



Year 1 Music Overview *(Taken from Charanga MMC Progression of Knowledge and Skills)*

Key Concepts NC PoS Reference	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.) Composite Knowledge Specific Knowledge – Component Knowledge	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
Musicianship: Understanding Music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Understand the difference between creating a rhythm pattern and a pitch pattern.	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. Find and keep a steady beat together.
Listening: Respond/Analyse Listen with concentration and understanding to a range of high-quality live and recorded music	Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet.	Move and dance with the music. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.
Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Demonstrate good singing posture	Sing, rap, rhyme, chant and use spoken word Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.
Notation	Know ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C	
Playing Instruments Play tuned and untuned instruments musically	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	
Creating: Improvising Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Understand the difference between creating a rhythm pattern and a pitch pattern.	Improvise simple vocal patterns using 'Question and Answer' phrases.

<p>Creating: Composing</p>	<p>Explore and create graphic scores: Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.</p>	<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p><u>Use simple notation if appropriate:</u> Create a simple melody using crotchets and minims:</p>
<p>Performing</p>		<p>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.</p>