



St Peter's Catholic Primary School

Progression in the Music Curriculum

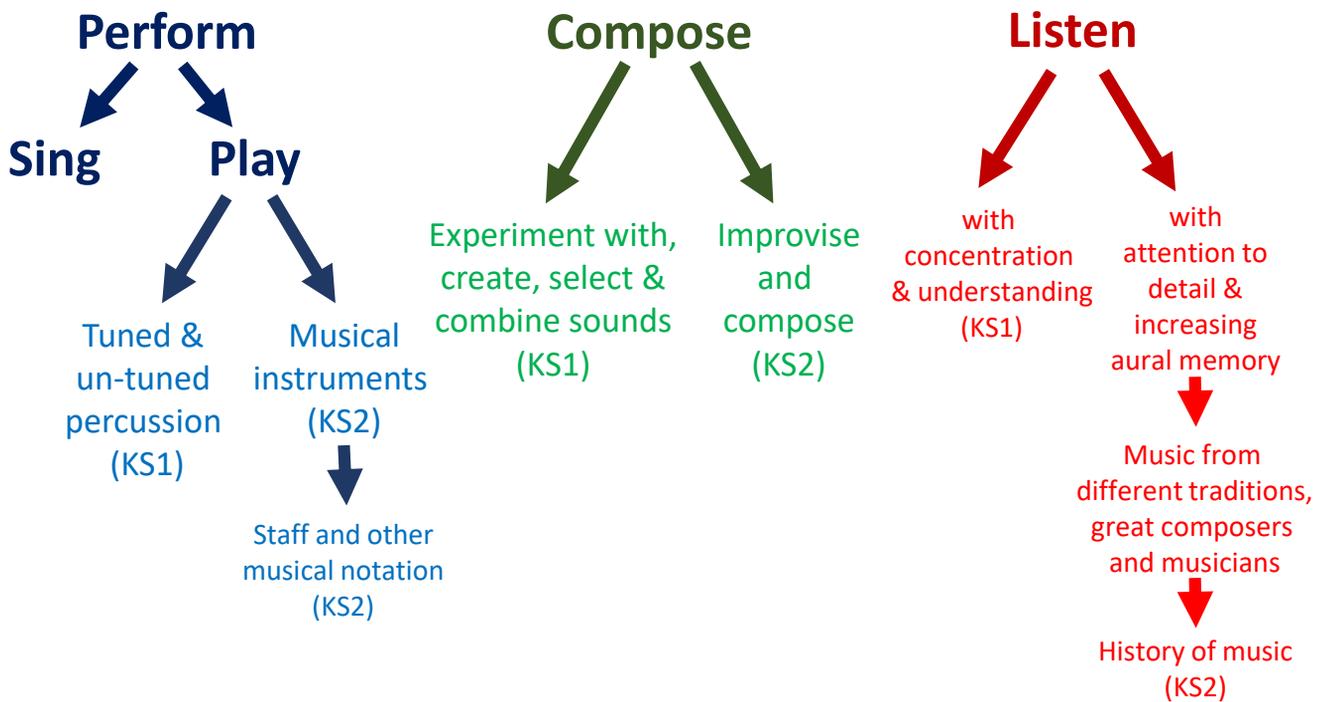
The power of music

"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.

In our schools, music can 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 can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school."

Model Music Curriculum (gov.uk)

The Core Strands of the Music Curriculum

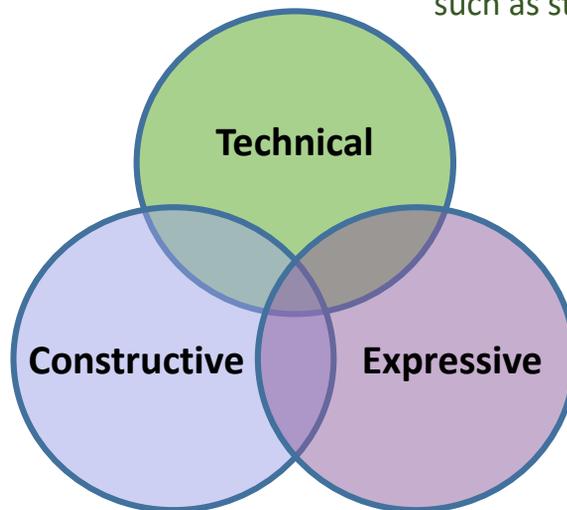


Pillars of Progression

(Research Review Series)

