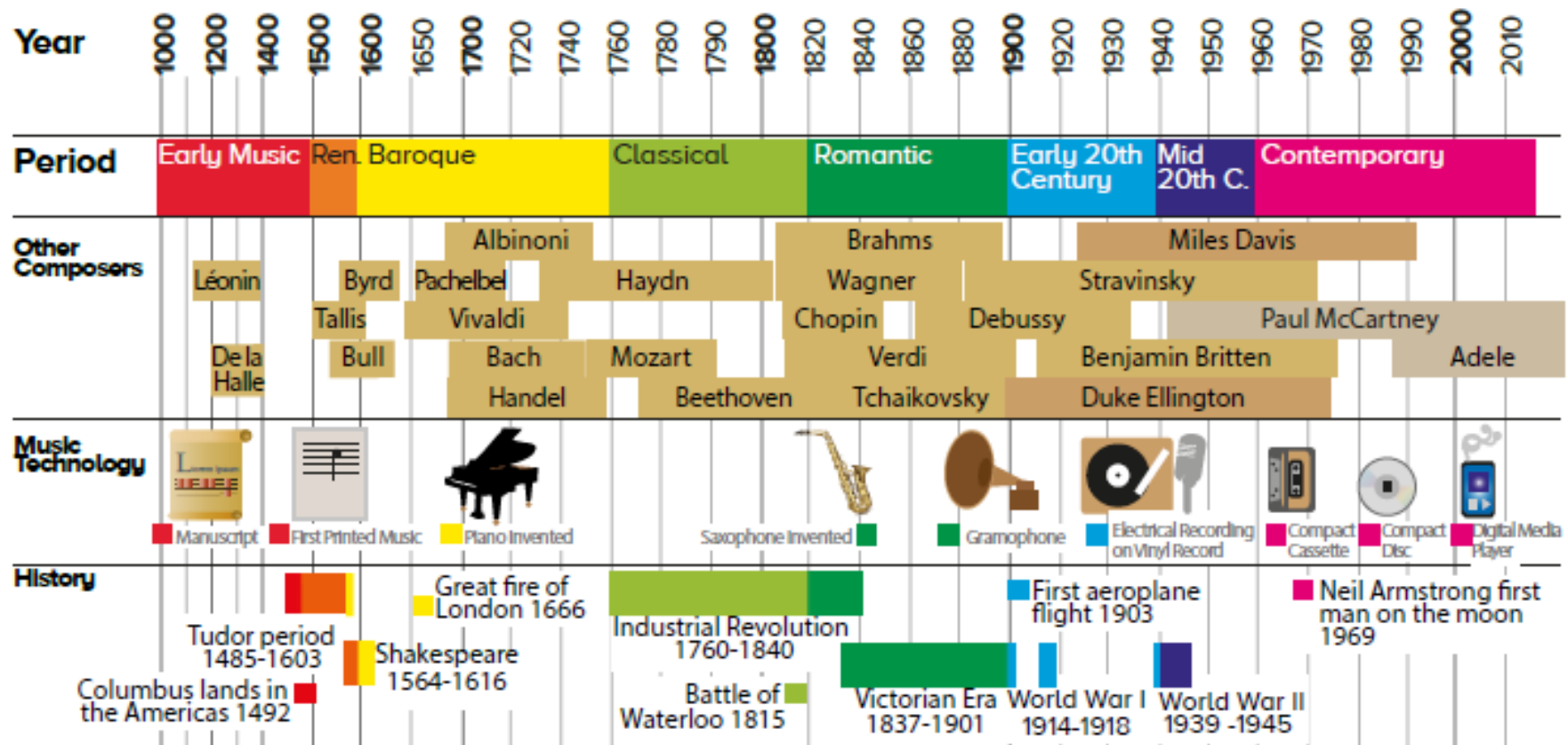


St Mary's Catholic Primary  
School

Progression in Skills and  
Knowledge

**MUSIC**



## Intent

The National Curriculum for music aims to ensure that all pupils:

Perform, listen to, review and evaluate music

Be taught to sing, create and compose music

Understand and explore how music is created, produced and communicated.

Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

## Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. The key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next.

In the classroom students learn how to play an instrument. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory.

## Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at St Mary's also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## Listen and appraise

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	ELG: <ul style="list-style-type: none"> <li>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>			
	~ Creates movement in response to music. ~ Move rhythmically to music.  ~ Listen to a variety of styles of music. ~ Answer and respond verbally to questions asked by the teacher in response to pieces of music. ~ Begin to respond with movement to music in a variety of styles.	~Use movement to find/feel the pulse.  ~ Begin to talk about the music and how it makes us feel.	~ Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc.  ~ To talk about the music and how it makes us feel. ~ Begin to use some musical language during discussion and when describing feelings.	~ To begin to find the pulse when listening to music by clapping, playing beats.  ~ Talk about a wider range of music and how it makes us feel. ~ Continue to encourage discussion and creative response. Use some accurate musical language during discussion and when describing feelings.	~ To find the pulse together and start to understand what pulse is/does/means etc and begin to count beats in a bar.  ~ Talk about a wider range of music and how it makes us feel. ~ Continue to encourage discussion and creative response. Use an increasing range of accurate musical language during discussion and when describing feelings.	~ Find the pulse whilst listening to song/s. and count beats in a bar.  ~ Talk about a wider range of music and how it makes us feel, using an increasing range of accurate musical language during discussion and when describing feelings	~ Find the pulse whilst listening to song/s. and begin to recognise the metre- (how many beats in a bar).  ~ Listen with increasing concentration and with a deeper focus. Use a good range of accurate musical language when discussing and describing feelings.

	<p>~ To explore and listen to the sounds of a range of musical instruments.</p> <p>~ To be exposed to listening to a wide range of music from different musical styles and genres and from different periods in history.</p>	<p>~ To begin to notice differences and describe the different sounds of some musical instruments when listening to music.</p> <p>~ To listen to and talk about different musical styles and genres and from different periods in history.</p>	<p>~To begin to identify some musical instruments when listening to music.</p> <p>~ To listen to and talk about different musical styles and genres and from different periods in history.</p> <p>~ To begin to discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo).</p>	<p>~ To recognise a range of musical instruments when listening to music.</p> <p>~ To begin to be aware of the context within history of pieces of music they listen to and make links with they already knows about time periods in history.</p> <p>~ To begin to discuss and understand how other simple dimensions of music fit with each other and in the music ( a wider range of dynamics, tempo and musical styles).</p> <p>~ Listen to each other's musical ideas, compositions and improvisations and begin to suggest ways to improve.</p>	<p>~ To begin recognise a wider range of musical instruments when listening to music.</p> <p>~ To become more aware of the purpose of the context within history of pieces of music they listen to and make links with what they already know about time periods in history.</p> <p>~ To more confidently discuss and understand how other simple dimensions of music fit with each other within the music ( a wider range of dynamics, tempo and musical styles).</p> <p>~ Listen to each other's musical ideas and more confidently</p>	<p>~ To recognise a wider range of musical instruments when listening to music and to begin to identify which musical families they belong to (e.g. woodwind, brass etc).</p> <p>~ To continue to learn to recognise style indicators for different genres of music.</p> <p>~ Use correct musical language even more consistently during discussion and when describing feelings.</p> <p>~ Discuss confidently a range of dimensions of music and how they fit into the music they are listening to and the effect this has on the listener.</p> <p>~ Listen to each other's</p>	<p>~ To recognise a wider range of musical instruments when listening to music and to more accurately identify which musical families they belong to (e.g. woodwind, brass etc).</p> <p>~ To listen to a range of music and discuss with regard to the range of instruments, styles and genres, and musical dimensions, using accurate musical language.</p> <p>~ Listen to each other's musical ideas and more confidently suggest ways to improve, using</p>
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					suggest ways to improve.	musical ideas and more confidently suggest ways to improve, beginning to use musical language such as dynamics, rhythm, speed/ tempo.	musical language such as dynamics, rhythm, speed/ tempo.
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## Singing and Playing instruments and Performing

