



Singleton Church of England Primary School

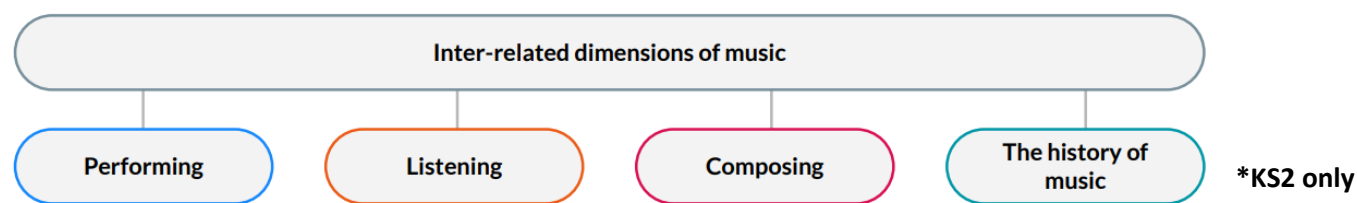
Progression of Skills and Knowledge

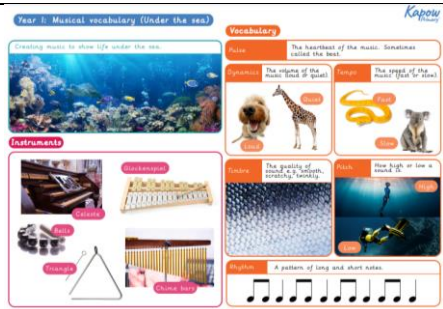


Music - Y1



Inter-related dimensions of music:

Pitch
Duration
Dynamics
Tempo
Timbre
Texture
Structure
Appropriate musical notation



YEAR 1 CYCLE B	Musical Vocabulary Theme: Under the Sea (Y1) LISTENING FOCUS	Pitch and tempo Theme: Superheroes (Y1) LISTENING FOCUS	Musical Theatre Frozen LISTENING & PERFORMANCE FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score	Accelerando, high pitched, low pitch, perform, performance, pitch, pattern, tempo	Pitch, pulse, dynamics, instruments, melody, voices, notes Keyboard, Drums, Bass, Pulse, Rhythm, Improve, Perform, Audience, Imagination, improvise, tempo
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">To know that pitch means how high or low a note sounds.To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.To know that music has layers called 'texture'	<ul style="list-style-type: none">To know that tempo can be used to represent mood or help tell a story.To know that 'tuned' instruments play more than one pitch of notes.To know that following a leader when we perform helps everyone play together accurately.	<p>Year 1</p> <ul style="list-style-type: none">To Know that pitch means how high or low a note soundsTo know that dynamics means how loud or soft a sound is.To know that sounds can be adapted to change their mood, e.g. through dynamics.To know that my voice can create different timbres to help tell a story.To know that the 'pulse' is the steady beat that goes through music.To know that tempo is the speed of the music.To know that a piece of music can have more than one section, e.g. a versed and a chorus. <p>Year 2</p> <ul style="list-style-type: none">To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.To know that dynamics can change the effect a sound has on the audience.To understand that the tempo of a musical phrase can be changed to achieve a different effect.To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song e.g. "let it go ..let it go "
MAKING CONNECTIONS	<p>EYFS – Music and Movement</p> <ul style="list-style-type: none">To know that the beat is the steady pulse of a song.To recognise music that is 'fast' or 'slow.'To know that we can match our body movements to the speed (tempo) or pulse (beat) of music.To know that signals can tell us when to start or stop playing. <p>Year 2 – Musical Me</p> <ul style="list-style-type: none">To understand that 'melody' means a tuneTo know that 'notation' means writing music down so that someone else can play it.To know that 'accompaniment' can mean playing instruments along with a song.	<p>EYFS – Transport</p> <ul style="list-style-type: none">To recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles).To know that the beat is the steady pulse of a song.To recognise music that is 'fast' or 'slow'. <p>Year 2 – On this island: British songs and sounds *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">To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.To know that 'duration' means how long a note, phrase or whole piece of music lasts.	<p>EYFS – Early Learning Goals</p> <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Year 2</p> <ul style="list-style-type: none">To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.To know that dynamics can change the effect a sound has on the audience.To understand that the tempo of a musical phrase can be changed to achieve a different effect.

	<ul style="list-style-type: none">• To know that a melody is made up from high and low-pitched notes played one after the other, making a tune.	<ul style="list-style-type: none">• To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	<ul style="list-style-type: none">• To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song e.g. “let it go ..let it go “
KEY SKILLS	<ul style="list-style-type: none">• Recognising and understanding the difference between pulse and rhythm.• Understanding that different types of sounds are called timbres.• Recognising basic tempo, dynamic and pitch changes.• Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).• Describing the differences between two pieces of music.• Listening and responding to other performers by playing as part of a group.• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.• Combining instrumental and vocal sounds within a given structure.• Creating simple melodies using a few notes.• Choosing dynamics, tempo and timbre for a piece of music.• Copying back short rhythmic and melodic phrases on percussion instruments.• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	<ul style="list-style-type: none">• Recognising basic tempo, dynamic and pitch changes.• Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).• Describing the differences between two pieces of music.• Expressing a basic opinion about music (like/dislike).• Listening and responding to other performers by playing as part of a group.• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.• Creating simple melodies using a few notes.• Choosing dynamics, tempo and timbre for a piece of music.• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	<p>Year 1</p> <ul style="list-style-type: none">• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).• Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.• Expressing a basic opinion about music (like/dislike).• Listening to and repeating short, simple rhythmic patterns.• Listening and responding to other performers by playing as part• of a group.• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.• Combining instrumental and vocal sounds within a given structure.• Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <p>Year 2</p> <ul style="list-style-type: none">• Recognising timbre changes in music they listen to.• Recognising structural features in music they *listen to.• Listening to and recognising instrumentation.• Beginning to use musical vocabulary to describe music• Identifying melodies that move in steps.• Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others’ work.• Successfully combining and layering several instrumental and vocal patterns within a given structure• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).• Singing short songs from memory, with melodic and rhythmic accuracy• Performing expressively using dynamics and timbre to alter sounds as appropriate• Singing back short melodic patterns by ear