

Music Progression – Key Knowledge and Skills Key Stage 1

Get Set 4 Music Scheme



Listening

Identify musical conventions and inter-related dimensions

Skills: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.

Knowledge: know the meaning of tempo, dynamics and pitch.

Skills: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.

Knowledge: know that instruments are played differently e.g. hit, shaken and this produces different sounds.

Recognise Sound & Instruments

Skills: begin to recognise some instrumental sounds and name classroom instruments.

Knowledge: know that instruments are made of different materials and this creates different sounds (timbres).

Skills: begin to recognise a broader range of ensembles and instruments relating to different styles of music.

Knowledge: know that instruments are played differently e.g. hit, shaken and this produces different sounds

Composing

Improvisation

Skills: improvise Q and A phrases with words, rhythm and pitch.

Knowledge: know to structure improvisations into responses

Skills: improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse.

Knowledge: know that finishing a melodic improvisation on the root

	over 4 or 8 beats.	note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.
Notation	Skills: use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch. Knowledge: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch.	Skills: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. Knowledge: know that a pentatonic scale uses five pitches.
Creative Process	Skills: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation. Knowledge: know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.	Skills: explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Knowledge: know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.
	Performing	
Technical Control	Skills: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants. Knowledge: know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can	Skills: sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse. Knowledge: know that the strong beat 1 of each bar will help me to play and sing in time.

	change.	
Notation	Skills: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation. Knowledge: know that if a symbol sits higher in space it represents a higher pitch.	Skills: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation. Knowledge: know the values of a crotchet, paired quavers and minims and understand that where they are placed on the stave shows the pitch.
Ensemble Awareness	Skills: demonstrate increased confidence when following musical directions given both aurally and through physical inflection. Knowledge: know when and how to play by following signals.	Skills: demonstrate increased confidence when following musical directions given both aurally and through physical inflection. Knowledge: demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together.
Communication & Audience	Skills: begin to control sounds with intention. Knowledge: be aware of the expectations when listening to others perform and when performing to an audience.	Skills: begin to control sounds with intention. Knowledge: know to watch others so that I know when to play.
Social	co-operation, responsibility, respect, collaboration, patience	communication, support, co-operation, sharing, respect, leadership
Emotional	independence, perseverance, confidence, self-control	empathy, confidence, perseverance, independence, determination
Thinking	comprehension, feedback, creativity	reflection, problem solving, decision making, creativity

Cycle A			
	Autumn Toys (Y2)	Spring Fantasy and Adventure (Y1)	Summer Four Season (Y2)
Key Skills for Unit	Listening: identify pulse, pitch & tempo Composing: create improvised phrases, use dot notation to record a melody Performing: move to music, follow a score, play tuned percussion, play & sing together Social: co-operation, communication, collaboration, sharing Emotional: determination, perseverance, independence, integrity Thinking: decision making, problem solving, comprehension, creativity, select/apply	Listening: compare music, identify feelings, identify pitch, tempo & dynamics, respond with movement Composing: use so & mi, write a score, call & response, change tempo & dynamics, duet & group Performing: follow symbols; so, mi, ta and titi, duet & group, match pitch, call & response, explore dynamics & tempo Social: respect, collaboration, patience, communication Emotional: self-control, independence, confidence, empathy, understand feelings Thinking: creativity, comprehension, feedback	Listening: identify instruments, identify rhythm, pitch, dynamics & tempo Composing: improvise Performing: follow dot & staff notation, use pitch, dynamics & tempo Social: respect, co-operation, leadership, communication Emotional: empathy, independence Thinking: reflection, decision making, provide feedback, creativity

Significant Composers	Tchaikovsky Victor Herbert Malcolm Arnold Albert Ammons	Mozart	Vivaldi
Vocabulary introduced/embedded	Dynamics: how loud or quiet a sound is Improvise: to make up on the spot Melody: the tune of the music, made up of high and low pitches Notation: a way of writing down music so that anyone can play it Pitch: how high or low a sound is Pulse: the heartbeat of the music Rhythm: patterns of sound consisting of shorter and longer notes Tempo: how fast or slow the music is Unison: playing or singing together	Composer: someone who writes/creates music Duet: when two musicians perform together Dynamics: how loud or quiet a sound is Melody: the tune of the music made up of high and low pitches Notes: a symbol used to write down a musical sound Opera: a dramatic piece of music with singers and instrumentalists Perform: to show others your music Pitch: how high or low a sound is Pulse: the heartbeat of the music Rhythm: patterns of sound consisting of shorter and longer notes Sound: what an instrument, voice or found sound sounds like e.g. twinkly, crunching Tempo: how fast or slow the music is	Adagio: slow Baroque: an era in the history of music from 1600–1750. Music has lots of changes in dynamics, tempo and texture. Conductor: the leader of the orchestra, letting the musicians know when and how to play Crotchet: a note worth one beat, represented by a stem with a solid dot Dynamics: how loud or quiet a sound is Forte: loud Melody: the tune of the music made up of high and low pitches Orchestra: a group of performers who play various musical instruments Paired quavers: two 1/2 beat notes Piano: quiet Pitch: how high or low a sound is Presto: very fast Pulse: the steady heartbeat of the music, beat of the music Round: a song in which singers perform the same melody but at staggered starting points, producing an overlapping harmony Tempo: how fast or slow the music is

I know that/how ...

