Lister Primary School

Music Progression in KUS KS1 – Linked with KAPOW Music Scheme

		Year 1	Year 2
Listening and Evaluating	**Listening and responding to music**	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (eg: makes them feel sleepy, want to dance, make them happy).	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
	Analysing	Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.	
	Evaluating	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.	
	Cultural and historical awareness of music	Appreciating music from a wide variety of cultures and historical periods.	
		To recognise and name at least two/up to three instruments from Group A and Group B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	

Creating Sound	**Singing repertoire**	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs with a very small pitch range (two notes that are different but close together).	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
	Singing technique	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Breathing at appropriate times when singing. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').
	Instruments	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)	
	Posture	Maintaining a comfortable position when sitting or standing to sing and play instruments.	
Notation	**Understanding notation**	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	
	Representing Pitch	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
	Representing rhythm	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.	

Improvising and Composing	**Stimulus and purpose**	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	
	Improvising	Improvising simple question and answer phrases, using untuned percussion or voices.	
	Creating and selecting sounds	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
	Sequencing	Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
Performing	**Understanding and evaluating performance**	Offering positive feedback on others' performances.	
	Awareness of Music	Starting to maintain a steady beat throughout short singing performances.	
	Awareness of self	Keeping head raised when singing. Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.
	Awareness of others	Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.