- Competence in **controlling sound** (instrumental, vocal or with music technology)
- Use of a **communication system**, such as staff notation

- Knowledge of the **musical elements** (interrelated dimensions of music)
- Knowledge of the **components of composition**



- Musical **quality**
- Musical **creativity**
- Knowledge of **musical meaning** across the world and time

Singing

Singing is at the heart of curriculum, with songs and chants underpinning all areas of study.
(Model Music Curriculum)

Progression in Singing

EYFS

- Sing a range of well-known nursery rhymes and songs
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Y1

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Begin by singing simple songs with a very small range (mi-so), then slightly wider, including pentatonic songs.
- Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.

Y2

- Sing songs regularly within a group with a pitch range of do-so with increasing vocal control.
- Sing songs independently with a small pitch range, pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols

Y3

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Begin to sing simple rounds and partner songs
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.
- Perform as a choir in school assemblies and performances

Y4

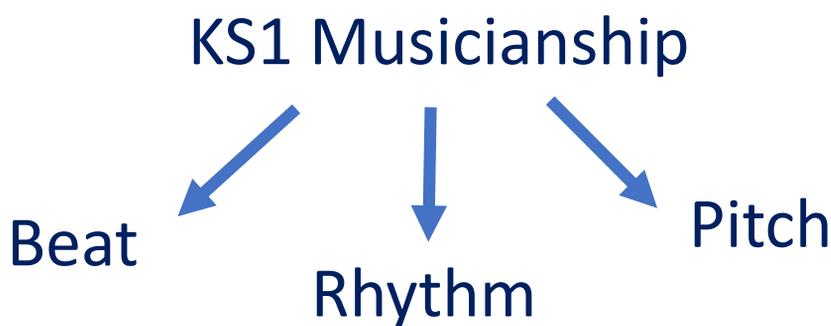
- Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony.
- Perform a range of songs in school assemblies and performances

Y5

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Begin to observe phrasing, accurate pitching and sing with an awareness of appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.

Y6

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.
- Continue to sing 3- and 4-part rounds or partner songs
- Sing with developing confidence and greater listening skills, so achieving balance between parts and vocal independence, and also observing rhythm, phrasing, accurate pitching and appropriate style
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.



Pupils should **develop a strong internalised sense of pulse, rhythm and pitch**, through a rich range of musical interactions including singing, moving, performing using untuned and tuned instruments, creating music and active listening.

(Model Music Curriculum)

Performing – KS1 musicianship

Pulse/Beat

EYFS

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Y1

- 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 and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance

Y2

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes
- Identify the beat groupings in familiar music that they sing regularly and listen to

Performing – KS1 musicianship

Rhythm

EYFS

- Begin to copy simple copycat rhythms, led by the teacher

Y1

- Perform short copycat rhythm patterns accurately
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants;
- Create, retain and perform their own rhythm patterns.

Y2

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns, and represent them with stick notation (including crotchets, quavers and crotchets rests)
- Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch

EYFS

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Y1

- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Begin to recognise and order high/middle/low pitch sounds
- Explore percussion sounds to enhance storytelling
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Y2

- Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions
- Recognise dot notation and match it to 3-note tunes played on tuned percussion

KS2 Instrumental Performance

At KS2 [learning] is extended to the opportunity to access and make progress on a **musical instrument**.
(Model Music Curriculum)

Performing – KS2

Instrumental performance

Y3

- Develop facility in playing tuned percussion, playing and perform melodies following staff notation using a small range as a whole class or in small groups
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Y4

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
- Copy short melodic phrases, including those using the pentatonic scale (e.g. C, D, E, G, A).

Y5

- Play melodies on tuned percussion or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.
- Understand how triads are formed and play them on tuned percussion or keyboards.
- Perform simple, chordal accompaniments to familiar songs, as well as pieces in two parts (such as melody and bass line)
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Y6

- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range and appropriate tempo
- Accompany melodies using block chords or a bass line.
- Engage with others through ensemble playing with pupils taking on melody or accompaniment roles (e.g. chords or a single-note bass line)

Notation

At KS2 **notation** is introduced, initially using graphic score, but moving on to staff notation.

Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school.

