

Knowledge and Skills Progression - Year 1 and Year 2

Element	Year 1	Year 2
Musicianship (Understanding Music)	<ul style="list-style-type: none"> · Use body percussion, instruments, and voices · In the key centers of: C major, F major, G major and A minor · Find and keep a steady beat together · Understand the difference between creating a rhythm pattern and a pitch pattern · Copy back simple rhythmic patterns using long and short · Copy back simple melodic patterns using high and low · Complete vocal warm-ups with a copy back option to use Solfa 	<ul style="list-style-type: none"> · Use body percussion, instruments, and voices · In the key centers of: C major, G major and A minor · Find and keep a steady beat · Copy back simple rhythmic patterns using long and short · Copy back simple melodic patterns using high and low · Complete vocal warm-ups with a copy back option to use Solfa · Sing short phrases independently
Listening (Respond/Analyse)	<ul style="list-style-type: none"> · Move and dance with the music · Find the steady beat · Talk about feelings created by the music · Recognise some band and orchestral instruments · Describe tempo as fast or slow · Describe dynamics as loud and quiet · Join in sections of the song, e.g., chorus · Begin to understand where the music fits in the world · Begin to understand about different styles of music 	<ul style="list-style-type: none"> · Mark the beat of a listening piece (e.g., Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo · Walk in time to the beat of a piece of music · Identify the beat groupings in the music you sing and listen to, e.g., 2-time, 3-time etc. · Move and dance with the music confidently · Talk about how the music makes you feel · Find different steady beats · Describe tempo as fast or slow · Describe dynamics as loud or quiet · Join in sections of the song, e.g., call and response · Start to talk about the style of a piece of music · Recognise some band and orchestral instruments · Start to talk about where music might fit into the world

Singing	<ul style="list-style-type: none"> · Sing, rap, rhyme, chant, and use spoken word · Demonstrate good singing posture · Sing songs from memory · Copy back intervals of an octave and fifth (high, low). · Sing in unison 	<ul style="list-style-type: none"> · Sing as part of a choir · Demonstrate good singing posture · Sing songs from memory and/or from notation · Sing to communicate the meaning of the words · Sing in unison and sometimes in parts, and with more pitching accuracy · Understand and follow the leader or conductor · Add actions to a song · Move confidently to a steady beat · Talk about feelings created by the music/song · Recognise some band and orchestral instruments · Describe tempo as fast or slow · Join in sections of the song, e.g., chorus · Begin to understand where the music fits in the world · Begin to talk about and understand the style of the music · Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo, pause)
Notation	<ul style="list-style-type: none"> · Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation · If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C 	<ul style="list-style-type: none"> · Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation · Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E · Identify hand signals as notation, and recognise music notation on a staff of five lines

Playing Instruments	<ul style="list-style-type: none"> · Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. 	<ul style="list-style-type: none"> · Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major · Playing the Recorder - Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, D, C, E and F.
Creating (Improvising)	<ul style="list-style-type: none"> · Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G · Improvise simple vocal patterns using 'Question and Answer' phrases · Understand the difference between creating a rhythm pattern and a pitch pattern 	<ul style="list-style-type: none"> · Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A · Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation

<p>Creating (Composing)</p>	<ul style="list-style-type: none"> · Explore and create graphic scores: · Create musical sound effects and short sequences of sounds in response to music and video stimulus · Create a story, choosing and playing classroom instruments and/or sound makers · Recognise how graphic notation can represent created sounds. Explore and invent your own symbols · Use music technology, if available, to capture, change and combine sounds · Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D 	<ul style="list-style-type: none"> · Explore and create graphic scores: · Create musical sound effects and short sequences of sounds in response to music and video stimulus · Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces · Create a story, choosing and playing classroom instruments · Create and perform your own rhythm patterns with stick notation, including crotchets, quavers, and minims · Use music technology, if available, to capture, change and combine sounds · Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)
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Performing	<ul style="list-style-type: none"> · Enjoy and have fun performing · Choose a song/songs to perform to a well-known audience · Prepare a song to perform · Communicate the meaning of the song · Add actions to the song · Play some simple instrumental parts. 	<ul style="list-style-type: none"> · Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence · Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practiced and included in the performance · Talk about what the song means and why it was chosen to share · Talk about the difference between rehearsing a song and performing it
Connecting Across the Curriculum	Topics include: <ul style="list-style-type: none"> • Counting • Days of the week • Parts of the body • Counting backwards from 10 • Animals from around the world • Insects • Our planets • PSHE • Stories • Shapes 	Topics include: <ul style="list-style-type: none"> • The importance of communication • Working and playing together • Stories • Caring about other people • Music from different parts of the world • Playing in a band together • Nature: the sun • Identity and accepting one another