KS1 - Music - Curriculum Progression

	Key Stage 1	
	Learning progression	
Listen and Appraise	I can start to recognise very simple styles of music. (L1 A)	I can recognise and identify simple styles of music. (L1 B)
	I can identify different sounds in the music. E.g. instrument families – wind, string, percussion, brass. (L2 A)	I can start to identify instruments in the music. E.g. drums, cymbal… (L2 B)
	I can find the pulse of a piece of music by marching, clapping and tapping knees. (L3 A)	I can use body percussion to find the pulse of the music. (L3 B)
	I can talk about the pulse, rhythm and pitch of a piece of music. (L4 A)	I can use musical language to describe the music I am listening to. (pulse, rhythm, pitch, dynamics, tempo) (L4 B)
	I can share my opinion about a piece of music. (L5 A)	I can share my opinion and give reasons for my opinion. (L5 B)
Interrelated Dimensions	I can begin to demonstrate how the pulse and rhythm work together. (IRD 1 A)	I can identify the pulse, rhythm and pitch of a piece of music. (IRD 1 B)
	I can clap the rhythm of my name. (IRD 2 A)	I can clap the rhythm of words. (IRD 2 B)
	I can show an understanding of how pitch, pulse and rhythm are used in a piece of music. (IRD 3 A)	I can create my own rhythm when asked. (IRD 3 B)
		I can show an understanding of how dynamics, tempo and pitch work together in a piece of music. (IRD 4 B)

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	Key Stage 1	
	Learning progression	
Using Voices	I can work together as part of a group. (V1 A)	I can sing as part of a group. (V1 B)
	I can begin to sing alone. (V2 A)	I can sing alone. (V2 B)
	I can warm up my voice. (V3 A)	I can warm up my voice. (V3 B)
	I can sit up/ stand up straight when I sing. (V4 A)	I can sing with a good sense of the pulse. (V4 B)
		I can sing in time with a group. (start and stop at the correct time) (V5 B)
		I can begin to think about the words in a song and how they work in the piece of music. (V6 B)
Playing instruments	I can begin to play a classroom instrument. (PI1 A)	I can continue to learn to play together in a group/ensemble. (PI1 B)
	I can join in and stop at the right times. (PI2 A)	I can confidently join and stop at appropriate times. (PI2 B)
	I can respond to simple musical cues (starting/stopping). (PI3 A)	I can confidently follow a leader/conductor. (PI3 B)
	I can begin to follow a leader/conductor. (PI4 A)	I can play different parts, according to my ability. (PI4 B)
	I can look after my instrument. (PI5 A)	I can continue to play my instrument correctly. (PI5 B)
	I can begin to play different notes. (PI6 A)	I can treat my instrument with respect. (PI6 B)

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	Key Stage 1	
	Learning progression	
Improvisation	I can explore and create very simple sounds with my voice or an instrument. (I1 A)	I can explore and create simple sounds with my voice or an instrument. (I1 B)
	I can make my own tune/rhythm using 1 note. (I2 A)	I can improvise my own tune/rhythm using up to 2 notes. (I2 B)
	I can improvise a very simple pattern. (I3 A)	I can improvise a simple pattern using an instrument or my voice. (I3 B)
	I can create my own simple rhythmic pattern. (I4 A)	I can create my own simple rhythmic pattern with confidence. (I4 B)
	I can perform my own rhythms and melodies. (I5 A)	I can perform my own rhythms and melodies. (I5 B)
		I can improvise my own tune/rhythm using up to 2 notes. (I6 B)
		I can improvise a simple pattern using an instrument or my voice. (I7 B)
Composition	I can create a very simple melody in a group. (C1 A)	I can create my own simple melodies (usually within a group) (C1 B)
	I can make my own composition using 1 or 2 notes. (C2 A)	I can make my own composition using 1, 2 or 3 notes. (C2 B)
	I can record the composition in any way appropriate. (notated/ graphic/pictorial/video) (C3 A)	I can understand the difference between composition and improvisation. (C3 B)
	I can demonstrate an understanding of using pitch and dynamics. (C4 A)	I can record the composition in any way appropriate. (notated/graphic/ pictorial/video) (C4 B)
		I can demonstrate an understanding of using pitch, dynamics and tempo. (C5 B)
		I can explore and create simple sounds with my voice or an instrument. (C6 B)

