

St Francis of Assisi Catholic Primary School 2024 – KS1 Progression Skills based on the Model Music Curriculum

	Y1	Y2
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, • responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Begin with simple songs with a very small range, mi-so (e.g. Hello, how are You), • Sing a wide range of call and response songs 	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing
Listening	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y1:</p> <p>Western Classical Tradition and Film: ‘Rondo alla Turca’ by Mozart (classical) ‘Mars’ from The Planets by Holst (20th century)</p> <p>Popular Music ‘Wild Man’ by Kate Bush ‘Runaway Blues’ by Ma Rainey</p> <p>Musical Traditions ‘Brazil Samba Fanfarra (Cabua-Le-Le)’ by Sérgio Mendes/Carlinhos Brown</p>	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y2:</p> <p>Western Classical Tradition and Film: ‘Night Ferry’ by Anna Clyne (21st Century) ‘Bolero’ by Ravel (20th Century)</p> <p>Popular Music ‘Rock n Roll Hound Dog’ by Elvis Presley ‘With A Little Help from My Friends’ by The Beatles</p> <p>Musical Traditions Gamelan tradition from Indonesia ‘Baris’ by Gong Kebyar of Peliatan</p>
Composing	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, • creating a musical conversation.
Musicianship	At St Francis we use both Dalcroze and Kodaly systems to teach	At St Francis we use both Dalcroze and Kodaly systems to teach children music. First

<p>children music. First is based on bodily movements which are used to represent musical rhythms, and the second is based on learning by singing and hand signs.</p> <p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others with changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), • playing repeated rhythm patterns (ostinato) <p>Respond to the pulse in stepping, jumping, walking on tiptoes:</p> <ul style="list-style-type: none"> • Stepping (e.g. Mattachins from Capriol Suite by Warlock), • Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) • Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). <p>Rhythm</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); • create, retain and perform their own rhythm patterns. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <p>Pitch</p> <ul style="list-style-type: none"> • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk; quiet sounds created on a rainstick/shakers to 	<p>is based on bodily movements which are used to represent musical rhythms, and the second is based on learning by singing and hand signs.</p> <p>Pulse/Beat</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <p>Rhythm</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation <p>Pitch</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi) • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion.
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	depict a shower; regular strong beats played on a drum to replicate menacing footsteps.	
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