

MUSIC IN KEY STAGE ONE

NC Programme of Study	Progression of Skills
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use voice in different ways: to speak, chant, whisper, sing. Join in songs using a singing voice. Sing on own and with others. Echo sing short melodic phrases. Add actions to a song. Sing following the shape of the melody. Sing in time with the tempo and beat of the song. Use their thinking voice, i.e. internalise the rhythm or melody. Sing a variety of songs with control: accurate pitch matching, rhythmic accuracy. Sing short songs from memory. Use clear mouth shapes to form words. Sing with some control of dynamics and tempo. Identify if the pitch is getting higher or lower or staying the same. Perform an action (clap, stamp) on the beat whilst singing.
Pupils should be taught to play tuned and untuned instruments musically.	Take turns to play an instrument. Watch and follow the leader's signals: start/stop, loud/quiet. Copy a short musical pattern on an instrument. Play in time to a steady beat with instruments or body percussion. Play the rhythm pattern of words. Play loudly, quietly, fast, slow developing some technique with instruments. Play with control maintaining a steady beat and getting faster/slower; louder/quieter. Play a repeated rhythmic pattern (ostinato) to accompany a song. Perform with a group and as a soloist. Improvise and perform melodic patterns on one, two or three notes. Play by ear and from basic notation and begin to play from graphic symbols.
Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	Move in time to the beat and respond to music with movement and dance. Understand that different instruments produce different sounds or timbres. Listen to a piece of music with concentration. Listen to and repeat short rhythm patterns. Describe the mood of the music and how it makes them feel through words or pictures. Recognise the sounds of school percussion instruments and begin to name them. Use musical terms louder/quieter, faster/slower, higher/lower to describe music. Recognise how sounds are made - tapping, rattling, scraping, blowing. Identify different qualities of sound: smooth, scratchy, jingling (timbre) Begin to recognise changes of tempo, dynamics and pitch. Recognise and respond to the character of a piece of music using musical terminology: the mood sounds sad because it is played slowly and quietly. Listen to and repeat a short melody and identify the direction of pitch (up or down). Listen to other performers in the group and class and suggest improvements.
Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore sounds made by the voice and instruments (timbre). Explore long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo), high & low sounds and changes in pitch (higher & lower) Combine sounds with others. Explore ways in which sounds are made and can be changed. Explore and compose rhythm patterns using words and phrases. Choose and order sounds and patterns (structure) Compose short rhythmic and melodic patterns Choose sounds in response to a stimulus, e.g. add sound effects to a story or picture. Use graphic symbols to represent sounds and effects.

	Key Stage 1 Progression of Skills within the inter-related dimensions of music
Pulse	<p>I can feel the pulse.</p> <p>I can recognise and move to the pulse.</p> <p>I can perform a steady pulse.</p> <p>I can compare the speed of pulse.</p> <p>I can change the speed of the pulse.</p>
Rhythm	<p>I can identify rhythm as the pattern of words.</p> <p>I can tap the rhythm of songs.</p> <p>I can distinguish between pulse and rhythm.</p> <p>I can begin to combine pulse and rhythm.</p> <p>I can copy and identify ta and te te rhythm patterns.</p> <p>I can improvise and compose 4 beat rhythm phrases</p> <p>I can recognise a rest beat in a phrase/song.</p> <p>I can notate ta and te te rhythms using stick notation.</p>
Pitch	<p>I can use my singing voice to pitch match</p> <p>I can recognise higher, lower and staying the same.</p> <p>I can show higher and lower and pitch intervals with hands and actions.</p> <p>I can use sol fa hand signs for soh and me.</p> <p>I can recognise and use pitch names for s-m and l-s-m.</p> <p>I can change the pitch of starting notes.</p> <p>I can improvise using s-m and l-s-m</p> <p>I can recognise the intervals s-l and m-l</p> <p>I can recognise, use and improvise with m-r-d trichord (B, A, G).</p>
Timbre	<p>I can explore sounds and classify sound makers: shake, tap, scrape.</p> <p>I can differentiate between metal, wood instruments.</p> <p>I can choose sounds to accompany a story.</p> <p>I can choose sounds to represent ideas, e.g. leaves rustling.</p> <p>I can begin to identify families of instruments.</p> <p>I can use appropriate sounds to achieve an intention; for a soundscape</p>
Texture	<p>I can layer patterns together.</p> <p>I can perform simple accompaniments to a melody.</p>
Structure	<p>I can start and stop when playing with others.</p> <p>I understand that a piece of music is made up of different sections.</p> <p>I can build up layers of sound.</p> <p>I can create my own ostinato patterns and riffs.</p>
Tempo	<p>I can differentiate between fast and slow</p> <p>I can control changes in tempo: faster/slower</p> <p>I can use a range of changes in tempo both gradually and suddenly.</p> <p>I can use tempo for effects</p>
Dynamics	<p>I can differentiate between loud and quiet sounds.</p> <p>I can control changes in dynamics, e.g. louder/quieter</p> <p>I can choose, control and change the dynamics when playing.</p> <p>I can choose appropriate dynamics for songs and accompaniment</p>
Notation	<p>I can use pictures to represent sounds.</p> <p>I can draw patterns to represent long and short sounds.</p> <p>I can perform sounds from a simple graphic score, (1 or 2 lines).</p> <p>I can follow simple stick notation.</p> <p>I can notate rhythm patterns using colours (red, yellow) and stick notation (ta, te te).</p> <p>I can use symbols to notate musical ideas.</p> <p>I can begin to notate simple sol fa (stick notation with soh and me pitch).</p>