KS1 - Music

	Cycle 1		
	Autumn **Charanga Unit:** **Rhythm in the Way we Walk** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Hey You!** **Friendship Song!**	**Summer** **Charanga Unit:** **Zoo Time** **Reflect, Rewind, Replay**
Curriculum Progression Code Focus for Unit	**Rhythm in the Way we Walk** LA1-5A V1-4A **Nativity Rehearsal** V1-4A	**Hey You!** IRD1-3A PI1-6A C1-4A **Friendship Song!** V1– 6B I1- 7B	**Zoo Time** IRD1- 4B I1- 7B C1 -6 B **Reflect, Rewind, Replay** LA1– 5B IRD1- 4B
Significant Composers	Gustav Holt, Mike Oldfield, Pharrell Williams, The Beatles	De La Soul, Will Smith, The Sugarhill Ganga, MC Hammer, Run DMC Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman	UB40. ASWAD, Donald Fagen, Marcia Griffiths, Jimmy Cliff Edward Grieg, JS Bach, Bela Bartok, Ralph Vaughan Williams, Pytor Tchaikovsky

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	Cycle 1		
	Autumn **Charanga Unit:** **Rhythm in the Way we Walk** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Hey You!** **Friendship Song!**	**Summer** **Charanga Unit:** **Zoo Time** **Reflect, Rewind, Replay**
Vocabulary introduced/ embedded	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets saxophone, perform	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform. Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, reggae , pulse, rhythm, pitch, improvise, compose, perform, audience, perform, audience, melody, dynamics, tempo

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	Cycle 1		
	Autumn **Charanga Unit:** **Rhythm in the Way we Walk** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Hey You!**	**Summer** **Charanga Unit:** **Zoo Time** **Reflect, Rewind, Replay**
I know that/ how ...	**Rhythm in the Way er Walk** **Listening** To find the pulse and understand it is the heartbeat of the music To recognise and name two or more instruments they hear, including singers **Musical Activities** To march to the pulse To copy back rhythms they hear To be an animal and keep the pulse To copy and clap back rhythms To clap the rhythm of their name To sing and rap in time to the music To start to understand that pitch is high and low sounds **Perform and Share** To contribute to the performance by singing and rapping To say what they liked best To explain how they feel during the performance	**Hey You!** **Listening** To find the pulse and understand it is the heartbeat of the music To recognise and name two or more instruments they hear **Musical Activities** To march in time with the pulse To be an animal finding the pulse To copy back rhythms To clap the rhythm of their name To sing and rap in time to the music To play instrumental parts accurately and in time To play notes C To improvise To compose a simple melody using simple rhythms using notes C and D **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To say what they liked best To explain how they feel during the performance	**Zootime** **Listening** To find the pulse To identify the genre of the song (i.e. Regggae) To recognise and name some instruments **Musical Activities** To find the pulse by being an animal of choice To copy and clap back rhythms To clap the rhythm of their name To clap simple rhythms e.g. their name/favourite colour To sing and dance together, in time and using actions To identify high and low sounds that we add to the pulse when we sing/ play To play instrumental parts accurately and in time To play note C To improvise using C (and D) To compose a simple melody using simple rhythms and the notes C and D **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To say what they liked best To explain how they feel during the performance

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	Cycle 1 cont.		
	Autumn **Charanga Unit:** **Rhythm in the Way we Walk** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Friendship Song!**	**Summer** **Charanga Unit:** **Zoo Time** **Reflect, Rewind, Replay**
I know that/ how to...	As above	**Friendship Song** **Listening** To find the pulse To identify the theme of the song To recognise and name some instruments **Musical Activities** To find the pulse To clap simple rhythms e.g. their name/favourite colour To sing in two parts To play instrumental parts accurately and in time To play notes E, C and G To improvise To compose a simple melody using simple rhythms **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To say what they liked best	As above

