



Music – KS1
Progression of Knowledge and Skills 2024-2025



	<u>Year 1</u>			<u>Year 2</u>		
Term	Autumn Autumn 1 – Black <u>Autumn 2 – Blue</u>	Spring Spring 1 – Black <u>Spring 2 - Blue</u>	Summer Summer 1 – Black <u>Summer 2 – Blue</u>	Autumn Autumn 1 – Black <u>Autumn 2 – Blue</u>	Spring Spring 1 – Black <u>Spring 2 - Blue</u>	Summer Summer 1 – Black <u>Summer 2 – Blue</u>
Topic	All Creatures Great and Small Once upon a time	On the go Ready Steady Grow	Superheroes Near and Far	All Creatures Great and Small Once upon a time	Where in the world ? Ready Steady Grow	Superheroes Near and Far
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	Autumn 1-All Creatures Great and Small Music Express Our bodies Musical Focus- Beat Music Express Animals <u>Musical Focus- Pitch</u> Singing, playing, listening, responding, moving to music Autumn 2- Christmas Nativity Christmas performance: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Spring 1 – On the go Music Express: Number <u>Musical Focus- Beat</u> Music Express Our School Musical Focus- Exploring Sounds Singing, playing, listening, responding, moving to music Spring 2 – Ready, Steady Grow Music Express: Seasons Musical Focus- Pitch Music Express: Weather	Summer 1- Superheroes Music Express: Pattern Musical Focus- Beat Music Express: Machines Musical Focus- Beat Singing, playing, listening, responding, moving to music Summer 2 – Near and Far Music Express: Travel Musical Focus- Performance End of Reception Graduation Performance Musical Focus- Performance Singing, playing, listening, responding, moving to music	Autumn 1- All Creatures Great and Small First Access Cornets-Anna Minear I can play a tuned instrument I can use my voice expressively and creatively by singing Autumn 2 –Once upon a time Anna Minear – Cornets Christmas cornet performance I can play tuned instruments Christmas songs - performance I can use my voice expressively and creatively by singing songs	Spring 1 – Where in the world? Music express- Our Land Musical focus-exploring vocal sounds Music Express–Unit 6 - Number Musical focus-beat <u>Spring 2- Ready Steady Grow</u> Music Express- Story time Musical focus-exploring sounds Explore voices to create descriptive musical effects Music Express–Unit 8 - Seasons Musical focus-pitch I can sing with expression, paying attention to the pitch shape of the melody	Summer 1 –Superheroes Music Express–Weather Musical focus-exploring vocal sounds Music Express–Pattern Musical focus-beat <u>Summer 2 – Near and Far</u> Music Express–Water Musical focus-pitch I can prepare and improve a performance using movement, voice and percussion Music Express– Travel Musical focus-performing I can prepare and improve a performance using movement, voice and percussion



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	Singing, playing, listening, responding, moving to music	Musical Focus- Exploring Sounds Singing, playing, listening, responding, moving to music	I can use my voice to create descriptive sounds I can use my voice to explore changes of pitch			
Performing - playing	<p>Music express: Unit 2: Number: I can learn to play percussion with control I can identify and keep a steady beat using instruments.</p> <p>Music Express: Unit 9: Storytime: I can rehearse and perform a chant/rap with sound effects using instruments</p> <p>I can play fast, slow, loud, and quiet sounds on percussion instruments</p> <p>Christmas Performance- I can play tuned and untuned instruments</p>	<p>Music Express: Unit 10: Our Bodies: I can respond to mood within a piece of music with a slow, fast, steady beat.</p> <p>Music Express: Unit 8: Pattern: I can explore the sounds of instruments and find different ways to vary their sounds.</p> <p>Music Express: Unit 4: Weather: I can explore and control dynamics, duration and timbre with voices, body percussion and instruments.</p> <p>Music express: Unit 6: Seasons: I can identify change in pitch and respond to them with movement.</p>	<p>Music Express – Unit Seven - Our school I can create a soundscape using instruments</p> <p>Music Express – Unit Twelve – Water I can use instruments to create descriptive sounds</p>	<p>Music express: Unit 4: Our bodies: I can listen to and repeat a rhythmic pattern using both body percussion and instruments.</p> <p>Cornets- I can play a tunes instrument- cornet</p>	<p>Unit 6: Number: I can play tuned and untuned instruments musically.</p> <p>Music Express–Unit 8 - Seasons I can accompany a song with vocal, body percussion and instrumental ostinati</p>	<p>Music Express: Unit 10: Pattern: I can perform and create a simple three and four beat rhythms using a simple score.</p> <p>Music express: Unit 11: Water: I can explore and develop an understanding of pitch using percussion instruments.</p> <p>Music express: Unit 12: Travel: I can use instruments expressively in response to visual stimuli.</p>
Improvising and experimenting	Music Express: Unit 1: Ourselves:	Music Express: Unit 10: Our Bodies:	Music Express – Unit Seven - Our school	Music Express: Unit One: Ourselves: Add body percussion and	Music Express: Unit 7: Storytime:	Music Express: Unit 10: Pattern:



