



## Progression of Knowledge, Skills and Understanding - Music

	<b>Year 1</b>	<b>Year 2</b>
<b>Listening and Appraising</b>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p>	<p>Talk about how music makes you feel or want to move e.g. it makes me want jump/laugh/dance or it makes me feel sad because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound.</p>
<b>Controlling Pulse and Rhythm</b>	<p>Accompany a song or piece of music by clapping the rhythm or playing un-tuned percussion.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompany a chant or song by clapping the pulse.</p> <p>Create own rhythms using topic words e.g. 16 66, Pud ding lane, Sam uel Pepys.</p>

	<b>Year 1</b>	<b>Year 2</b>
<b>Singing</b>	<p>Sing notes of different pitches (high and low)</p> <p>Learn about voices, singing a melody accurately at their own pitch.</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Sing with the sense of shape of the melody.</p>	<p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Follow simple pitch movements with their hands and use high low and middle voices.</p> <p>Begin to recognise phrase length and know when to breathe.</p> <p>Use voices expressively and creatively.</p> <p>Sing with an awareness of other performers.</p>
<b>Playing tuned and un-tuned instruments</b>	<p>Play un-tuned instruments with some control.</p> <p>Treat instruments carefully and with respect.</p> <p>Play instruments in different ways.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Name the main percussion instruments used in class.</p>	<p>Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Perform simple rhythmical patterns and accompaniments beginning to show an awareness of pulse.</p> <p>Create and choose sounds for a specific effect and name the instruments used and explain why it has been chosen.</p>
<b>Improvisation</b>	<p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Use un-tuned percussion to improvise and make their own musical patterns.</p>	<p>Create and choose sounds in response to a given stimulus using un-tuned percussion instruments and identify how different sounds can give a message.</p> <p>Use 2 notes using the tuned percussion to improvise and make their own musical patterns.</p>
<b>Composition</b>	<p>In pairs use 2 percussion instruments to create a simple composition which can be played over and over and performed to the class.</p> <p>Create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down.</p>	<p>In a small group use 4/5 percussion instruments to create a composition which can be played over and over and performed to the class.</p> <p>Create three simple melodies using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>

	<b>Year 1</b>	<b>Year 2</b>
<b>Performance</b>	Recognise the need for performance and audiences. Perform whilst showing an awareness of others.	Think about others when performing and work as part of a group. Say how they felt about a performance and talk about how it could be improved next time.