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	Cycle 2		
	Autumn **Charanga Unit:** **In the Groove** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Round and Round** **Hands, feet, Heart**	**Summer** **Charanga Units:** **I Wanna Play in a Band** **Reflect, Rewind, replay**
Curriculum Progression Code Focus for unit	**In the Groove** LA1-5A IRD1-3A **Nativity Rehearsal** V1-4A	**Round and Round** IRD1-3A I1-5A **Hands, feet, Heart** IRD1- 4B I1- 7B C1-4A	**I Wanna Play in a Band** PI1- 6B C1- 6 B **Reflect, Rewind, replay** LA1– 5B IRD1- 4B
Significant Composers	B.B. King, Handel, Ricky Martin, J.R. Rahman, Ronan Hardiman, James Brown	Ricky Martin, John Williams, Michael Buble, Gramophonedzie, Santana Miriam Makeba, Soweto Gospel Choir, Hugh Masekela, Paul Simon, Arthur Mafokate	Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles Frederick Delius, Igor Stravinsky, Sergei Prokofiev, Giuseppe Verdi, Maurice Ravel, John Tavener

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	Cycle 2		
	Autumn **Charanga Unit:** **In the Groove** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Round and Round** **Hands, Feet, Heart**	**Summer** **Charanga Units:** **I Wanna Play in a Band** **Reflect, Rewind, replay**
Vocabulary introduced/ embedded	Blues, Baroque, Latin, Irish Folk, pulse, funk, rhythm, pitch, compose, improvise, perform, groove	Keyboard, bass, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

KS1 - Music

	Cycle 2		
	Autumn **Charanga Unit:** **In the Groove** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Round and Round** **Hands, feet, Heart**	**Summer** **Charanga Units:** **I Wanna Play in a Band** **Reflect, Rewind, replay**
I know that/ how...	**In the Groove** **Listening** To find the pulse and understand it is the heartbeat of the music. To identify 5 different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. To dance to each style or move to the pulse – be 'In the Groove!' **Musical Activities** To march in time with the pulse. To copy the actions on screen To choose an animal and keep to the pulse To copy and clap back rhythms they hear. To clap the rhythm of their name. To clap the rhythm of their favourite food To sing together and in time, in all the different styles. To play accurately and in time as part of the performance. To play the note C To improvise in lessons and the performance. To compose a simple melody using simple rhythms. **Perform and Share** To say what they liked best To explain how they feel during the performance	**Round and Round** **Listening** To find the pulse and know that it is the heartbeat of the music. To recognise and name two or more of the instruments they hear: Singers, Keyboard, bass, guitar, percussion, trumpets and saxo-phones. **Musical Activities** To march to the pulse. To copy actions on-screen. To use their imagination to find the pulse. To copy back the rhythms they hear. To clap the rhythm of their name. To clap the rhythm of their favourite animal To sing together with the actions. To play accurately and in time as part of the performance. To play the notes D, F C To improvise in lessons and the performance (using F). **Perform and Share** To say what they liked best. To explain how they feel during the performance.	**I Wanna Play in a Band** **Listening** To find the pulse and know this unit is about Rock music. To recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. **Musical Activities** To march and find the pulse. To be a Rockstar finding the pulse. To copy and clap back rhythms they hear. To clap the rhythm of their name. To clap the rhythm of their favourite colour. To sing and dance together, in time using actions. To play accurately and in time as part of the performance. To play the notes D and C To improvise in lessons and the performance (using F). To compose a simple melody using simple rhythms (using F, G and A). **Perform and Share** To say what they liked best To explain how they feel during the performance

KS1 - Music

	Cycle 2 cont.		
	Autumn **Charanga Unit:** **In the Groove** **Nativity Rehearsal**	**Spring** **Charanga Units:** **Round and Round** **Hands, feet, Heart**	**Summer** **Charanga Units:** **I Wanna Play in a Band** **Reflect, Rewind, replay**
I know that/ how ..		**Hands, Feet, Heart** **Listening** To find the pulse and understand it is the heartbeat of the music. To recognise and name two or more instruments. **Musical Activities** To march in time with the pulse. To be an animal finding the pulse. To know that rhythm is different to the pulse. To copy and clap back rhythms. To clap the rhythm of their name. To recognise that songs sometimes have a question and answer section and a chorus. To play accurately and in time. To play notes G, A and C To improvise in lessons and the performance. To compose a simple melody using simple rhythms. **Perform and Share** To say what they liked best To explain how they feel during the performance	