

Music Progression in KUS

Knowledge	Year One	Year Two
	<p>National Curriculum Content: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Learn to play a tuned musical instrument.</p>	
	<ul style="list-style-type: none"> • I can sing some simple well known songs and rhymes. • I can use my voice confidently in different ways. • I can use my voice to express feelings such as happy, angry, sad when performing. • I can learn to play the recorder using three notes. 	<ul style="list-style-type: none"> • I can sing some well known songs and rhymes and learn new ones. • I can sing in tune with an awareness of pulse and rhythm. • I can perform with confidence and an awareness of others. • I can learn to play the recorder using a range of notes and including reading simple notations. • I can perform long and short sounds in music in response to symbols.
<p>Assessment by end of year two</p>	<ul style="list-style-type: none"> ➢ I can play a tuned musical instrument. ➢ I can sing a range of songs and rhymes. ➢ I can use my voice in a range of different ways – eg: high, low, fast, slow, robot etc. 	
<p>Understanding</p>	<p>National Curriculum Content: Listen to a range of high quality live and recorded music with concentration and understanding. Understand and explore how music is created and discuss the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations).</p>	
	<ul style="list-style-type: none"> • I can identify the beat in simple pieces of music. • I can discuss the dynamics, pitch and tempo in different pieces of music. • I can respond verbally and physically to different musical moods. • I can identify long and short sounds in music. • I can repeat different melodic patterns. 	<ul style="list-style-type: none"> • I can identify the beat and join in getting faster and slower. • I can identify and discuss the pitch, dynamics, duration, tempo and timbre in different pieces of music. • I can discuss different musical pieces with added detail. • I can listen with increased concentration and respond verbally and physically to a range of different music. • I can create my own melodic patterns in response to music.
<p>Assessment by end of year two</p>	<ul style="list-style-type: none"> ➢ I can discuss different musical pieces in some detail discussing the inter-related dimensions of music. ➢ I understand how music is created and can create a simple melodic pattern. 	
<p>Skills</p>	<p>National Curriculum Content: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using some of the inter-related dimensions of music.</p>	
	<ul style="list-style-type: none"> • I can recognise and explore how sounds can be made and changed. • I can represent sounds with symbols. • I can create a simple tune using symbols. • I can respond appropriately to musical instructions. • I can use pitch, dynamics and tempo to create different moods and effects. 	<ul style="list-style-type: none"> • I can recognise and explore how sounds can be organised. • I can represent sounds with two simple notes Ta (crotchet) and Tee-Tee (quaver). • I can select and order sounds within simple structures and in response to different starting point. • I can improve my work.

		<ul style="list-style-type: none">• I can use the inter related dimensions of music to create different moods and effects.
Assessment by end of year two	<ul style="list-style-type: none">➤ I can create a simple musical composition using simple notation.➤ I can play tuned and untuned musical instruments to a given beat.➤ I can play tuned and untuned musical instruments in a range of ways.➤ I can select and organise sounds to make a musical tune.	