

St. Mary's Catholic Primary School – Music Curriculum Progression

Music Intent




Music is a universal language that embodies one of the highest forms of creativity. Our high-quality music education will engage and inspire our children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. We intend for music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making will support pupil wellbeing, enjoyment and self-esteem and bring happiness to our whole school and the wider school community.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS






Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.






0-3 YEARS





















-  Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.
-  Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.
-  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

3-4 YEARS

-  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
-  Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').
-  Sing the melodic shape of familiar songs
-  Create their own songs, or improvise a song around one they know.
-  Play instruments with increasing control to express their feelings and ideas.

RECEPTION

-  Listen attentively, move to and talk about music, expressing their feelings and responses
-  Sing in a group or on their own, increasingly matching the pitch and following the melody.
-  Explore and engage in music making and dance, performing solo or in groups.
 -  **ELG-Being Imaginative and expressive**
-  Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>National Curriculum Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p>National Curriculum. Pupils should be taught to: Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>			
	<ul style="list-style-type: none">  Sing songs fast/slow Sing action songs staying silent for a particular action.  Memorise simple songs.  Keep a steady beat whilst singing a simple song.  Sing a song loudly and quietly.  Sing songs with verse and chorus.  Echo games/patterns on two notes.  Match the shape of a tune showing pitch. 		<ul style="list-style-type: none">  Echo games, patterns on two notes.  Match shape of a tune showing pitch.  Prepare to take a breath before starting to sing.  Introduce folk songs, sea shanties and songs from other countries.  Develop good pitch and diction.  Learn a simple round.  Develop good breathing and phrasing.  Explore different kinds of songs i.e. lullaby, sea shanty. 			
					<ul style="list-style-type: none">  Expand repertoire from different cultures, musical theatre, different times and place.  Explore use of dynamics within a song.  Accompany song with ostinato.  More complex songs i.e. octave leap.  Consider the structure of well-known songs. 	

Listening	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music 	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Demonstrate a developing understanding of the history of music 	
	<ul style="list-style-type: none"> 🎧 Recognize and distinguish between sounds in the environment. 🎧 Recognition of fast/slow/loud/quiet sounds and silence. 🎧 Recognize moods in music – happy/sad/fast/slow/loud/quiet. 🎧 Respond through movement to the mood/character of a piece of music. 🎧 Listen for steady beat in music and move accordingly. Listen to sound and copy accurately. 🎧 Match same sounds. 	<ul style="list-style-type: none"> 🎧 Listen for steady beat in music and move accordingly. 🎧 Recognize sound made by simple percussion and develop vocab to describe it Identify /discuss tempo and dynamics. 🎧 Discuss their own music and music of well-known composers throughout history. 🎧 Copy rhythms accurately match same sounds. 🎧 Discuss music they have created as well as music of well-known composers. 🎧 Create symbols to represent sound heard. 🎧 Use musical terms to describe music. 🎧 Identify and respond to the mood of a piece of music Identify patterns in a piece of music. 🎧 Recognise families of orchestral instruments. 	<ul style="list-style-type: none"> 🎧 Discuss music they have created as well as music of well-known composers. 🎧 Recognise families of orchestral instruments. 🎧 Distinguish between solo and orchestral instruments. 🎧 Recognise form in music i.e. verse and chorus. 🎧 Listen for and identify main theme in piece of music i.e. leitmotif. 🎧 Distinguish between music from different times and places. 🎧 Discuss how composers use their ideas in their music.

