



Music – KS1
Progression of Knowledge and Skills



	<u>Year 1 - Cycle A</u>			<u>Year 2 - Cycle A</u>		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys
Music overview	Pupils should be taught to: <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select, and combine sounds using the inter-related dimensions of music 					
Performing - singing	Music Express: Unit 3: Animals: I can sing a song with contrasting high and low melodies.	Music Express: Unit 11: Travel: I can combine voices and movement to perform a chant and a song.	Music express: Unit 7: Our school: I can sing songs together as a group.	First Access: Cornet lessons: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. First Access: Cornet Sessions and performance: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Music Express: Unit 8: Seasons: I can sing with expression, paying attention to pitch.	Music express: Unit 4: Our bodies: I can chant and sing in two parts while playing a steady beat. Music express: Unit 12: Travel: I can prepare and improve performance using my voice, movement and percussion.
Performing - playing	Music express: Unit 2: Number: I can learn to play percussion with control I can identify and keep a steady beat using instruments.	Music express: Unit 6: Seasons: I can identify change in pitch and respond to them with movement.	Music Express: Unit 10: Our Bodies: I can respond to mood within a piece of music with a slow, fast, steady beat.	First Access: Cornet lessons: I can play tuned and untuned instruments musically. First Access: Cornet Sessions and performance:		Music express: Unit 4: Our bodies: I can listen to and repeat a rhythmic pattern using both body percussion and instruments. Music express: Unit 12: Travel:



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				I can play tuned and untuned instruments musically.		I can use instruments expressively in response to visual stimuli.
Improvising and experimenting			Music Express: Unit 10: Our Bodies: I can invent and perform new rhythms to a steady beat.		Music Express: Unit 8: Seasons: I can accompany a song vocal, body percussion and instruments. Music express: Unit 3: Our Land: I can identify ways pf producing sounds (shake, pluck etc).	
Composing		Music Express: Unit 11: Travel: I can create, play and combine simple rhythms.	Music express: Unit 7: Our school: I can create a combination of sounds using instruments.			Music express: Unit 12: Travel: I can understand and play a simple notation.
Listening, developing knowledge and understanding	Music Express: Unit 3: Animals: I can explore and develop an understanding of pitch using my voice and body movements. Music express: Unit 2: Number I can recognise and respond to changes in tempo in music.	Music express: Unit 6: Seasons: I can listen in detail to a piece of orchestral music and identify instruments.			Music Express: Unit 8: Seasons: I can identify rising and falling pitch. Music express: Unit 3: Our Land: I can match descriptive sounds to images.	Music express: Unit 12: Travel: I can listen to, describe and respond to contemporary orchestral music.
Impact/key assessment criteria:	Through the above topics, knowledge and skills a Year 1 musician will: <ul style="list-style-type: none"> - Know how to use their voice to speak, sing and chant - Know how to use instruments to perform - Know how to clap short rhythmic patterns - Know how to make different sounds with their voice and with instruments - Know how to repeat short rhythmic and melodic patterns - Know how to make a sequence of sounds 			Through the above topics, knowledge and skills a Year 2 musician will: <ul style="list-style-type: none"> - Know how to sing and follow a melody - Know how to perform simple patterns and accompaniments keeping a steady pulse - Know how to play simple rhythmic patterns on an instrument - Know how to sing or clap increasing and decreasing tempo - Know how to order sounds to create a beginning, middle and an end - Know how to create music in response to different starting points 		



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	<ul style="list-style-type: none"> - Know how to respond to different moods in music - Know how to say whether they like or dislike a piece of music - Know how to choose sounds to represent different things - Know how to follow instructions about when to play and sing 	<ul style="list-style-type: none"> - Know how to choose sounds which create an effect - Know how to use symbols to represent sounds - Know how to make connections between notations and musical sounds - Know how to listen out for particular things when listening to music - Know how to improve their own work
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	Year 1 - Cycle B			Year 2 - Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas
Music overview	Pupils should be taught to: <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select, and combine sounds using the inter-related dimensions of music					
Performing - singing	Music Express: Unit 9: Storytime: I can rehearse and perform a rap with sound effects using my voice and instruments.	Music Express: Unit 4: Weather: I can control vocal dynamics, duration and timbre.	Music Express: Unit 12: Water: I can use my voice to create descriptive sounds.	First Access: Cornet lessons: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes First Access: Cornet Sessions and performance: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Music Express: Unit 9: Weather: I can perform an updated version of a traditional nursery rhyme with a rap section.	Music Express: Unit 7: Storytime: I can explore voices to create descriptive musical effects. Music express: Unit 11: Water: I can understand pitch through singing and movement.
Performing - playing	Music Express: Unit 9: Storytime:	Music Express: Unit 4: Weather: I can explore and control dynamics, duration and	Music Express: Unit 12: Water: I can use instruments to create descriptive sounds.	First Access: Cornet lessons: I can play tuned and untuned instruments musically.	Music Express: Unit 10: Pattern:	Music express: Unit 11: Water: I can explore and develop an understanding of pitch



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	<p>I can play fast, slow, loud and quiet sounds on percussion instruments.</p> <p>Music Express: Unit 1: Ourselves: I can create, respond to, place and change vocal sounds.</p>	<p>timbre with voices, body percussion and instruments.</p> <p>Music Express: Unit 5 Machines: I can play percussion instruments at different speeds.</p>	<p>Music Express: Unit 8: Pattern: I can explore the sounds of instruments and find different ways to vary their sounds.</p>	<p>First Access: Cornet Sessions and performance: I can play tuned and untuned instruments musically</p>	<p>I can perform and create a simple three and four beat rhythms using a simple score.</p>	<p>using percussion instruments.</p>
Improvising and experimenting	<p>Music Express: Unit 1: Ourselves: I can clap out a simple rhythmic pattern using my hands.</p>	<p>Music Express: Unit 5 Machines: I can experiment with and control changes in tempo (speed).</p>				<p>Music Express: Unit 7: Storytime: I can combine sounds to create a musical effect in response to visual stimuli.</p>
Composing			<p>Music Express: Unit 12: Water: I can create a picture in sound.</p>		<p>Music Express: Unit 9: Weather: I can compose music to illustrate a story.</p>	
Listening, developing knowledge and understanding	<p>Music Express: Unit 9: Storytime: I can understand how music can be used to tell a story.</p>	<p>Music Express: Unit 4: Weather: I can respond to music through movement.</p>	<p>Music Express: Unit 12: Water: I can understand musical structure by listening and responding through movement.</p> <p>Music Express: Unit 8: Pattern: I can identify the rhythm in music by identifying its pattern.</p>		<p>Music Express: Unit 9: Weather: I can listen in detail to a piece of orchestral music.</p> <p>Music Express: Unit 10: Pattern: I can explore different ways to organise music.</p>	
Impact/key assessment criteria:	<p>Through the above topics, knowledge and skills a Year 1 musician will:</p> <ul style="list-style-type: none"> - Know how to use their voice to speak, sing and chant - Know how to use instruments to perform - Know how to clap short rhythmic patterns - Know how to make different sounds with their voice and with instruments - Know how to repeat short rhythmic and melodic patterns - Know how to make a sequence of sounds 			<p>Through the above topics, knowledge and skills a Year 2 musician will:</p> <ul style="list-style-type: none"> - Know how to sing and follow a melody - Know how to perform simple patterns and accompaniments keeping a steady pulse - Know how to play simple rhythmic patterns on an instrument - Know how to sing or clap increasing and decreasing tempo - Know how to order sounds to create a beginning, middle and an end 		



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