



# 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

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

- 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, ritenuo.
- 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.

**Vocabulary:** melody, percussion, diction, rhythmically, crotchet, quavers, tempo, volume, crescendo, diminuendo, accelerando, ritenuo

#### **Cycle B**

- 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.

**Vocabulary:** verse, pitch, unison, ostinato, echo

#### **Listen and Appraise**

#### **Cycle A**

- 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').

- 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**

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

### Assessment End Points Year 2

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