Singing and playing instruments/ Performing	ELG: ~Children sing songs, make music and dance, and experiment with ways of changing them. ~They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Pupils should be taught to: ~ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ~ Play tuned and untuned instruments musically.		Pupils should be taught to: ~Listen with attention to detail and recall sounds with increasing aural memory. ~Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ~ Use and understand staff and other musical notations			
	~ Join in with familiar rhymes, songs and chants.  ~ Repeat and copy short melodic and rhythmic patterns.	~ Sing simple songs from memory with accuracy of pitch.  ~ Perform simple patterns and accompaniments keeping to a steady pulse.	~ Sing with increasing expression and greater accuracy of pitch.  ~ Perform with control of pulse and awareness of what others are playing.	~ Sing with awareness of breathing and diction.  ~ Maintain a simple part within an ensemble of choral group  ~ To begin to consider why it is important to warm up our voices, posture, breathing and voice projection.	~ Sing with awareness of dynamics, phrasing and pitch control.  ~ Maintain and increasingly complex part in an ensemble or choral group.  ~ How important it is and why we warm up our voices, posture, breathing and voice projection.	~ Make use of a range of expressive elements in own performance.  ~ Maintain a complex part in an ensemble or choral group. (increasingly difficult melody and words, sometimes in two parts).  ~ To demonstrate good posture, breathing and voice projection when singing.	~ Select and make expressive use of tempo, dynamics, phrasing and timbre etc.  ~ Maintain a complex part in a large ensemble or choral group with multiple parts. (increasingly difficult melody and words, sometimes in two parts).  ~ To demonstrate and maintain good posture, breathing and voice projection when singing.

	<p>~Explore the sounds of different instruments and how to play instruments in different ways.</p> <p>~Explore the sounds of different instruments and how to play instruments in different ways.</p>	<p>~ To begin to play together in a band or ensemble.  ~ To begin to join in and stop as appropriate.  ~ To begin to learn how to follow a leader /conductor.</p> <p>~ To begin to learn to play a range of instruments correctly and treat them with respect.</p> <p>~ To begin to follow direction from a conductor when singing, playing, clapping for some musical elements (one at a time)- dynamics, tempo, duration, pulse.</p>	<p>~ To learn to play together in a band or ensemble.  ~ Join in and stop as appropriate.  ~ Learn how to follow a leader /conductor.</p> <p>~ To begin to learn to play a specific instrument correctly and treat it with respect.</p>	<p>~ Continue to experience playing together in a band or ensemble.  ~ Respond to musical cues such as starting and stopping.  ~Follow a leader/conductor.</p> <p>~ To learn to treat each instrument with respect and use the correct techniques to play them.</p>	<p>~ Continue to experience playing together in a band or ensemble.  ~ Respond to musical cues such as starting and stopping.  ~Follow a leader/conductor to maintain appropriate pulse and simple changes in dynamic levels.</p> <p>~ To continue to learn to treat each instrument with respect and use the correct techniques to play them.</p>	<p>~ Begin to demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. (e.g. tempo, rhythm, dynamics).</p> <p>~ To begin to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. Begin to use different dynamic levels.</p> <p>~ To continue to treat each instrument with respect and use the correct techniques to play them.</p>	<p>~ Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. (e.g. tempo, rhythm, dynamics).</p> <p>~ Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse and appropriate dynamic levels.</p> <p>~ To become more skilled in using techniques to play an instrument, using the interrelated dimensions of music to enhance performance.</p>
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~ Join in with singing songs and chants.		~ To follow direction from a conductor when singing, playing, clapping for some musical elements (one at a time)- dynamics, tempo, duration, pulse.	~ Begin to follow directions from a conductor for an increasing range of musical elements- pulse, dynamics, tempo.	~ Follow directions from a conductor for an increasing range of musical elements- pulse, dynamics, tempo.	~ Begin to understand role of the conductor in an ensemble/ choir. Follow the leader/conductor and have a chance to be the leader/conductor.	~ Understand role of the conductor in an ensemble/ choir. Follow the leader/conductor and have a chance to be the leader/conductor.
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## Composition / Improvisation/ Musical elements

Composition/ Improvisation/ Musical elements	ELG: Children sing songs, make music and dance, and experiment with ways of changing them. ~They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music		Pupils should be taught to: ~ Improvise and compose music for a range of purposes using the interrelated dimensions of music		
	~ Identify <b>high and low</b> sounds in the environment.	~ Recognise and reproduce <b>high and low</b> sounds.	~ Compare and contrast sounds according to <b>pitch</b> .	~ Explore combinations or clusters based on pentatonic scales e.g. C- CDEGA- playing and singing back simple songs.	~ Explore and use simple eight note scales e.g. <b>C to C or five note pentatonic scales</b> - playing and singing back songs.	~ Create and perform musical pieces containing more than one <b>pentatonic scale</b> .
	~ Identify <b>long and short</b> sounds in the environment.	~ Recognise and reproduce <b>long and short</b> sounds. (clapping, singing and playing back musical patterns).	~ Compare and contrast sounds according to <b>duration</b> . (clapping, singing and playing back and improvising musical patterns).	~ Improvise a repeated pattern- <b>ostinato</b> using 2 notes on tuned instruments.	~ Improvise a repeated pattern using up to 5 notes on tuned instruments.	~ Begin to create own <b>melodies</b> within the context of the song that is being learnt.
~ Identify <b>loud and quiet</b> sounds in the environment.	~Recognise and reproduce <b>loud and quiet</b> sounds.	~ Compare and contrast sounds using <b>dynamics</b> .	~ Begin to use a wider range of <b>dynamic levels</b>	~Use a wider range of <b>dynamic levels</b> within improvisations,	~ Begin to use dynamics to create an expressive performance.	~ Create and perform musical pieces in more than one <b>key</b> .  ~ Confidently create your own <b>melodies</b> within the context of the song that is being learnt.  ~ Use dynamic markings to create an expressive performance.