- I can explore pulse through listening and performing.
- I can recognise the relationship between dot notation and movement of pitch.
- I can use dot notation to compose a simple melody.
- I can perform from dot notation as a pair.
- I can perform as a class following dot notation.
- I can improvise a rhythm within a performance

- I can listen to music and make comparisons.
- I can create and perform from written symbols with an awareness of pitch.
- I can add accompanying sounds to a melody.
- I can respond to music showing an awareness of pitch, dynamics and tempo.
- I can explore stick notation with a good awareness of a steady pulse.
- I can compose and perform a piece of music that tells a story.

- I can identify contrasts in dynamics, tempo and beat groupings.
- I can listen, sing and perform with an awareness of dynamics.
- I can create music with changes for effect.
- I can perform as a class ensemble with an awareness of pulse and pitch.
- I can create and perform rhythm patterns and melodies.
- I can create, perform and notate a melody independently within a group performance.

Cycle B			
Autumn		Spring	Summer
Great Fire of London (GFOL – Y2)		Carnival of the Animals (Y1)	At the Seaside (Y1)
Key Skills for unit	Listening: Features of Baroque, identify instruments, texture, use of voice, word painting Composing: explore vocal sounds, found sounds, instruments, record rhythms: notation Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round Social: co-operation, respect, kindness, communication Emotional: independence, perseverance, empathy, confidence Thinking: provide feedback, select/apply, comprehension, reflection	Listening: identify instruments, match instruments to a theme, respond with movement, recognise changes in music Composing: improvise, use dynamics & tempo, explore character Performing: ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response Social: communication, co-operation, collaboration, support, respect Emotional: determination, empathy, self-control, independence, confidence Thinking: creativity, reflection, comprehension, select/apply	Listening: identifying sounds, interpreting music Composing: creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score Performing: following a score, group ensemble, performing to a pulse, changing tempo, adding actions Social: collaboration, co-operation, sharing, listening Emotional: self-control, identifying emotions, confidence, independence Thinking: select and apply

Significant Composers	Pachelbel Manuel de Falla Purcell	Camile Saint-Seans	The Lyrebird Duo John Glover-Kind
Vocabulary introduced/embedded	Baroque: an era in the history of music from 1600–1750. Music has lots of changes in dynamics, tempo and texture. Beat: a unit of time marking out the speed at which the music is played Crescendo: getting louder Decrescendo: getting quieter Dynamics: how loud or quiet a sound is Forte: loud Piano: quiet Pulse: the heartbeat of the music Rhythm: patterns of sound consisting of shorter and longer notes Round: a song in which singers perform the same melody but at staggered starting points, producing an overlapping harmony Score: how a musician writes music down	Chorus: the most repeated bit of a song with the main idea of what the song is about Compose: to write or create music Dynamics: how loud or quiet a sound is Instrument: an object created to make musical sounds Note: a symbol used to write down a musical sound Pitch: how high or low a sound is Pulse: the heartbeat of the music Repeat: do the same thing again Rhythm: patterns of sound consisting of shorter and longer notes Soundscape: sound effects or music composed to a given theme Stave: the five lines that notes are placed on to indicate pitch Tempo: how fast or slow the music is Verse: the lyrics that help to tell the story of the song	Adagio: slow tempo Allegro: fast tempo Beat: a unit of time marking out the speed at which the music is played Conductor: the leader of the orchestra, letting the musicians know when and how to play Graphic score: images or a mark used to write music down that is not traditional music notation Layer: the different parts that make up a piece of music Pulse: the heartbeat of the music Rest: a silent note in music Rhythm: patterns of sound consisting of shorter and longer notes Score: how a musician writes music down Soundscape: sound effects or music composed to a given theme Tempo: how fast or slow the music is

I know that/how

- I can explore dynamics through listening and performing.
- I can explore dynamics through composition and performance.
- I can perform with a steady pulse with a partner.
- I can identify beat groupings.
- I can create and perform rhythms using notation.
- I can perform a rhythm using notation as part of a whole class ensemble.

- I can identify how music can represent different moods or characters.
- I can identify changes in the music representing the mood or character of a piece.
- I can create a soundscape showing an awareness of tempo.
- I can recognise changes in pitch and play a repeating rhythm.
- I can understand pitch and play different notes on an instrument.
- I can use and identify musical elements to convey different animals.

- I can compose a sequence of sounds to create music.
- I can be able to follow a visual score.
- I can choose symbols to compose and perform a score.
- I can play keeping a steady pulse.
- I can use symbols to compose, record and perform sounds on a score.
- I can use symbols to structure and perform a score keeping a steady pulse.