

Music Skills, Knowledge and Vocabulary Progression



Key Stage 1

Year 1

Year 2

Knowledge

Participate in creating a dramatic group performance using kitchen themed props

Improvise & Compose

Compose music to march to using tuned and untuned percussion

Experiment with sounds to create aquarium-inspired music and draw the sounds using graphic symbols

Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).

Compose musical sound effects and short sequences of sounds in response to a stimulus

Improvise question-and answer conversations using percussion instruments.

Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.

Attempt to record compositions with stick and other notations.

Create musical phrases from new word rhythms that children invent

Improvise rhythms along to a backing track using the note C or G.

Compose call-and response music.

Select instruments and compose music to reflect an animal's character

Invent simple patterns using voices, body percussion, and then instruments

Follow signals given by a conductor/leader.

Improvise solos using instruments.

Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.

Improvise and compose, structuring short musical ideas to form a larger piece. Including ideas to form a whole class composition.

Begin to understand duration and rhythm notation.

Create action patterns in 2- and 3-time.

Compose a soundtrack to a clip of a silent film.

Understand and use notes of different duration, pitch and dynamics.

Skills	<p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p> <p>Improvise simple vocal chants using question-and-answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology to capture, change, and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p> <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology to capture, change, and combine sounds.</p>
Vocabulary	Beat, Timbre, tempo, dynamics, pitch, classical music, structure, rhythm	Composing, improvising
Knowledge Sing & Play	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p>	<p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> <p>Chant rhythmically and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p>

	<p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Create, interpret, and perform simple graphic scores.</p> <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Sing either part of a call and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>	<p>Learn a clapping game that shows rhythm.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> <p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Sing confidently in Polish and play a cumulative game with spoken call and-response sections.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p>
<p>Skills</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p>

	<p>Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.</p> <p>Sing Songs with a small pitch range, pitching accurately.</p> <p>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</p>
Vocabulary	Call & response, pitch, unison, ostinato	crescendo, diminuendo, accelerando, ritenuto, tempo, dynamics
Knowledge Listen & Appraise	<p>Listen and move in time to the song.</p> <p>Describe the features of a march using music vocabulary.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement</p> <p>Create a musical movement picture.</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p>	<p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>

	<p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Listen and copy rhythm patterns.</p> <p>Listen and copy call-and response patterns on voices and instruments.</p>	<p>Listen actively and mark the beat by tapping, clapping, and swinging to the music. Move with a variety of rhythm patterns. Show duration of crotchet and quavers with actions.</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture</p>
Skills	<p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>	<p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>
Vocabulary	Steady beat, march, pitched, unpitched, rhythm, call & response, graphic score	Tempo, beat, crotchet, quavers, pitch, articulation