

## KS1 Knowledge and Skills Progression

<b>Listen and Appraise</b>			
Year 1		Year 2	
Knowledge	Skills	Knowledge	Skills
To know 5 songs off by heart. <ul style="list-style-type: none"> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul>	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To know five songs off by heart. <ul style="list-style-type: none"> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <ul style="list-style-type: none"> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>
<b>Singing</b>			
Year 1		Year 2	
Knowledge	Skills	Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	Learn about voices, singing notes of different pitches (high and low). <ul style="list-style-type: none"> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>	To confidently know and sing five songs from memory. <ul style="list-style-type: none"> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul>	Learn about voices singing notes of different pitches (high and low). <ul style="list-style-type: none"> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>

# KS1 Knowledge and Skills Progression

## Playing

Year 1		Year 2	
Knowledge	Skills	Knowledge	Skills
Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing.	Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.	Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class.	Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.

## Composition

Year 1		Year 2	
Knowledge	Skills	Knowledge	Skills
Composing is like writing a story with music. ● Everyone can compose.	Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary	Composing is like writing a story with music. ● Everyone can compose.	Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.

## Performance

Year 1		Year 2	
Knowledge	Skills	Knowledge	Skills
A performance is sharing music with other people, called an audience.	Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.	A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends.	Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.