

Castercliff Primary Academy – Year 1 Music Progression.

Yr1	Listening		Composing		Performing			
Music Skills	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>		<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher</p>		<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation</p>			
	Pitch and Duration		Dynamics & Tempo		Timbre & Texture		Structure & Notation	
Music Knowledge	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes</p> <p>To know that rhythm means a pattern of long and short notes.</p>		<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music</p>		<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.</p> <p>To know that music has layers called 'texture'</p>		<p>To know that a piece of music can have more than one section, eg a versed and a chorus</p> <p>To understand that music can be represented by pictures or symbols.</p>	

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Sticky Knowledge	<p>Vocabulary</p> <ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture' 	<p>Classic music</p> <ul style="list-style-type: none"> To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is. 	<p>Pitch and tempo</p> <ul style="list-style-type: none"> Explain what pitch means. Identify whether a note is higher or lower. Explain what tempo means. Identify simple tempo changes in music. To understand that 'tuned' instruments play
	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus. 	<p>Timbre and rhythmic patterns</p> <ul style="list-style-type: none"> To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	