



KS1 Music Progression of Knowledge and Skills



KS 1 National Curriculum

Mu1/1.1	use their voices expressively and creatively by singing songs and speaking chants and rhymes
Mu1/1.2	play tuned and untuned instruments musically
Mu1/1.3	listen with concentration and understanding to a range of high-quality live and recorded music
Mu1/1.4	experiment with, create, select and combine sounds using the interrelated dimensions of music

KS1 Progression of Knowledge and Skills

Improvise and compose	Cycle A <ul style="list-style-type: none">• I can improvise rhythms along to a backing track using the note C or G.• I can compose call-and response music.• I can select instruments and compose music to reflect an animal's character.• I can invent simple patterns using voices, body percussion, and then instruments.• I can follow signals given by a conductor/leader.• I can structure compositional ideas into a bigger piece.• I can improvise solos using instruments.• I can compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app• I can improvise and compose, structuring short musical ideas to form a larger piece.• I can begin to understand duration and rhythm notation.• I can structure musical ideas into a whole-class composition.• I can create action patterns in 2- and 3-time.• I can compose a soundtrack to a clip of a silent film.• I can understand and use notes of different duration.• I can understand and use notes of different pitch.• I can understand and use dynamics.
	Vocabulary: rhythm, compose, percussion, conductor, improvise, duration, composition, pitch, dynamics
	Cycle B <ul style="list-style-type: none">• I can participate in creating a dramatic group performance using kitchen themed props.• I can compose music to march to using tuned and untuned percussion.• I can experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.• I can compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).• I can compose musical sound effects and short sequences of sounds in response to a stimulus.• I can improvise question and answer conversations using percussion instruments.• I can create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.• I can attempt to record compositions with stick and other notations.• I can create musical phrases from new word rhythms that children invent. Vocabulary: tuned, untuned, timbre, melodies, improvise, rhythmic, notation
Sing and Play	Cycle A <ul style="list-style-type: none">• I can play the melody on a tuned percussion instrument.• I can sing with good diction.

	<ul style="list-style-type: none"> • I can chant Grandma rap rhythmically and perform to an accompaniment children create. • I can chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • I can learn a clapping game to Hi lo chicka lo that shows the rhythm. • I can sing and play, performing composed pieces for an audience. • I can learn a simple rhythm pattern and perform it with tempo and volume changes. • I can learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • I can follow signals from a conductor. • I can demonstrate an internalised sense of pulse through singing games. • I can sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • I can play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
	<p>Vocabulary: melody, percussion, diction, rhythmically, crotchet, quavers, tempo, volume, crescendo, diminuendo, accelerando, ritenuto</p>
	<p>Cycle B</p> <ul style="list-style-type: none"> • I can sing a cumulative song from memory, remembering the order of the verses. • I can play classroom instruments on the beat. • I can copy a leader in a call and response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • I can sing a unison song rhythmically and in tune. • I can play percussion instruments expressively, representing the character of their composition. • I can chant together rhythmically, marking rests accurately • I can play a simple ostinato on untuned percussion. • I can sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • I can sing a simple singing game, adding actions to show a developing sense of beat. • I can create, interpret, and perform simple graphic scores. • I can perform actions to music, reinforcing a sense of beat. • I can sing and chant songs and rhymes expressively. • I can sing either part of a call and response song. • I can play the response sections on tuned percussion using the correct beater hold. • I can echo sing a line independently with the teacher leading, then move on to pair singing in echo format.
	<p>Vocabulary: verse, pitch, unison, ostinato, echo</p>
<p>Listen and Appraise</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I can recognise and play echoing phrases by ear. • I can listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • I can identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). • I can recognise and respond to changes of speed (tempo), the length of notes (duration - long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. • I can show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). • I can listen and appraise, with focus and attention to detail, recalling sounds and patterns. • I can listen to and analyse four pieces of music inspired by travel/vehicles. • I can listen actively and mark the beat by tapping, clapping, and swinging to the music. • I can listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').

	<ul style="list-style-type: none"> • I can understand and explain how beats can be grouped into patterns and identify them in familiar songs. • I can move freely and creatively to music using a prop. • I can listen and match the beat of others and recorded music, adapting speed accordingly. • I can listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
	Vocabulary: timbre, tempo, duration, articulation, crotchet, quavers, analyse, culture
	Cycle B <ul style="list-style-type: none"> • I can listen and move in time to the song. • I can respond to musical characteristics through movement. • I can describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). • I can listen to 'Aquarium', reflecting the character of the music through movement. • I can recognise the difference between a pattern with notes (pitched) and without (unpitched). • I can listen actively by responding to musical signals and musical themes using appropriate movement. • I can create a musical movement picture. • I can recognise how graphic symbols can represent sound. • I can respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • I can develop awareness of duration and the ability to move slowly to music. • I can create art work, drawing freely and imaginatively in response to a piece of music. • I can listen and copy rhythm patterns. • I can listen and copy call-and-response patterns on voices and instruments.
	Vocabulary: reflect, signals, call-and-response

Assessment End Points Year 1

Knowledge	Skills
<ul style="list-style-type: none"> • I know and understand some musical terms. • I know how to handle tuned percussion instruments (with the correct beater hold). 	<ul style="list-style-type: none"> • I can compose music to march to using tuned and untuned percussion. • I can recognise how symbols can represent sound. • I can copy a leader in a call and response song. • I can sing rhythmically, in tune and in unison. • I can listen and move in time to the song.

Assessment End Points Year 2

Knowledge	Skills
<ul style="list-style-type: none"> • I know and can demonstrate a range of musical terms. • I know that notes can have different pitch and duration. • I know how beats can be grouped into patterns and know how to identify them in familiar songs. 	<ul style="list-style-type: none"> • I can listen to music with increased concentration and discuss what I have heard. • I can sing with good diction. • I can compose music using voice, body percussion and then instruments