



# Singleton Church of England Primary School

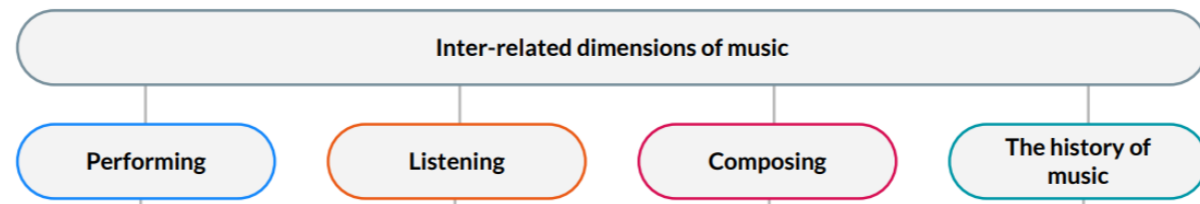
## Progression of Skills and Knowledge

### Music - Y1



Inter-related dimensions of music:

Pitch  
Duration  
Dynamics  
Tempo  
Timbre  
Texture  
Structure  
Appropriate musical notation



\*KS2 only

YEAR 1 CYCLE A	Pulse and Rhythm – All About Me (Y1) LISTENING & PERFORMANCE FOCUS	Timbre and rhythmic patterns – Fairy tales (Y1) LISTENING & COMPOSING FOCUS	Musical Theatre LISTENING & PERFORMANCE FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	Rhythm, pulse	Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute	Pitch, pulse, dynamics, instruments, melody, voices, notes, keyboard, drums, bass, rhythm, improvise, perform, audience, imagination, improvise, tempo
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"><li>To know that rhythm means a pattern of long and short notes.</li><li>To know that pulse is the regular beat that goes through music.</li><li>To know that the pulse of music can get faster or slower.</li><li>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</li></ul>	<ul style="list-style-type: none"><li>To know that an instrument or rhythm pattern can represent a character in a story.</li><li>To know that my voice can create different timbres to help tell a story.</li><li>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936</li></ul>	<p>Year 1</p> <ul style="list-style-type: none"><li>To know that pitch means how high or low a note sounds</li><li>To know that dynamics means how loud or soft a sound is.</li><li>To understand that sounds can be adapted to change their mood, e.g. through dynamics.</li><li>To know that my voice can create different timbres to help tell a story.</li><li>To know that the 'pulse' is the steady beat that goes through music.</li><li>To know that tempo is the speed of the music.</li><li>To know that a piece of music can have more than one section, e.g. a versed and a chorus.</li></ul> <p>Year 2</p> <ul style="list-style-type: none"><li>To understand that a melody is made up from high and low-pitched notes played one after the other.</li><li>To know that 'melody' means a tune.</li><li>To know that dynamics can change the effect a sound has on the audience.</li><li>To know that the tempo of a musical phrase can be changed to achieve a different effect.</li><li>To know that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song</li></ul>
MAKING CONNECTIONS	<p>EYFS – Exploring Sound</p> <ul style="list-style-type: none"><li>To know how to listen carefully and talk about what they hear.</li><li>To know that sounds can be copied by my voice, body percussion and instruments.</li><li>To know that instruments can be played loudly or softly.</li><li>To know that music often has more than one instrument being played at a time.</li></ul> <p>Year 2 - African Call and Response (Animals)</p> <ul style="list-style-type: none"><li>To know that dynamics can change the effect a sound has on the audience.</li><li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li><li>To know that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li><li>To know that the tempo of a musical phrase can be changed to achieve a different effect.</li><li>To know that an instrument can be matched to an animal noise based on its timbre.</li></ul>	<p>EYFS – Musical Stories</p> <ul style="list-style-type: none"><li>To know that a piece of music can tell a story with sounds.</li><li>To know that different instruments can sound like a particular character</li><li>To know what 'high' and 'low' notes are.</li></ul> <p>Year 2 – Dynamics, timbre, tempo and motifs (Space) *Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge for stretch and challenge.</p> <ul style="list-style-type: none"><li>To know that a 'soundscape' is a landscape created using only sounds.</li><li>To know that a composer is someone who creates music and writes it down.</li><li>To know that a motif is a 'sound idea' that can be repeated throughout a piece of music.</li></ul>	<p>EYFS – Early Learning Goals</p> <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>Sing a range of well-known nursery rhymes and songs.</li><li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul> <p>Year 2</p> <ul style="list-style-type: none"><li>To understand that a melody is made up from high and low-pitched notes played one after the other.</li><li>To know that 'melody' means a tune.</li><li>To know that dynamics can change the effect a sound has on the audience.</li><li>To know that the tempo of a musical phrase can be changed to achieve a different effect.</li><li>To know that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song</li></ul>
KEY SKILLS	<ul style="list-style-type: none"><li>Recognising and understanding the difference between pulse and rhythm.</li></ul>	<ul style="list-style-type: none"><li>Recognising and understanding the difference between pulse and rhythm.</li><li>Understanding that different types of sounds are called timbres.</li></ul>	Year 1

	<ul style="list-style-type: none"><li>Describing the character, mood, or ‘story’ of the music they listen to (verbally or through movement).</li><li>Listening to and repeating short, simple rhythmic patterns.</li><li>Listening and responding to other performers by playing as part of a group.</li><li>Combining instrumental and vocal sounds within a given structure.</li><li>Using their voices expressively to speak and chant.</li><li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li><li>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</li><li>Copying back short rhythmic and melodic phrases on percussion instruments.</li></ul>	<ul style="list-style-type: none"><li>Recognising basic tempo, dynamic and pitch changes.</li><li>Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).</li><li>Describing the differences between two pieces of music.</li><li>Listening to and repeating short, simple rhythmic patterns.</li><li>Listening and responding to other performers by playing as part of a group.</li><li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li><li>Combining instrumental and vocal sounds within a given structure.</li><li>Choosing dynamics, tempo and timbre for a piece of music.</li><li>Using their voices expressively to speak and chant.</li><li>Copying back short rhythmic and melodic phrases on percussion instruments.</li><li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li></ul>	<ul style="list-style-type: none"><li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li><li>Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.</li><li>Expressing a basic opinion about music (like/dislike).</li><li>Listening to and repeating short, simple rhythmic patterns.</li><li>Listening and responding to other performers by playing as part of a group.</li><li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li><li>Combining instrumental and vocal sounds within a given structure.</li><li>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li><li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li></ul> <p>Year 2</p> <ul style="list-style-type: none"><li>Recognising timbre changes in music they listen to.</li><li>Recognising structural features in music they *listen to.</li><li>Listening to and recognising instrumentation.</li><li>Beginning to use musical vocabulary to describe music</li><li>Identifying melodies that move in steps.</li><li>Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others’ work.</li><li>Successfully combining and layering several instrumental and vocal patterns within a given structure</li><li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li><li>Singing short songs from memory, with melodic and rhythmic</li><li>Accuracy Performing expressively using dynamics and timbre to alter sounds as appropriate.</li><li>Singing back short melodic patterns by ear</li></ul>
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