

Yearly Skills & Knowledge Progression

Subject: Music

Year group: Year 1

	Half Term 1	Half Term 2
Autumn	<p>Singing: Sing simple songs, chants and rhymes at the same pitch e.g boom chicka boom, responding to visual direction, (stop,start, loud, quiet).</p> <p>Listening: Classical: Mozart - Rondo alla Turca Blues: Ma Rainey- Runaway Blues</p> <p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Composing: Improvise simple vocal chants, using question and answer phrases. Create musical sound effects in response to stimuli, e.g rainstorm using classroom instruments.</p> <p>Musicianship: PULSE/BEAT Walk, move and clap a steady beat, changing the speed of the beat as the tempo of the music changes. Use body percussion, percussion and tuned instruments to maintain a steady beat. Respond to the pulse in live/recorded music through movement and dance.</p>
	<p><i>What can make this personal to Dovers Green?</i></p> <p>Watch to a recording of a professional orchestra performing. Perform a chant or song to an audience in school.</p>	<p><i>What can make this personal to Dovers Green?</i></p> <p>Dance or move to a piece of music using the pulse.</p>
Spring	<p>Singing: Sing simple songs with a small range, mi-so (Hello), then progress to wider ones (Bounce High, Bounce Low) Include pentatonic songs.</p> <p>Listening: Art Pop: Kate Bush - Wild Man 20th Century: Holst - Mars from The planets</p> <p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Composing: Understand the difference between a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these to others, taking turns.</p> <p>Musicianship: RHYTHM Perform, copycat and short repeating rhythm patterns while keeping in time with a steady beat. Perform word pattern chants.</p>

	<p><i>What can make this personal to Dovers Green?</i> Experience live music making in school as well as listening to recorded music.</p>	<p><i>What can make this personal to Dovers Green?</i></p>
<p>Summer</p>	<p>Singing: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Listening: Brazil Samba Fanfarra (Cabua-Le-Le) By Sergio Mendes/Carlinhos Brown</p> <p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Composing: Recognise how graphic notation can represent created sounds. Children will explore and invent their own symbols.</p> <p>Musicianship: PITCH</p> <p>Listen to sounds in the local environment, compare high and low.</p> <p>Sing familiar songs in a low and high voice.</p> <p>Follow pictures and symbols to guide singing and playing, e.g 4 dots 4 taps on the drum.</p>
	<p><i>What can make this personal to Dovers Green?</i> Perform as a call and response Samba band.</p>	<p><i>What can make this personal to Dovers Green?</i> Explore percussion sounds to enhance storytelling e.g Claude. Listen to year 2 perform on untuned instruments.</p>