

Year 1 Music Progression Map

	<u>Autumn 1</u>	
Topic	My Favourite Things - Simple Rhythms	
Prior Learning	EYFS - <i>playing, simple drum patterns from the Chinese New Year, Boomwhackers, introduction to percussion instruments</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To demonstrate an understanding of pulse using parts of the body. To keep a pulse and show a sound pattern using bodies and voices. To explore using a thinking voice to show the pulse. To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance.
Vocabulary	Pulse, singing voice, speaking voice, thinking voice	
Unit Aim	By the end of the unit, students have an understanding of pulse and rhythm by using their bodies and voices to keep a steady beat, perform simple rhythmic patterns, and demonstrate timing and coordination through performance.	
Future Learning	Year 2 – Pupils will be able to identify, perform, and create simple pitch patterns, including spotting missing notes on a staff.	
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments	

	<u>Autumn 2</u>	
Topic	The Snail and the Mouse - Tempo	
Prior Learning	EYFS - Music /songs linked to Topics, e.g., Chinese New Year, Fairy Tales. Festivals	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To use voices and bodies expressively, while exploring tempo. To practice a rhyme using fast and slow beats on instruments. To use voices to perform a song with a fast and slow beat.
Vocabulary	beat, expressive, fast, slow, contrast, speaking voice, singing voice, warm up	
Unit Aim	This unit aims to develop students' ability to use voices, bodies, and instruments expressively while exploring and performing music with contrasting tempos.	
Future Learning	Year 2 – Pupils will combine these skills to perform short pieces confidently, keeping a steady pulse and playing with increasing accuracy.	
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments	

	<u>Spring 1</u>	
Topic	Seaside - Dynamics	
Prior Learning	EYFS - <i>Using instruments and body movements to depict different minibests and animals</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To understand how music can be used to represent an environment. To clap simple rhythmic patterns while keeping the pulse.
Vocabulary	soundscape, volume, instrument, seaside, dynamics, symbol	
Unit Aim	This unit aims to develop students' understanding of how music can represent environments and changes within them, using instruments, body, voice, dynamics, and symbols to create and communicate a seaside soundscape.	
Future Learning	Year 2 - Pupils will work collaboratively to create and perform their own pieces, while developing their ability to follow and read simple notation from left to right.	
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments	

	<u>Spring 2</u>	
Topic	Playing the ocarina with Mr Joliffe	
Prior Learning	EYFS- <i>The children use boomwhackers with Mr Joliffe, re-telling well-known stories using musical instruments.</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>

	Performing Appraising Listening	• I can hold the ocarina and know the fingers to use. • I can blow into the ocarina. • I can use the low note of D and the high D – practice blowing and changing between these 2 notes. • I can practice short notes (crotchets) • I can begin changing between the 2 notes using the correct fingering. • I can begin changing between these 3 notes using the correct fingering. • I can begin to use the longer note of a minim. • I can play a song such as 'Twinkle, Twinkle Little Star.'
Vocabulary	Ocarina, hole, blow, finger, note, minim, perform.	
Unit Aim	By the end of the unit, children will develop basic ocarina skills, including correct handling, breath control, and fingering, while introducing simple notes, rhythms, and note changes, leading to the performance of a familiar melody.	
Future Learning	Year 2 – pupils will be able to identify patterns in music, compare pieces based on their dynamics, and accurately create and perform their own musical ideas.	
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments	

	<u>Summer 1</u>	
Topic	Superheroes - Pitch	
Prior Learning	EYFS - <i>using instruments and body movements to depict different minibeasts and animals</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Composing Performing Appraising Listening	To identify high- and low-pitched sounds. To explore pitch by creating two-pitch patterns. To demonstrate tempo changes To create a superhero theme tune with a variety in tempo and pitch.

		To perform a piece of superhero music showing a change of pitch and tempo.
Vocabulary	soundscape, volume, instrument, seaside, dynamics, symbol	
Unit Aim	By the end of this music unit, children will explore pitch and tempo by identifying high and low sounds, creating simple two-pitch patterns, and composing and performing a superhero theme tune with varied pitch and tempo changes.	
Future Learning	Year 2 - Pupils will be able to identify patterns in music, compare pieces based on their dynamics, and accurately create and perform their own musical ideas.	
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments	

	<u>Summer 2</u>	
Topic	Under The Sea - Musical Symbols	
Prior Learning	EYFS - <i>using instruments and body movements to depict different minibeasts and animals.</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To explore tempo changes through movement. To explore how dynamics can be represented by different symbols. To interpret symbols to demonstrate a pitch pattern. To clap simple rhythmic patterns while keeping the pulse. To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Vocabulary	Tempo, pitch, rest, sound pattern, dynamics	
Unit Aim	This unit aims to develop students' understanding of tempo, dynamics, pitch, and rhythm through movement, symbol interpretation, and group performance.	

Future Learning	Year 2 Pupils will combine these skills to perform short pieces confidently, keeping a steady pulse and playing with increasing accuracy.
KS1 End Point	•Use their voice expressively, •Combine sounds together using tuned and untuned instruments