(Model Music Curriculum)

Performing – KS2

Reading notation

Y3

- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Y4

- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so).
- Follow and perform simple rhythmic scores to a steady beat
- Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Y5

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Y6

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Composing

Pupils will create music through **improvisation** and they will also start to learn some **simple compositional techniques** and structures. At KS2 pupils explore how to write **music for a specific purpose**, and they will start to learn **more sophisticated compositional techniques and structures**.

(Model Music Curriculum)

Composition EYFS/KS1

Composing & Improvising

EYFS

- Explore sounds from the environment
- Create sound effects in response to stimuli or a story

Y1

- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments or sound-makers.
- Improvise simple vocal chants, using question and answer phrases.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

Y2

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology to capture, change and combine sounds.

Composition KS2

Improvising

Y3

- Become more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.
- Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Y4

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations. Continue this process in composition tasks.

Y5

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.

Y6

- Extend improvisation skills through working in small groups to:
 - Create music with multiple sections that include repetition and contrast.
 - Use chord changes as part of an improvised sequence.
 - Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape and structure (e.g. question and answer).

Composition KS2

Composing

Y3

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Y4

- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology

Y5

- Compose melodies made from pairs of phrases, enhancing with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.
- Introduce major and minor chords.
- Use chords to compose music to evoke a specific atmosphere, mood or environment.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology

Y6

- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate this melody.
- Compose melodies made from pairs of phrases, to create 4-phrase melodies e.g. Q-Q-Q-E or Q-A-Q-E
- Enhance melodic compositions with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.

(Model Music Curriculum)

Progression in Listening

EYFS

- Listen attentively and respond to what they hear using movement
- Begin to move in time with music that they hear or perform.
- Talk about sounds and music, beginning to recognise key dimensions (loud/quiet, high/low, slow/fast)
- Explore and respond to sequences of events and stories, distinguish between same and different

Y1

- Listen to music with concentration, and begin to express their feelings and responses
- Respond to the pulse in music through movement and dance
- Recognise the difference between fast/slow, loud/quiet, high/low sounds and begin to use key words relating to the dimensions
- Recognise repeated patterns
- Recognise and distinguish between simple classroom percussion instruments

Y2

- Listen with sustained concentration and developing understanding
- Form an opinion about a piece of music and discuss feelings/emotions linked to different pieces of music
- Use key words relating to the dimensions and identify where elements change (gets faster, louder...)
- Identify the beat groupings in familiar music that they sing regularly and listen to
- Begin to consider how music illustrates the composer's ideas

Progression in Listening

Y3

- Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.
- Consider how music illustrates the composer's ideas
- Begin to listen to and recall sounds with increasing aural memory
- Describe, discuss and start to share opinions about what they hear, and the impact of the music on the listener
- Begin to describe music using a developing understanding of the interrelated musical dimensions.

