

Music Progression of Skills KS1 - Year 1 and 2

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 1	
KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Singing	Playing	Improvising and Composing	Critical Engagement
S.1 Engagement and Using the Voice	P.1 Creating and Exploring Sound	IC.1 Exploring Sounds	CE.1 Listening to a Range of Live, Recorded and own Music.
S.2 Pitch Skills	P.2 Controlling Sounds on Instruments	IC.2 Choosing and Organising Sounds	CE.2 Differentiating between Sounds
S.3 Singing with Control and Expression	P.3 Rhythm Skills (playing a pattern, etc)	IC.3 Creating music within structures	CE.3 Recognising and Recalling
S.4 Ensemble skills and part-singing	P.4 Pitch Skills	IC.4 Improvising to demonstrate musical ideas	CE.4 Responding through Movement
S.5 Performing	P.5 Ensemble skills	IC.5 Communicating ideas or moods	CE.5 Describing and appraising
S.6 Understanding song structure	P.6 Playing from Notation	IC.6 Improvising rhythms & tunes	
	P.7 Performing	IC.7 Creating and Performing own music in a group	
	P.8 Understanding instruments and how they are played	IC.8 Using Notation	

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Singing	NC		Term/Dates/Observational Notes
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	
S.2 Pitch Skills	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	
	1a	Imitates melodic patterns in echoes.	
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	
S.4 Ensemble skills and part-singing	1a	Sings in unison, in small and large groups, and may sing solo.	
	1a	Sings in time with others, with or without an accompaniment	
	1a	Follows simple musical instructions (e.g. start and stop).	
S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	
	1a	Beginning to be aware of an audience during special performances.	
S.6 Understanding song structure	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	

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Playing	NC		Term/Dates/Observational Notes
P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.	
P.2 Controlling Sounds on Instruments	1b	Keeps a steady pulse	
	1b	Controls and demonstrates changes in dynamics and tempo	
	1b	Shows control, playing clearly and with increasing confidence	
	1b 1d	Selects instrumental timbres to create sound effects	
	1b	Selects high/low ascending/ descending pitches where appropriate.	
P.3 Rhythm Skills (playing a pattern, etc)	1b 1c	Responds to sounds of different duration	
	1b	Recognises difference between long and short sounds	
	1b	Recognises and copies simple patterns of long/short sounds	
P.4 Pitch Skills	1b 1d	Identifies and selects high/low, high/low ascending/ descending pitches where appropriate.	
	1b	Plays simple melodic patterns	
P.5 Ensemble skills	1b	Follows instructions on when to play	
P.6 Playing from Notation	1b	Plays from a picture score	
P.7 Performing	1b	Performs in a group with good sense of pulse and rhythm	
P.8 Understanding instruments and how they are played	1b 1d	Matches selected sounds with their pictured source	
	1b 1d	Uses sound words or phrases to describe selected sounds and the ways in which they are produced	

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Improvising and Composing	NC		Term/Dates/Observational Notes
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body or instruments	
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	
IC.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes	
IC.7 Creating and Performing own music in a group	1d	Contributes ideas to a composition and perform this solo or as a class or group.	
IC.8 Using Notation	1d	Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music.	

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Critical Engagement	NC		Term/Dates/Observational Notes
CE.1 Listening to a Range of Live, Recorded and own Music.	1c	Listens with growing focus to a range to high quality live and recorded music.	
CE.2 Differentiating between Sounds	1c	Listens out for, and responds to, sounds that differ, e.g.in dynamics, pitch, timbre, tempo etc	
CE.3 Recognising and Recalling	1c	Recalls simple rhythmic and melodic phrases.	
CE.4 Responding through Movement	1c	Responds to sounds or music through physical movements.	
CE.5 Describing and appraising	1c	Listen and shares comments and opinions about music including own work.	