

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Knowledge and application	Coverage Overview	Listening, Appraising + Responding: - respond to music in words, actions and movements Composing: - Body percussion linked to Autumn / weather sounds - dynamics (loud/soft) Performing: - Christmas performance to a live audience - Singing – focus on pitch (high/low)		Listening, Appraising + Responding: - Music / great composers over periods of time (Vivaldi / Mozart). Respond to, compare + describe their different styles. - Play and name a variety of instruments (tuned + untuned) Composing: - Use untuned percussion to create a Winter / Spring soundscape in the style of Vivaldi. - Follow a simple graphic score. Performing: - Singing in rounds + responding to musical signals / calls.		Listening, Appraising + Responding: - Listen to and respond / reflect to different cultural styles within music. - Recognise basic tempo, dynamics and pitch changes. Composing / Performing: - Simple compositions, using untuned instruments. - Create simple graphic scores to represent the compositions. - Perform in groups to the class, responding to simple musical instructions.	
		Autumn 1 I know how to respond to different moods in music through actions and movements. I know how to recognise and identify basic changes in the dynamics in a piece of music (loud/soft/louder/softer). I know how to experiment with body percussion and vocal sounds to create a story /experience. I know how to recognise and repeat short rhythmic / melodic patterns and begin to create my own. I know how to experiment with choosing the dynamics (loud/soft) for a simple composition using body percussion and vocal sounds. Autumn 2 I know how to use my voice expressively to speak, sing and chant. I know what it means to sing in pitch and how to effectively sing as a group. I know how to sing short songs from memory, maintaining the overall melody and keeping in time. I know how to maintain the pulse when clapping alongside a piece of music. I know how to respond to musical indications about when to sing or play. I know how to respond to simple musical instructions such as tempo (faster/slower) and dynamic (louder/quieter) changes as part of a class performance. I know that it is important to face an audience and that my energy will help to improve my performance.		I know the names of the chosen composer(s) [Vivaldi / Mozart] and some facts about their lives. I know that instruments have specific names and can name some of the more popular ones. I understand that instruments are played in different ways (e.g. strike, blow, pluck, shake). I know what 'singing in rounds' means. I know how to say if I like or dislike a piece of music and begin to give reasons why. I know how to talk about and compare some facts about the lives of some great composers over time. I know how to describe some of the differences between two pieces of music. I know how to describe the character, mood or 'story' of the music I listen to (verbally and through responding through movement). I know how to experiment with choosing the dynamics (loud/soft), tempo (fast/slow) and pitch (high/low) when playing different instruments. I know how to listen and respond to other performances by playing or singing as part of a group. I know how to sing as part of a group, singing in a simple round of 2 parts. I know how to respond musically (and through movement) with increasing accuracy to a call (e.g. high/low, fast/slow). I know how to follow a simple, prepared, graphic score.		I know about and am beginning to develop an appreciation for different cultural styles of music. I know that people may react differently to music, depending on the style and individual tastes. I understand that musical instruments are chosen and played in a given way to create a desired effect. I know that a graphic score represents a composition. I know how to respond to different mood in music through words, actions and movements. I know how to say how a piece of music makes me feel and why. I know how to identify and describe some of the differences between two pieces of music. I know how to recognise and identify basic tempo, dynamic and pitch changes in a piece of music (faster/slower, louder/softer, higher/lower). I know how to create and then follow simple graphic scores to represent a composition. I know how to make improvements to my work, with support from the teacher or using suggestions from a partner /group. I can maintain the pulse (underlying beat) when using instruments alongside a piece of music. I know how to perform as part of a group to the rest of the class and keep a steady pulse. I know how to respond musically (and through movement) with increasing accuracy to a call (e.g. high/low, fast/slow).	

3. Progression + Coverage of Core Knowledge & Skills - MUSIC

Year: **Year 1**

Subject Leader: **Aimee Attwood**

Critical Musical Vocabulary	Express, Feelings, Opinion, Dynamics, Loud / soft, Louder / softer, Body percussion, Vocal sounds,, Rhythmic, Melody, Pitch, Audience, Perform, Performance.	Instrument, Strike, Blow, Pluck, Shake, Dynamics, Loud / soft, Tempo, (fast/slow), Pitch, (high/low), Graphic score, Composer, Period of time, Classical, Rounds, Compose, Composition	Cultural Styles, Appreciation, Emotions, Graphic score, Composition, Dynamics, Louder / softer, Tempo (faster/slower), Pitch (higher/lower), Pulse, Improve, Evaluate
Enrichment Opps	<p>Christmas performance</p> <p>KS1 Body Percussion Video Lesson LINK</p> <p>Create an Autumn / weather soundscape</p>	<p>Use untuned percussion to create a winter soundscape in the style of Vivaldi.</p> <p>Vivaldi / Mozart music to support atmosphere etc during learning time.</p>	
Assessment focus			
Assessing Impact	<p>Singing a selection of themed songs within pitch using correct posture and performance techniques to an audience.</p> <p>Body percussion – of Autumn weather – soundscape.</p>	<p>Record + evaluate untuned percussion performances.</p> <p>Singing in rounds – perform in assembly...?</p>	<p>Compose and perform a piece of music in groups using pulse, rhythm and dynamics.</p>