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	<p>I can clap out a simple rhythmic pattern using my hands. Music Express: Unit 1: Ourselves: I can explore, create and place vocal and body percussion sounds</p>	<p>I can invent and perform new rhythms to a steady beat. Music Express: Unit 8: Pattern: I can explore sounds on instruments and find different ways to vary their sound</p> <p>Music express: Unit 6: Seasons: Relate pitch changes to graphic symbols and perform pitch changes vocally</p> <p>Music Express: Unit 4: Weather: I can improvise descriptive music</p>	<p>Explore different sound sources and materials Music Express – Unit Three – Animals Explore and develop an understanding of pitch using the voice and body movements</p>	<p>instruments to a call and response song.</p>	<p>I can combine sounds to create a musical effect in response to visual stimuli.</p> <p>Music Express: Unit 8: Seasons: I can accompany a song vocal, body percussion and instruments.</p>	<p>I can perform and create simple three- and four-beat rhythms using a simple score I can explore different ways to organise music</p>
Composing	<p>Music Express: Unit 1: Ourselves: I can clap out a simple rhythmic pattern using my hands.</p>	<p>Music Express: Unit 10: Our Bodies: Invent and perform new rhythms to a steady beat</p>	<p>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: Water: I can create a picture in sound.</p>	<p>Unit 1: Ourselves: I can experiment with, create and combine sounds using the interrelated dimensions of music.</p>	<p>Unit 3 – Our Land Explore timbre and texture to understand how sounds can be descriptive</p> <p>Unit 6: Number: I can experiment with, create and combine sounds using the interrelated dimensions of music.</p>	<p>Music Express: Unit 9: Weather: I can compose music to illustrate a story.</p> <p>Music express: Unit 12: Travel: I can understand and play a simple notation.</p>
Listening, developing knowledge and understanding	<p>Music express: Unit 2: Number I can recognise and respond to changes in tempo in music.</p>	<p>Music express: Unit 10: Our bodies I can respond to change of mood in a piece of music</p>	<p>Music Express: Unit 9: Storytime: I can understand how music can be used to tell a story. Music Express: Unit 12: Water:</p>	<p>Music express unit 4- Weather I can listen to and repeat back rhythmic patterns on instruments and body percussion</p>	<p>Unit 3 – Our Land Identify ways of producing sounds (e.g. shake, strike, pluck)</p>	<p>Music Express: Unit 9: Weather: I can listen in detail to a piece of orchestral music.</p>



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	<p>Music Express Unit 9- Storytime I can understand how music can tell a story Tchaikovsky – The Nutcracker Suite</p> <p>Christmas Performance- I can understand how music can tell a story</p>	<p>with a slow and fast steady beat I can identify a repeated rhythm pattern</p> <p>Music Express: Unit 8: Pattern: I can identify the rhythm in music by identifying its pattern.</p> <p>Music Express: Unit 4: Weather: I can respond to music through movement.</p> <p>Music express: Unit 6: Seasons: I can listen in detail to a piece of orchestral music and identify instruments.</p>	<p>I can understand musical structure by listening and responding through movement.</p>		<p>Match descriptive sounds to images</p> <p>Music Express: Unit 8: Seasons: I can identify rising and falling pitch.</p>	<p>Music Express: Unit 10: Pattern: I can explore different ways to organise music.</p> <p>Music express: Unit 12: Travel: I can listen to, describe and respond to contemporary orchestral music. I can use simple musical vocabulary to describe music</p>
<p>Impact/key assessment criteria:</p>	<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 - 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 		<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 - Know how to create music in response to different starting points - 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 			