



Music – KS1
Progression of Knowledge and Skills



	<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	Marvelous Me Once upon a time	On the go Ready Steady Grow	Near and Far All creatures great and small	Homes and Habitats Sparkle and Shine	Where in the world ? You're bananas!	Superheroes From Pit to Port
Music overview	Pupils should be taught to: - 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- Marvellous Me Music Express: Unit 1: Ourselves: Musical focus-exploring sounds with voices I can create, respond to, place and change vocal sounds. Music Express – Unit 2 - Number Musical focus-beat Autumn 2- Once Upon a Time Music Express : Unit 9 Storytime Musical focus-exploring sounds Rehearse and perform a rap with sound effects using voices	Spring 1 – On the Go Music Express – Unit 10 - Our bodies Musical focus-beat Music Express –Unit 8 – Pattern Musical focus-beat <u>Spring 2 – Ready, Steady Grow</u> <u>Music Express – Unit 4 – Weather</u> Musical focus-exploring sounds with voices, movement and instruments I can control vocal dynamics, duration and timbre Music Express – Unit 6- Seasons Musical focus-Pitch	Summer 1- Near and Far Music Express – Unit 7 - Our school Musical focus-exploring sounds in our environment I can sing a song together as a group Music Express – Unit 11- Travel Musical focus-performing I can combine voice and movement to perform a chant and a song <u>Summer 2 –All creatures great and small</u> <u>Music Express – Unit 3 – Animals</u> Musical focus-pitch I can sing a song with contrasting high and low melodies	Autumn 1- Homes and Habitats Music Express–Unit 1– Ourselves Musical focus-exploring vocal sounds I can develop the use of vocal sounds to express feelings Music Express–Unit 5 - Animals Musical focus-pitch <u>Autumn 2 – Sparkle and Shine</u> Anna Minear – Cornets Christmas cornet performance I can play tuned instruments Christmas songs - performance	Spring 1 – Where in the world Music express- Unit 3 – Our Land Musical focus-exploring vocal sounds Music Express–Unit 6 - Number Musical focus-beat <u>Spring 2- You're Bananas!</u> <u>Music Express–Unit 7 - Story time</u> Musical focus-exploring sounds Explore voices to create descriptive musical effects Music Express–Unit 8 - Seasons Musical focus-pitch	Summer 1 –Superheroes Music Express–Unit 9- Weather Musical focus-exploring vocal sounds Music Express–Unit Ten - Pattern Musical focus-beat <u>Summer 2 – From Pit to Port</u> <u>Music Express–Unit 11 – Water</u> Musical focus-pitch I can prepare and improve a performance using movement, voice and percussion Music Express–Unit 12 - Travel Musical focus-performing I can prepare and improve a performance using movement, voice and percussion



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	Christmas performance: I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	I can sing a song with contrasting high and low melodies	Music Express – Unit 12– Water Musical focus-Pitch I can use my voice to create descriptive sounds I can use my voice to explore changes of pitch	I can use my voice expressively and creatively by singing songs	I can sing with expression, paying attention to the pitch shape of the melody	
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 9: Storytime: I can rehearse and perform a chant/rap with sound effects using instruments I can play fast, slow, loud, and quiet sounds on percussion instruments Christmas Performance- I can play tuned and untuned instruments	Music Express: Unit 10: Our Bodies: I can respond to mood within a piece of music with a slow, fast, steady beat. Music Express: Unit 8: Pattern: I can explore the sounds of instruments and find different ways to vary their sounds. Music Express: Unit 4: Weather: I can explore and control dynamics, duration and timbre with voices, body percussion and instruments. Music express: Unit 6: Seasons: I can identify change in pitch and respond to them with movement.	Music Express – Unit Seven - Our school I can create a soundscape using instruments Music Express – Unit Twelve – Water I can use instruments to create descriptive sounds	Music express: Unit 4: Our bodies: I can listen to and repeat a rhythmic pattern using both body percussion and instruments. Cornets- I can play a tunes instrument- cornet	Unit 6: Number: I can play tuned and untuned instruments musically. Music Express–Unit 8 - Seasons I can accompany a song with vocal, body percussion and instrumental ostinati	Music Express: Unit 10: Pattern: I can perform and create a simple three and four beat rhythms using a simple score. Music express: Unit 11: Water: I can explore and develop an understanding of pitch using percussion instruments. Music express: Unit 12: Travel: I can use instruments expressively in response to visual stimuli.
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	Music Express: Unit 7: Storytime:	Music Express: Unit 10: Pattern:



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



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	Music Express Unit 9- Storytime I can understand how music can tell a story Tchaikovsky – The Nutcracker Suite Christmas Performance- I can understand how music can tell a story	with a slow and fast steady beat I can identify a repeated rhythm pattern Music Express: Unit 8: Pattern: I can identify the rhythm in music by identifying its pattern. Music Express: Unit 4: Weather: I can respond to music through movement. Music express: Unit 6: Seasons: I can listen in detail to a piece of orchestral music and identify instruments.	I can understand musical structure by listening and responding through movement.		Match descriptive sounds to images Music Express: Unit 8: Seasons: I can identify rising and falling pitch.	Music Express: Unit 10: Pattern: I can explore different ways to organise music. 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
Impact/key assessment criteria:	Through the above topics, knowledge and skills a Year 1 musician will: - 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			Through the above topics, knowledge and skills a Year 2 musician will: - 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		