	<p>~ ~Identify <u>fast and slow</u> sounds in the environment.</p> <p>~ Sings to self. ~ Makes up rhythms. ~ Makes up simple songs.</p>	<p>~ Recognise and reproduce <u>fast and slow</u> sounds.</p> <p>~ Use voices, clapping and instruments to experiment with beginning to create their own simple rhythms and musical patterns.</p>	<p>~ Compare and contrast sounds according to <u>tempo</u>.</p> <p>~ Use voices, clapping and instruments to experiment with creating their own simple <u>rhythms and melodic</u> musical patterns.</p>	<p>within improvisations and performances when guided by a 'conductor'.</p> <p>~Begin to understand that the top number of a <u>time signature</u> denotes the number of beats in bar, <u>the meter</u>.</p> <p>~ Understand notation associated with duration e.g. <u>crotchet (one beat), Minim (2 beats), quavers (half a beat), rest</u>.</p> <p>~ To begin to more carefully consider how to <u>compose and improvise using rhythm and pitch</u> on tuned instruments.</p>	<p>performances and compositions. Recognise crescendo and diminuendo.</p> <p>~ Understand that the top number of a <u>time signature</u> denotes the number of beats in bar, <u>the meter</u>.</p> <p>~ Understand notation associated with duration e.g. <u>crotchet (one beat), Minim (2 beats), quavers (half a beat), semi-breve (4 beats), semi-quaver (quarter beat), rest</u>.</p> <p>~ To begin to more carefully consider how to <u>compose and improvise using rhythm and a wider range of musical notes</u> on tuned instruments.</p>	<p>~ Begin to use knowledge of notation to depict rhythmic phrases and patterns.</p> <p>~ Invent own music using patterns with different beats and lengths of notes, that they can begin to describe. ~ Begin to read and play simple rhythms and patterns from musical notation.</p> <p>~ To carefully consider how to <u>compose and improvise using rhythm and a wider range of musical notes</u> on tuned instruments.</p>	<p>~ Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.</p> <p>~ Invent own music using patterns with different beats and lengths of notes, that they can begin to describe. ~ To read and play simple rhythms and patterns from musical notation.</p> <p>~ To musically demonstrate an understanding and use of the <u>interrelated dimensions</u> of music during their own compositions and improvisations.</p>
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				<p>~ Begin to record compositions in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>~ Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</p> <p>~ Listen to their own composition as it unfolds (from recordings) and begin to make decisions about it, commenting on what is good and what they could do to improve.</p>	<p>~ Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>~ To recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</p> <p>~ Listen to the their own composition as it unfolds (from recordings) and make decisions about it, more confidently suggesting what is good and what they could do to improve.</p>	<p>~ Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>~ Begin to notate music in different ways, using graphic/ pictorial notation, video, ICT or with formal notation if appropriate.</p> <p>~ Listen to their own musical compositions (from recordings) and more confidently suggest ways to improve, beginning to use musical language such as dynamics, rhythm, speed/ tempo.</p>	<p>~ Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>~ To notate music in different ways, using graphic/ pictorial notation, video, ICT or with formal notation if appropriate.</p> <p>~ Listen to their own musical compositions (from recordings) and more confidently suggest ways to improve, more accurately using musical language such as dynamics, rhythm, speed/ tempo.</p>
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**Key Vocabulary**

