

KS1 Progression of skills across Foundation Subjects - MUSIC

KS1 Music – NC 2014	Yr	KPIs & Techniques
<p>Key stage 1</p> <p>Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> □ 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p><i>Pupils should be taught:</i></p> <p>Performing: use their voices expressively and creatively by singing songs and speaking chants and rhymes, and play tuned and untuned instruments musically.</p> <p>Composition and appraisal: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Musical elements: listen with concentration and understanding to a range of high-quality live and recorded music 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.</p>	1	<ul style="list-style-type: none"> □ Create and choose sounds in response to simple starting points. □ Recognise and identify changes in sounds and melodies. □ Represent sounds with symbols using pictures. □ Join in with familiar rhymes, songs and chants. □ Recognise and explore how sounds can be made and changed. □ Repeat and copy short rhythmic and melodic patterns. □ Identify high and low sounds in the environment. □ Identify long and short sounds in the environment. □ Identify loud and soft sounds in the environment. □ Identify fast and slow sounds in the environment. □ Listen to and repeat simple patterns of sounds. □ Use everyday language to describe sounds.
	2	<ul style="list-style-type: none"> □ Sing simple songs from memory with accuracy of pitch. □ Organise a limited range of sounds in different ways. □ Perform simple patterns and accompaniments keeping to a steady pulse. □ Choose and order sounds within simple structures, e.g. beginning, middle and end. □ Recognise how musical elements can be used to create different effects. □ Represent changing sounds with symbols, e.g. high/low, fast/slow. □ Identify ways of improving own work. □ Recognise and reproduce high and low sounds. □ Recognise and reproduce long and short sounds. □ Recognise and reproduce loud and soft sounds. □ Recognise and reproduce fast and slow sounds. □ Establish a steady beat. □ Explore similarities and difference between contrasting musical elements. □ Use simple musical vocabulary to describe sounds. □ Develop an awareness of songs with repeated phrases and rounds.