

Music Progression Document Year 1

National curriculum requirement

Music Key Stage 1:

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.

Substantive Knowledge

Autumn 1

Keeping the Pulse (My favourite things)

Autumn 2

Tempo (Snail and Mouse)

Spring 1

Dynamics (Seaside)

Spring 2

Sound Patterns (Fairytale)

Summer 1

Pitch (Superheroes)

Summer 2

Musical Symbols (Under the sea)

- Pulse – the regular heartbeat of the music; the steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat.
- Pitch – high and low sounds.
- Tempo – the speed of the music – fast, slow or in-between.
- Dynamics – how loud or quiet music is.
- Timbre – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.
- Texture – layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure, eg introduction, verse, chorus, ending.
- Know how to move in time with a steady beat/pulse
- Know the difference between pulse, rhythm and pitch • Recognise some band and orchestral instruments.
- Know about different styles of music and where they might come from in the world.
- Know and understand that improvisation is about making up your own very simple tunes on the spot. • Understand the difference between creating a rhythm pattern and a pitch pattern
- Understand that composing is like writing a story with music.

Disciplinary Knowledge

(to be revisited each term)

Composing

Performing

Listening and Appraising

<ul style="list-style-type: none"> • Add actions and/or movement to a song. • Improvise simple vocal patterns using 'Question and Answer' phrases. • Explore sounds and create their own melody. • Use simple notation if appropriate: Create a simple melody using crotchets and minims. • I can collectively plan a performance including activities appropriate for an audience. 	<ul style="list-style-type: none"> • Copy back simple long and short rhythms with clapping. • Copy back singing simple high and low patterns. • Demonstrate the difference between pulse, rhythm and pitch. • Move, dance and respond with their bodies in any way they can when listening. • Sing, rap or rhyme as part of a choir/group. • Begin to demonstrate good singing posture – standing up straight with relaxed shoulders • Sing unit songs from memory. • Sing a solo demonstrating some level of confidence. • To follow the leader or conductor • Follow a steady beat and stay 'in time' • Play a part on a tuned or untuned instrument by ear. • Learn to treat instruments carefully and with respect. • Rehearse and perform their parts within the context of the unit song. • Play together with everybody while keeping in time with a steady beat. • Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. • Perform their simple composition/s using two, three, four or five notes. 	<ul style="list-style-type: none"> • Describe their thoughts and feelings when listening to the music including why they like or don't like the music. • Talk about any instruments they might hear and perhaps identify them. • Identify a fast or slow tempo. • Identify loud and quiet sounds as an introduction to understanding dynamics. • Talk about any other music they have heard that is similar. • To understand the meaning of the song. I can explain why we chose the song/s to perform. • I can say what I liked or enjoyed about the performance and what could have been better.
	<ul style="list-style-type: none"> • Perform the song confidently with movement and/or actions • Perform the song with my class and without any help from the teacher. • Perform the song from memory. 	

- Follow the leader or conductor

Music Progression Document Year 2

National curriculum requirement

Music Key Stage 1:

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.

Substantive Knowledge

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Call and Response (Animals)	Instruments (Musical Storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical Me)

- To understand the difference between creating a rhythm pattern and a pitch pattern.
- Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Recognise long sounds and short sounds
- Identify a fast or slow tempo.
- Identify loud and quiet sounds as an introduction to understanding dynamics
- Begin to understand the concept of there being different styles of music.
- Understand musical themes
- Understand that improvisation is about making up your own very simple tunes on the spot.
- Continue to understand that composing is like writing a story with music.
- Recognise some musical instruments within their family groups – String, brass, woodwind, percussion.
- Musical notation - crotchets, quavers and minims.

Disciplinary Knowledge

(to be revisited each term)

Composing

Performing

Listening and Appraising

- Create their own rhythmic and melodic patterns.
- Create a sound using tuned and untuned percussion instruments in response to a stimulus.
- Improvise a simple rhythm using different instruments including my voice.
- Improvise simple riffs using question and answer phrases.
- Use classroom instruments to help narrate a story.
- Use music technology to create, edit and combine sounds.
- Use musical symbols to compose simple pieces of music.

- To move in time and keep a steady beat together.
- Listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own
- Follow a steady beat.
- Follow the leader of the group or the conductor.
- Clap the rhythm of my name, pet or favourite colour
- Sing songs from memory
- Sing as part of a pair, group or solo
- Add actions or movement to a song
- Demonstrate good singing posture
- Use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody
- Rehearse and then perform sections of music with accuracy.
- Perform as a group or solo passages of music keeping in time with a steady beat.

- Find and try to keep a steady beat
- Invent different actions to move in time with the music.
- Move, dance and respond with their bodies in any way they can.
- Describe their thoughts and feelings when hearing the music.
- Describe what they see in their individual imaginations when listening to the piece of music.
- Talk about why they like or don't like the music.
- Recognise differences between two varying styles of music.
- Talk about any other music they have heard that is similar
- Tap the pulse of a piece of music and recognise changes/fluctuations in tempo.
- Describe differences in tempo and dynamics with more confidence
- Listen to music from around the world and talk about their features.
- Listen to melodic patterns