

TLA Music Progression – Year 1

National Curriculum	<ul style="list-style-type: none"> - To use voice creatively and expressively 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. 					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	ASONE Princess and the Pea project	Christmas Nativity Play	Hey You!	Rhythm in the way we walk and banana rap	In the groove	Reflect, rewind and replay
Key Song(s)	TBC	Christmas Nativity songs	Hey You! – Joanna Mangona	Rhythm in the way we walk – Joanna Mangona The Banana Rap – Jane Sebba	In The Groove – Joanna Mangona	Consolidation of previous songs from across the year
Focus Composers	Musician of the month					
Style of Key Song(s)	Signing	Pop	Old-school hip-hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Classical
Knowledge Progression Listening and Appraising Musicianship Singing Composing / Improvising	<p>To know what a song is about.</p> <p>To know what a performance and audience mean.</p> <p>To sing a song by heart.</p>	<p>To know what a song is about.</p> <p>To sing a song by heart accompanied by actions.</p>	<p>To know what a song is about.</p> <p>To recognise the sound of the instruments they use.</p> <p>To know that music has a pulse.</p> <p>To sing a song by heart.</p>	<p>To know what a song is about.</p> <p>To know the sound of the instrument they use.</p> <p>To know that rhythms can be created from words.</p> <p>To sing a song by heart.</p>	<p>To know what a song is about.</p> <p>To recognise the name of the instrument they use.</p> <p>To know that musical notes can be at different pitches.</p> <p>To sing a song by heart.</p>	<p>To know what a song is about.</p> <p>To know the name of the instrument they use.</p> <p>To know that we should warm up our voices before singing.</p> <p>To sing a song by heart.</p> <p>To know that</p>

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				To know that music can be improvised.	To know that music can be improvised.	music can be improvised.
Skills progression Listening and Appraising Musicianship Singing Composing / Improvising	To give a simple opinion on a piece of music. To perform a song in front of an audience. To start and stop singing, following a leader.	To give an opinion on a piece of music supported by reasons. To perform a song in front of an audience. To confidently sing songs from memory, in unison with others.	To begin to identify instruments and voices in music. To move to music on the beat while listening. To confidently sing songs from memory, in unison with others.	To begin to identify instruments and voices in music. To copy and clap back rhythms. To treat instruments carefully and with respect. To confidently sing songs from memory, in unison with others. To improvise rhythms for others to copy through clapping.	To identify a small range of familiar instruments and voice in music. To listen and sing back pitch. To confidently sing songs from memory, in unison with others. To improvise tunes for others to copy using voice.	To identify a small range of familiar instruments and voice in music. To engage in vocal warm ups by listening and singing back with correct rhythm and pitch. To play a tuned instrument with a song. To confidently sing songs from memory, in unison with others. To improvise a simple melody on two notes.
New Vocabulary	Perform Singers Audience	Melody	Pulse Instrument Claves Castanets Glockenspiel Boom whacker Shaker	Rhythm Rap Improvise Imagination	Pitch Style	Warm Up

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End point of unit	Participating in a live, interactive performance of the Princess and the Pea.	Christmas Nativity performances	Performing focus song at KS1 showcase.	Performing focus song at KS1 showcase.	Performing focus song at KS1 showcase.	To play improvised melodies to a small audience.
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