Y4

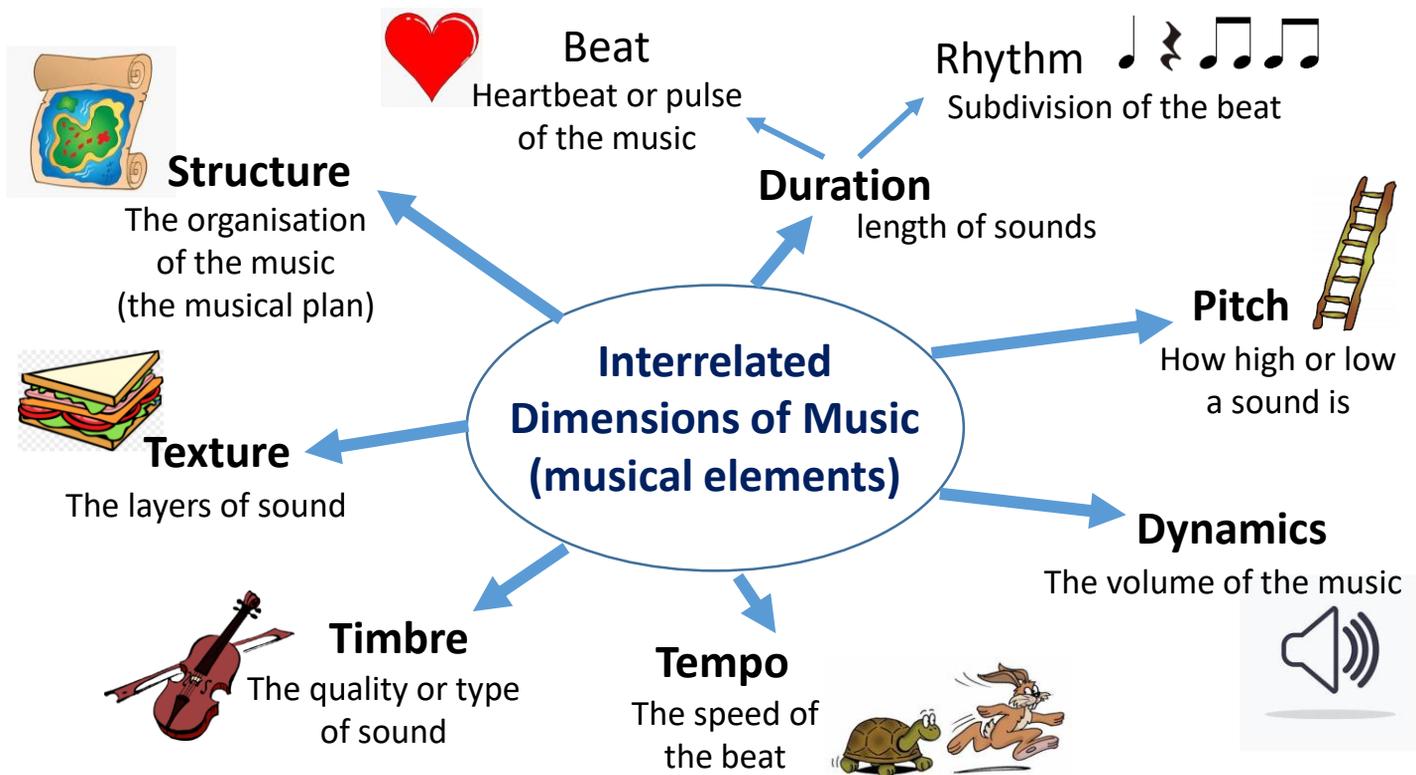
- Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.
- Consider the devices used by composers to represent ideas musically
- Listen to and recall sounds with increasing aural memory
- Describe, discuss and share opinions about what they hear, the context / purpose and impact of the music and the composers' use of musical devices, using a growing musical vocabulary
- Compare music from different traditions
- Recognise and identify families of instruments

Y5

- Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Begin to understand and identify why and how the composer has used key features/devices.
- Develop an increasing understanding of the history and context of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Discuss and share informed opinions about what they hear, commenting on the context/purpose and impact of the music.
- Consider the composers musical use of key features and devices, using a musical vocabulary and growing understanding of the interrelated musical dimensions

Y6

- Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.
- Develop a deeper understanding of the history and context of music, including key features of music from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory and accuracy
- Discuss and share informed opinions about what they hear, considering the composer's musical intent and how it was achieved
- Recognise and describe different instruments accurately
- Talk about key features of the music, using a fluent musical vocabulary across the dimensions of music



<p>Beat </p> <p>Pulse Metre Bar Downbeat Time signature Simple time Compound time</p>	<p>Pitch </p> <p>High – low Rising – falling Step – leap Interval</p> <p>Melody Harmony</p> <p>Scale drone pentatonic chord major / minor triad</p>	<p>Tempo </p> <p>Fast (<i>allegro</i>) Slow (<i>adagio, largo</i>) Getting faster (<i>accelerando</i>) Getting slower (<i>rallentando</i>)</p>	<p>Texture </p> <p>One sound Many sounds Unison Layered Solo Duet Melody & accompaniment</p>
<p>Rhythm </p> <p>Crotchet Quaver Rest Semibreve Minim Semiquaver Syncopated</p>	<p>Dynamics </p> <p>Loud (<i>forte</i>) Quiet (<i>piano</i>) Getting louder (<i>crescendo</i>) Getting quieter (<i>decrescendo</i>) Very loud (<i>ff</i>) Very quiet (<i>pp</i>) Moderately loud (<i>mf</i>) Moderately quiet (<i>mp</i>)</p>	<p>Timbre </p> <p>Instrument wooden - metal - skin blown - shaken - struck - strummed woodwind – brass – string - percussion</p> <p>Articulation Detached (<i>staccato</i>) Smooth (<i>legato</i>)</p>	<p>Structure </p> <p>Beginning - middle - end Verse - chorus Repetition Ostinato Contrast Call & response Question phrase, answer phrase Round (canon) Partner song Ternary form (ABA)</p>

Blue = KS1
Green = KS2