Explore and play	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Play tuned and un-tuned instruments musically 	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression 		
	Play tuned and un-tuned instruments musically <i>Explore sound qualities of musical instruments. Sort sounds into sets. Explore different techniques for playing instruments. Introduce names of instruments and sounds they make. Play instruments starting and stopping with a conductor. Accompany a song with un-tuned instrument</i>	<ul style="list-style-type: none"> Explore sound qualities of musical instruments. Sort sounds into sets. Explore different techniques for playing instruments Introduce names of instruments and sounds they make. Play instruments starting and stopping with a conductor. Accompany a song with un-tuned instruments. Explore a range of instruments in musical question and answer games. 	<ul style="list-style-type: none"> Explore a range of instruments in musical question and answer games. Control playing an instrument to keep a steady beat/rhythm. Control instruments whilst playing with others. Play individual part in a group piece. Play from symbols to indicate fast/slow/loud/quiet. Devise signs to represent fast/slow/loud/quiet and play from them controlling their instruments. 	<ul style="list-style-type: none"> Develop technical skills on a variety of instruments. Use dynamics and tempo in playing. Play rhythmic accompaniment to song. Play rhythmic accompaniment to song. Learn to play keyboards. Play tuned instruments to accompany a song with ostinato/chords.
Compose	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 		
	<ul style="list-style-type: none"> Explore sounds in school environment-long/short/loud/quiet. Create sound picture. Explore un-tuned percussion to represent familiar pictures i.e. seaside. Sequence sounds to create pattern/composition. Describe/accompany a story/poem using musical sounds/patterns. Explore pitched instruments in their composition. 	<ul style="list-style-type: none"> Explore pitched instruments in their composition. Question and answer games with partner using tuned/untuned instruments. Create rhythmic patterns using symbols. Use layers of <ul style="list-style-type: none"> o sound in composition. Compose piece with beginning and ends - song writing – such as a rap Question and answer games with a partner using tuned/untuned instruments. Choose instruments to represent certain sounds. Create music with extended range of instruments. Song-writing – verse/rap/with drone/ostinato. 	<ul style="list-style-type: none"> Create music with extended range of instruments. Use ostinato/rhythm patterns in composition. Compose using keyboards / i-pads – Garage band – drum pads/guitar app/use of jam sessions. Create drone /ostinato to accompany song. Introduce Pentatonic Scale (CDEGA) Song writing – verse/chorus/rap/intro/outro. Design and create a piece of music that has a complete shape/form ABA /ABACA. Song writing – Complete structure with middle 8/round/war songs /raps/. 	
Perform	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Use and understand staff and other musical notations 		
	<ul style="list-style-type: none"> Take on role of leader in variety of games. Clap their own pattern to each other/whole class Perform songs as a whole class. Perform as an individual in a group piece. Respond to hand signals for loud and quiet. Accompany a song in performance. 	<ul style="list-style-type: none"> Accompany a song in performance. Perform as groups in movement and dance in response to music Conduct a graphic score. Create and perform to each other and to whole class. Perform from rhythmic notation. Perform accompaniment to song using dynamics. 	<ul style="list-style-type: none"> Perform from rhythmic notation. Perform accompaniment to song using dynamics. Create, rehearse and present their own composition to class-whole school- public performance. Perform from melodic notation. Conduct a performance. 	

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- 🎨 Play a melody following **staff notation** written on one stave and using notes within an **octave range (do-do)**; make decisions about dynamic range, including very loud (**ff**), very quiet (**pp**), moderately loud (**f**) and moderately quiet (**fz**).
- 🎨 Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, **tuned percussion** or tablets, or demonstrated at the board using an online keyboard.
- 🎨 Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

<p>Musical Notation</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
<p>Musicianship See DfE MMC for separate year group progression in further detail</p>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, e.g. <ul style="list-style-type: none"> Stepping (e.g. <i>Mattachins</i> from <i>Capriol Suite</i> by Warlock), Jumping (e.g. <i>Trepak</i> from <i>The Nutcracker</i> by Tchaikovsky) Walking on tiptoes (e.g. <i>Scherzo</i> from <i>The Firebird Suite</i> by Stravinsky). <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <p>Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. <ul style="list-style-type: none"> ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. 	<ul style="list-style-type: none"> Use different symbols for different instruments. Begin to play from a simple graphic score linked to a story/scene/poem. Write down symbols learned so far for others to interpret and play. Interpret and play and refine symbols to relate to the actual sound made. 	<ul style="list-style-type: none"> Play from layered score i.e. graphic notation. Use conventional symbols for writing rhythms. Use staff notation – as a single line stave. Create layered score using symbols learned so far. Use conventional symbols to show dynamics. Use staff notation. Create layered score using staff notation.
<p>Key Vocabulary</p>	<p>Rhythm, tempo, beat, loud / quiet, fast / slow, perform, movement, repeat, interpret, sounds, pattern, notes, echo, mood, happy / sad, copy, conductor, orchestra, pitch, dynamics, un-tuned, tuned, long/ short, sound picture, percussion, sequence, compose, composition, describe, accompany, instruments</p>	<p>As for KS1 plus: Pentatonic, shape, round, phrasing, composer, symphony, opera, solo, ensemble, period of music, clef, classical, modern, medieval, renaissance, romantic era, time signature, chant, crescendo/ decrescendo, unison, notation, harmony</p>	<p>As for years 3 and 4 plus: Offbeat, harmony, accompany, score, clef, octave, repertoire, ostinato, structure, solo, duet, verse, chorus, leitmotif, accompaniment, graphic notation, middle eight</p>