



Knowledge Progression

Year 1/2 Music



In addition to following a Charanga topic each half term, progression will be taught via the following topics.

	Pitch	Duration and Texture	Notation and Structure	Timbre and Tempo	I am a listener	I am a composer
Key Vocabulary	Beat, duet, dynamics, improvisation, melody, ostinato, pitch, pulse, rhythm, solo.					
Previous knowledge / Learning	<i>In EYFS, the children will have:</i> - learnt how to differentiate between high and low sounds. - shown changes in pitch using tuned instruments.	<i>In EYFS the children will have:</i> - learnt to differentiate between long and short sounds. - begun to show an awareness of pulse.	<i>In EYFS, the children will have:</i> - used pictures to represent and organise sounds. - learned to start and stop playing with others.	<i>In EYFS, the children will have:</i> started to explore and classify sounds learnt to differentiate between fast and slow	<i>In EYFS, the children will have:</i> - responded to music with movement e.g. stomp, tiptoe, walk, run. - listened to instructions within a song and acted accordingly.	<i>In EYFS, the children will have:</i> - learnt how to differentiate between high and low sounds. - shown changes in pitch using tuned instruments.
N.C. Objectives.	<p>These objectives are covered repeatedly across the Charanga units as well as within the progression of skills topics</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

Cycle 1:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga:	I wanna play in a band	Christmas concert	Zootime	Friendship Song	Hands, feet and heart	Reflect, Rewind and Replay
Cycle 2:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga:	Hey you!	Christmas concert	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay



Powerful Knowledge

Year 1/2 Music



	Pitch	Duration and Texture	Notation and Structure	Timbre and Tempo	I am a listener	I am a composer
<p>Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?</p>	<p>POWERFUL KNOWLEDGE: Our children will: M1 - Sing and compose simple tunes using high and low pitches.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will sing familiar songs e.g. Twinkle, twinkle in high voices and low voices. 2) They will practise singing songs higher and lower, faster and slower, louder and softer. 3) Children will challenge each other to sing songs in certain ways e.g. Can you sing it slower? 4) They will play simple tunes of their own on chime bars using e.g. only high notes or only low notes. 5) They will take turns to instruct the class or individuals to stand up or sit down using by playing only high or low notes.</p>	<p>POWERFUL KNOWLEDGE: Our children will: M2 - Learn the difference between rhythm and pulse. M3 - Clap and play repeated rhythms.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) The children will practise clapping given rhythms to a pulse e.g. ‘My class is the best class.’ 2) They will make up short, Christmas related rhythms (see 4) for others to clap. 3) They will practise clapping in time to a piece of music from their Christmas performance. 4) They will clap an ostinato to a tune e.g. They will clap “what a red nose, what a red nose” repeatedly to Rudolph the Red Nosed Reindeer. 5) They will perform this at their Christmas performance for parents.</p>	<p>POWERFUL KNOWLEDGE: Our children will: M4 - Write and draw words, patterns and pictures to create rhythm patterns.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will read symbols which represent sounds (e.g. square = clap, triangle = stamp) on a chart and play a sequence of sounds reading them from a chart. 2) Children will create their own symbols to represent sounds and produce a short sequence of symbols to play. Children will perform for staff and other pupils.</p> <p><i>All music highlighted yellow is from the model music playlists.</i></p>	<p>POWERFUL KNOWLEDGE: Our children will: M5 - Choose sounds to represent ideas M6 - Accompany songs.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will choose instruments to represent rain falling, a butterfly fluttering, a topic related sound and will create these sounds. 2) Children will listen to a tambourine (Youtube TomTom Kids club tambourine) and a violin (Youtube Meet the Violin!) and discuss which instrument would match different pieces of music. 3) Children will play tambourines/percussion to happy and sad songs.</p> <p>e.g. Brazil - Fanfarra (Cabua Le Le) by Sergio Mendes/Carlinhos Brown, Runaway Blues by Ma Rainey Maple Leaf Rag (happy, lively)</p> <p>Indonesia – Baris by Gong Kebyar of Peliatan Wild Man by Kate Bush</p> <p>Feed the Birds from Mary Poppins. Samuel- Coleridge Taylor – Haiwatha Overture. (slow, sad)</p>	<p>POWERFUL KNOWLEDGE: Our children will: M7 - Describe music and express feelings about music through words and pictures</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will discuss the vocabulary that could be used to describe music. e.g. Mars from The Planets by Gustav Holst, Rondo alla Turca by Mozarr Night Ferry by Anna Clyne Bolero - Ravel With a Little Help from my Friends – The Beatles Hound Dog – Elvis Presley 2) The elephant, the aquarium, fossils, the swan from The Carnival of the Animals by Saint Saens (lively, calm, peaceful, beautiful, creepy, tranquil). 3) They will draw a picture in response to a piece of music (see above) that they listen to, adding words if they wish to.</p>	<p>POWERFUL KNOWLEDGE: Our children will: M8 - Compose in a small group of children</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) As part of a group, children will think of sentences linked to their topic and then they will practice clapping the rhythms of their sentences. 2) They will try sing their sentences to a tune. 3) They will try to play a melody for their sentence on chime bars. 4) They will record their composition and perform it to staff, school visitors or another class or in their class assembly. It will also be recorded.</p>