

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills: Music Year 1

Understanding Music	Notation
<p>Use body percussion, instruments and voices in the key centre of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</p> <p>C,D,E,F,G</p> <p>F,G,A</p> <p>G,B,D</p> <p>D,E,F#,G,A</p> <p>D,A,C</p>
Listening	Playing instruments
<p>Move and dance with the music; find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Rehears 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</p>
Singing	Creating: Improvising
<p>Sing, rap rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low. Sing in unison.</p>	<p>Explore improvisation within a major and minor scale using the notes:</p> <p>C,D,E</p> <p>D,E,A</p> <p>F,G,A</p> <p>D,F,G</p> <p>Improvise simple vocal patterns using ‘Question and Answer’ phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p>
Creating: Composing	Performing
<p>Explore and create graphic scores.</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or sound makers.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent your own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims:</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts</p>