with a steady pulse with a partner.</p> <p>I can identify beat groupings.</p> <p>I can create and perform rhythms using notation.</p>	<p>I can compose a sequence of sounds to create music.</p> <p>I can follow a visual score.</p> <p>I can choose symbols to compose and perform a score.</p> <p>I can play keeping a steady pulse.</p> <p>I can use symbols to compose, record and perform sounds on a score.</p>	<p>I can explore dynamics through listening and performing.</p> <p>I can explore dynamics through composition and performance.</p> <p>I can perform with a steady pulse with a partner.</p> <p>I can identify beat groupings.</p> <p>I can create and perform rhythms using notation.</p>	<p>I can compose a sequence of sounds to create music.</p> <p>I can follow a visual score.</p> <p>I can choose symbols to compose and perform a score.</p> <p>I can play keeping a steady pulse.</p> <p>I can use symbols to compose, record and perform sounds on a score.</p>



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<p>I can create and perform rhythm patterns and melodies.</p> <p>I can create, perform and notate a melody independently within a group performance.</p>		<p>I can perform as a class following dot notation.</p> <p>I can improvise a rhythm within a performance.</p>		<p>I can perform a rhythm using notation as part of a whole class ensemble.</p>	<p>I can use symbols to structure and perform a score keeping a steady pulse.</p>
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Subject Specific Vocabulary					
Adagio, baroque, conductor, crotchet, dynamics, forte, melody, orchestra, paired quavers, piano, pitch, presto, pulse, round, tempo.		Dynamics, improvise, melody, notation, pitch, pulse, rhythm, tempo, unison.		Baroque, beat, crescendo, decrescendo, dynamics, forte, piano, pulse, rhythm, round, score.	Adagio, allegro, beat, conductor, graphic score, layer, pulse, rest, rhythm, score, soundscape, tempo.