

KS1 Progression Document - Music

<p>Year 1 National Curriculum Purpose: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	
<p>Performing:</p> <ul style="list-style-type: none"> *Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. 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. Performing from graphic notation. 	<p>Listening</p> <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 (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. 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
<p>Composing</p> <ul style="list-style-type: none"> *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. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher. 	<p>Inter related dimensions of music:</p> <p>Pitch: To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>Duration: To know that rhythm means a pattern of long and short notes.</p> <p>Dynamics: To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>Tempo: To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.</p> <p>Timbre: To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story</p> <p>Texture: To know that music has layers called 'texture'</p> <p>Structure To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>Notation: To understand that music can be represented by pictures or symbols.</p>

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Year 2 National Curriculum Purpose: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Performing

*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.
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
*Performing expressively using dynamics and timbre to alter sounds as appropriate.
Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Composing

*Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
*Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music.
Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.

Listening

*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.

Inter related dimensions of music:

Pitch: To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. **Duration:** To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm
Dynamics: To know that dynamics can change the effect a sound has on the audience. **Tempo:** To understand that the tempo of a musical phrase can be changed to achieve a different effect.
Timbre: To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. **Texture:** To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Structure: To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
Notation: To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

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