


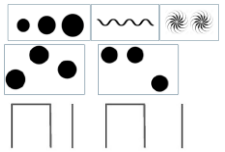



Scholar Green Primary School
KS1 Progression Model Music

Year 1	Learning Sequence	Knowledge	Skills	Vocabulary
	<u>Listen & Appraise</u>	<ul style="list-style-type: none"> To know there are different styles of music. 	<ul style="list-style-type: none"> Begin to listen to different types of sounds/instruments. Talk about how music makes you feel or want to move. e.g. it makes me want to jump/sleep/shout etc. Begin to recognise different styles of music, e.g. rap, ballad. 	Vivaldi & Baroque style Hip Hop, Reggae, Blues, Latin Bossa Nova, Pop
	<u>Musical Activities</u> <u>Pulse, Rhythm & Pitch</u>	<ul style="list-style-type: none"> To know that a pulse is a steady beat. To know how to create a rhythmic pattern. 	<ul style="list-style-type: none"> Find the pulse in different pieces of music with support. Clap back a simple rhythm. Begin to create rhythmic patterns using names, food, colours, topics. 	Pulse Rhythm Pitch Clap, Tap, March, Sway
	<u>Singing & Voice</u>	<ul style="list-style-type: none"> To begin to know their voices can be used in different ways. 	<ul style="list-style-type: none"> Find their singing voice. Sing a melody at their own pitch. Join in and stop as appropriate (follow a leader/conductor). Start to develop basic singing posture with relaxed shoulders. 	Breathe Listen Count in, stop
	<u>Playing instruments</u>	<ul style="list-style-type: none"> To know how to play a selection of tuned and un-tuned instruments. To know that instruments need to be treated respectfully. 	<ul style="list-style-type: none"> Begin to follow a leader/conductor. Follow basic musical notations (letter names using glockenspiels). Begin to handle instruments carefully and put instruments away on the trolley. Play an instrument within the whole class or small group. 	Beater, Glockenspiel Percussion instruments (basic variety as per music trolley) Piano/ electric keyboard Orchestra Shake, Scrape, Hit, Bang
	<u>Composition & Notation</u>	<ul style="list-style-type: none"> To know how to create and record their own simple rhythm and pitch patterns. To know how to create musical sound effects in response to stimuli (music, stories, pictures etc) 	<ul style="list-style-type: none"> Recognise how graphic notation can represent sounds with different rhythms and pitches. <div style="display: flex; align-items: center;">   </div> <ul style="list-style-type: none"> Explore and invent their own symbols to represent sounds. <div style="display: flex; align-items: center;">  </div>	Graphic symbols Sound effects
	<u>Perform & Share</u>	<ul style="list-style-type: none"> To know how to perform sensibly. 	<ul style="list-style-type: none"> Think about others when performing, e.g. for an audience. 	Perform

Year 2	<u>Listen & Appraise</u>	<ul style="list-style-type: none"> To know that music can affect your mood. 	<ul style="list-style-type: none"> Listen carefully to different types of sounds. Respond to different styles of music and explain how it makes them feel. Recognise different styles of music. Recognise different styles of music and know explain what makes them different. 	<p>Bach & Baroque style African Music, Reggae, Rock, Pop, Sole</p> <p>Happy, bouncy Slow, sad</p>
	<u>Musical Activities (Including Pulse & Rhythm)</u>	<ul style="list-style-type: none"> To know that pulse and rhythm are different. 	<ul style="list-style-type: none"> Find the pulse in different pieces of music on their own keeping it steady. Clap back a rhythm. Create rhythmic patterns using names, food, colours, topics. 	<p>Pulse Rhythm Pitch Steady Rhythmic</p>
	<u>Singing & Voice</u>	<ul style="list-style-type: none"> To know their voices can be used expressively and creatively. 	<ul style="list-style-type: none"> Find their singing voice and use their singing voice confidently. Sing a melody accurately with control. Join in and stop as instructed. Basic singing posture with relaxed shoulders. 	<p>Breathe Listen Count in, stop Melody, tune Posture</p>
	<u>Playing instruments</u>	<ul style="list-style-type: none"> To know that music can be written down. To know how to play a wider range of tuned/untuned instruments with control. 	<ul style="list-style-type: none"> Carefully follow a leader/conductor. Handle and play instruments with control. Identify different groups of instruments. Follow musical notations. 	<p>Percussion, Brass, Woodwind, String, instrument families Tuned percussion Un-tuned percussion</p>
	<u>Composition & Notation</u>	<ul style="list-style-type: none"> To know how to create and record musical sound effects in response to non-musical stimuli (a storm, a rocket launch etc) To know there are different ways to capture musical responses. 	<ul style="list-style-type: none"> Contribute to a composition individually or with a partner. Record composition using graphic symbols, dot notation and stick notation.  <ul style="list-style-type: none"> Use music technology to capture, change and combine sounds. 	<p>I</p> <p>Graphic symbols Dot notation Stick notation</p>

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	<u>Perform & Share</u>	<ul style="list-style-type: none">To know how to perform together.	<ul style="list-style-type: none">Perform in ensemble/small groups with instructions from the leader.	