



**Year 1 Progressions of Skills - Music**

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Keeping the pulse (my favourite thing)		Sound patterns - fairytal)		Pitch and tempo - superheroes	Musical symbols - under the sea
Knowledge						
	<ul style="list-style-type: none"> <li>• Notation is read from left to right.</li> <li>• Pictorial representations of rhythm show sounds and rests.</li> </ul>		Sections of music can be described as loud, quiet or silent and the meaning of these terms.		<ul style="list-style-type: none"> <li>• Sounds within music can be described as high or low sounds and the meaning of these terms.</li> <li>• In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to recognise and name the following instruments: Up to three instruments from Group A and B.</li> <li>• To know that notation is read from left to right.</li> </ul>
Skills						



<p>Listening and responding to music</p> <p>Analysing music</p> <p>Evaluating music</p> <p>Composing and improvising</p> <p>Performing</p>	<ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Beginning to move in time with the beat of the music.</li> <li>• Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</li> <li>• Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</li> <li>• To recognise and name the following instruments: up to three instruments from Group A and B.</li> <li>• Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Relating sounds in music to real-world experiences (e.g., “It sounds like squelching mud”).</li> <li>• Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</li> <li>• Stating what they enjoyed about their peers’ performances.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Coordinating the speed of their movements to match the speed of the music (not the beat).</li> <li>• Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>• Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</li> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers’ performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Coordinating the speed of their movements to match the speed of the music (not the beat).</li> <li>• Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”).</li> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> </ul>
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Cultural and historical awareness of music						
<p>Creating sounds</p> <p>Singing repertoire</p> <p>Singing technique</p> <p>Instruments</p> <p>Posture</p>	<ul style="list-style-type: none"> <li>• Singing simple songs, chants and rhymes from memory.</li> <li>• Competently singing songs with a very small pitch range (two notes that are different but close together).</li> <li>• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li> <li>• Exploring changing their singing voice in different ways.</li> <li>• Breathing at appropriate times when singing.</li> <li>• Learning to use instruments to follow the beat, by first observing and then mimicking the</li> </ul>		<ul style="list-style-type: none"> <li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>• Starting to understand how to produce different sounds on pitched instruments.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul>		<ul style="list-style-type: none"> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an awareness of how sound is affected by the way an instrument is held.</li> <li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and</li> </ul>



	<p>teacher's modelling.</p> <ul style="list-style-type: none"> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> <li>•</li> </ul>					play instruments.
<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p> <p>Representing rhythm</p>	<ul style="list-style-type: none"> <li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li> <li>• Using pictorial representations to stay in time with the pulse when singing or playing.</li> <li>• Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests.</li> <li>•</li> </ul>				<ul style="list-style-type: none"> <li>• Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs.</li> <li>• Recognising pitch patterns using dots.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li> </ul>
<p>Improvising and composing - stimulus and purpose</p> <p>Improvising</p> <p>Selecting music and sounds</p> <p>Sequencing</p>	<ul style="list-style-type: none"> <li>• Improvising simple question and answer phrases, using untuned percussion or voices.</li> </ul>		<ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>• Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> <li>• Playing and combining sounds under the direction of a leader (the teacher).</li> </ul>		<ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>• Experimenting with creating different sounds using a single instrument.</li> <li>• Experimenting with creating loud, soft, high and low sounds.</li> <li>• Selecting objects and/or instruments to create sounds to represent a given idea</li> </ul>	<ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>• Experimenting with creating different sounds using a single instrument.</li> <li>• Experimenting with creating loud, soft, high and low sounds.</li> <li>• Selecting objects and/or instruments to create sounds to represent a given idea</li> </ul>



						<ul style="list-style-type: none"> <li>or character.</li> <li>Playing and combining sounds under the direction of a leader (the teacher).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>or character.</li> <li></li> </ul>		
Performing Understanding and evaluating a performance Awareness of music Awareness of self Awareness of others	<ul style="list-style-type: none"> <li>Starting to maintain a steady beat throughout short performances.</li> <li>Keeping instruments still until their part in the performance.</li> <li>Performing actively as part of a group; keeping in time with the beat.</li> <li>Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul>		<ul style="list-style-type: none"> <li>Offering positive feedback on others' performances.</li> <li>Keeping instruments still until their part in the performance.</li> </ul>		<ul style="list-style-type: none"> <li>Offering positive feedback on others' performances.</li> <li>Keeping instruments still until their part in the performance.</li> <li>Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul>	<ul style="list-style-type: none"> <li>Offering positive feedback on others' performances.</li> <li>Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul>			
Lesson	Artist / composer	Period / tradition/ style		Artist / composer	Period / tradition/ style	Artist / composer	Period / tradition/ style	Artist / composer	Period / tradition/ style
1	Randy Newman	Popular We listened to You've got a friend in me by Randy Newman. We chose other songs by Randy Newman which were used in Toy Story and explained that			In this unit, the children listen to short audio clips and fit rhythms to different parts of a story		In this unit, the children listen to short audio clips and use their bodies and voices to respond to different pitch patterns.	Bob Bradley, Matt Sanchez, Steve Dymond	Electronic Children may be familiar with this music but not recognise it - create excitement from something that they recognise,



		all music is written by someone.						Similarly, some children may not experience this type of music.
2	Justin Timberlake	Popular						
3								
4	Pharrell Williams	Popular						
5								