	<p><b>High</b> <b>Low</b> <b>Long</b> <b>Short</b> <b>Loud</b> <b>Quiet</b> <b>Fast</b> <b>Slow</b></p>	<p><b>High</b> <b>Low</b> <b>Long</b> <b>Short</b> <b>Loud</b> <b>Quiet</b> <b>Fast</b> <b>Slow</b></p>	<p><b>Rhythm</b> <b>Melodic</b> <b>Tempo</b> <b>Dynamics</b> <b>Pitch</b></p>	<p><b>Ostinato</b> <b>Dynamic tone</b> <b>Meter</b> <b>Crochet</b> <b>Minim</b> <b>Quaver</b> <b>Composition</b> <b>Improvisation</b> <b>Rhythm</b> <b>Pitch</b></p>	<p><b>Semi-breve</b> <b>Semi-quaver</b> <b>Rest</b> <b>C-C Pentomic</b> <b>5 note scale</b> <b>Ostinato</b> <b>Dynamic tone</b> <b>Meter</b> <b>Crochet</b> <b>Minim</b> <b>Quaver</b> <b>Composition</b> <b>Improvisation</b> <b>Rhythm</b> <b>Pitch</b></p>	<p><b>Pentomic</b> <b>Scale</b> <b>Melodies</b> <b>Semi-breve</b> <b>Semi-quaver</b> <b>Rest</b> <b>C-C Pentomic 5</b> <b>note scale</b> <b>Ostinato</b> <b>Dynamic tone</b> <b>Meter</b> <b>Crochet</b> <b>Minim</b> <b>Quaver</b> <b>Composition</b> <b>Improvisation</b> <b>Rhythm</b> <b>Pitch</b></p>	<p><b>Key</b> <b>Interrelated</b> <b>dimensions</b> <b>Pentomic Scale</b> <b>Melodies</b> <b>Semi-breve</b> <b>Semi-quaver</b> <b>Rest</b> <b>C-C Pentomic 5</b> <b>note scale</b> <b>Ostinato</b> <b>Dynamic tone</b> <b>Meter</b> <b>Crochet</b> <b>Minim</b> <b>Quaver</b> <b>Composition</b> <b>Improvisation</b> <b>Rhythm</b> <b>Pitch</b></p>
<p><b>What can parents do to support their child at home:</b></p> <p>Music plays a very significant part in a child's life and by creating a stimulating learning environment at home you will not only increase their engagement but provide them with a happier learning setting.</p> <p>Children spend most of their time at home especially at a younger age and children learn by listening, copying and memorising. By creating a musical environment at home you are providing a great setting for your child's development.</p>							

~ Children love music and they love learning new songs or nursery rhymes. Simply just playing music in the background whilst your child is doing something or teaching them new songs together is believed to be a great way to enhance your child's intelligence. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.

**Listen to music:**

~ Listen to variety of music at home. Talk to the children about their preferences and how the music makes them feel. Encourage them to express their emotions in different ways. Talk about the sounds made by different instruments and the rhythm of the music - try clapping it together if you can.

**Sing together:**

~ Singing with your child is an excellent way to help them internalize music. It doesn't matter how well you sing as a parent, you can still sing simple songs. As with most things concerning young children, repetition is important. Singing a small number of songs on a regular basis will help your child learn basic melodies and rhythms. Singing along with music, especially songs made for children, is a fun way for you and your child to spend time together.

**Dance together:**

~ Dancing with your child is another fun way to encourage learning about music while spending time together. The ability to find and move to the steady beat of music is fundamental to all future musical ability, so practicing this skill through dancing is an excellent (and fun) way to facilitate its development.

**Make music together:**

~ As your child gets older, you can make a great impact on them by making music together. If they play the piano, you might consider a duet with them. If you play an instrument, you might play along with them as they sing. Any combination in any genre of music will send a strong message to your child about the shared joy of making music.

If you convey to your child that music is important to you, it becomes important to them and they'll begin to pay closer attention to the music they hear. Developing a love and respect for music early on allows your child more time to connect with and find meaning in music later in life, and helps them learn rhythm and beat. Your role in this is easy: be a role model for your child and celebrate music!

~ Encourage your child to learn to play a musical instrument. We offer some lessons at school for children to learn to play musical instruments, if your child expresses an interest in wanting to learn to play an instrument please let us know and there may be an opportunity for them to have lessons in school. It is also possible to have private musical instrumental lessons outside of school.

~ Dance classes will also help to develop a sense of rhythm and musical understanding- we offer some dance classes at school, but these are also widely available locally outside of school.

~ If your child already plays a musical instrument, please encourage them to practice at home. Little and often is the best approach.