

## Progression in Learning Framework for Music – KS 1

The overarching aim for Music in the national curriculum is to allow pupils a high-quality music education which engages and inspires pupils to develop a love of music in a variety of forms. To encompass the universal language that embodies one of the highest forms of creativity through listening and performance. To support their talents as musicians and therefore to increase self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Music

The programmes of study for Music at Key Stages 1 and 2 are:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

#### To be able to:

- listen with engagement and learn to perform with tuned and untuned instruments.
- listen with concentration and understanding to a range of high-quality live and recorded music.

#### To have an understanding of:

- how a tuned and untuned instrument is played
- how music is constructed and use all the aspects of composition (pitch, tempo, duration, dynamics, structure and notation).

#### To be able to:

- review and evaluate music from different genres, styles, traditions and other composers and musicians.
- use their voices expressively and creatively by singing songs and speaking chants and rhymes.

#### To know:

- how to experiment with, create, select and combine sounds using inter-related dimensions of music.
- Use technology appropriately and have the opportunity to progress to the next level of musical excellence.

	Interface with EYFS	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
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Using voices	<b>ELG: Being Imaginative and Expressive</b>	To perform songs, rhymes and stories for the Christmas Performance.	To perform songs, rhymes, stories and poetry for the Year 1 performance at Easter.	Use their voices expressively and creatively by singing songs, rhymes and poetry.	Introduce how to explore and create music using a series of music lessons that focus on pitch, duration, dynamics, tempo, texture and timbre. texture, structure and appropriate musical notations.	Use technology appropriately and have the opportunity to progress to the next level of musical excellence – namely recording each other learning new song, rhymes, stories and chants learned during foundation subject lessons.	Use their voices expressively and creative by singing songs and rhymes whilst saying chants.	
Playing instruments				During the teaching of a sequence of music lessons, children will learn understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics,	To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations during		Play tuned and untuned instruments musically whilst performing for the Year Two end of year performance.  Have the opportunity to learn a musical instrument – namely a percussion instrument to	

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				tempo, structure and appropriate musical notations	the teaching of music both discreetly and cross curricular.		use in the Year Two Performance.	
<b>Listening to music</b>		Listen with concentration and understanding to a range of high-quality live and recorded music during the teaching of music.	To practise and perform for the Year 1 performance where pupils listen with concentration and understanding to a range of high-quality live and recorded music.			To listen to the Year 1 performance at Easter.	To practise and perform for the Year 2 performance whilst listening with concentration and understanding to a range of high-quality live and recorded music	
<b>Responding creatively through music</b>	<b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b>		Experiment with, create, select and combine sounds using the inter-related dimensions of music in preparation for and during the school performance.	To use technology appropriately and have the opportunity to progress to the next level of musical excellence. Children to record each other and groups of performers for			Experiment with, create, select and combine sounds using the inter-related dimensions of music in preparation for and during the school performance.	

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				self evaluation, following the curriculum for foundation subjects.				
Milestone 1 – Year 1								
Milestone 2 – Year 2	Year Group School Performance at Easter							
Milestone 3 – Year 1								
Milestone 1 – Year 2								
Milestone 2 – Year 2								
Milestone 3 – Year 2	Year Group School Performance at the end of the summer term							