

KS1 Music – Skills progression

Year 1

Singing

- Sing simple songs, chants, and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Sing simple songs with a limited range.
- Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.

Listening

Suggested pieces, though not exclusively the following:

Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca ¹	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Composing

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own graphic symbols.

Musicianship

Pulse/Beat

- Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns while keeping in time with a steady beat.
- Perform word-pattern chants create, retain, and perform their own rhythm patterns.

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Year 2

Singing

- Sing songs regularly with a pitch range of at least do-so with increasing vocal control.
- Sing songs with a small pitch range pitching accurately.
- 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 (e.g. crescendo, decrescendo, pause)

Listening

Suggested pieces, though not exclusively the following:

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Musicianship

Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.

Rhythm

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch

- Play a range of singing games based on triadic intervals matching voices accurately, supported by a leader playing the melody.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
- Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: