

St Thomas of Canterbury Progression in Music

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| National curriculum expectations | <p>Aims</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | <p>KS1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively 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. | <p>KS2</p> <p>Pupils should be taught:</p> <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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop and understand of the history of music. |
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| Early Learning Goal | <p>Expressive Arts and Design</p> <p><u>Early Learning Goal – Being inventive and creative</u></p> <ul style="list-style-type: none"> 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. |
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| Skills | | Singing | Listening and Appraising | Creating and Composing | Musicianship/ Performing | Key Vocabulary |
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| Nursery | Birth to three | <ul style="list-style-type: none"> Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds and copying sounds, rhythms, tunes and tempo. Sing songs and say rhymes independently. | <ul style="list-style-type: none"> Show attention to sounds and music. Enjoy songs and rhymes, tuning in and paying attention. Respond emotionally and physically to music when it changes. | <ul style="list-style-type: none"> Make rhythmical and repetitive sounds. | <ul style="list-style-type: none"> Move and dance to music. Enjoy and take part in action songs, such as Twinkle, Twinkle. Anticipate phrases and actions in rhymes and songs e.g. Peepo. Explore a range of soundmakers and instruments and play them in different ways. | Songs, singing, sounds, instruments, music, copy |

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| | Three and four year olds | <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. | <ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. | <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. | |
| Reception | | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. | <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. | <ul style="list-style-type: none"> Creating collaboratively, sharing ideas, resources and skills. Explore and engage in music making, performing solo or in groups. | <ul style="list-style-type: none"> Explore, use and refine a variety of effects to express ideas and feelings. | Songs, singing, sounds, instruments, music, copy, feelings, respond, together, perform |
| Year 1 | | <ul style="list-style-type: none"> Sing in tune and in time altogether both accompanied and unaccompanied, Confidently sing the chorus of a song unaccompanied, Participate in vocal warm ups e.g. in call and response that children can lead. | <ul style="list-style-type: none"> Awareness of pulse, Indicate if loud or quiet and use correct terms (forte/piano), Identify common instruments (drum, bass, guitar, vocals etc.), Listen to different music e.g. class orchestra, samba bands, pop music. | <ul style="list-style-type: none"> Ability to compose sounds on percussion instruments, Body Create endings to songs using rhyming words, Compose 4 beat patterns | <ul style="list-style-type: none"> Play simple crotchets, quaver rhythms and minims, Create actions to a song, Performing call and response in songs, Respond to simple changes in rhythms e.g. walking and running. | Forte, piano, pulse, body percussion, rhythm, dynamics, composition/compose, crotchet, quaver, orchestra, call and response, percussion, samba, crescendo, diminuendo. |
| Year 2 | | <ul style="list-style-type: none"> Sing in tune and with increasing control in vocal pitch with accuracy, | <ul style="list-style-type: none"> Listen to peers' performances and appraise their work, | <ul style="list-style-type: none"> Compose sounds using percussion instruments, Create body percussion to play to a rhythm. | <ul style="list-style-type: none"> Performing call and response on instruments e.g. glockenspiel, Perform in pairs to the class and full class performances, Recognise simple notations | Glockenspiel, body percussion, habitat, composing, pulse, crotchet, quaver, minim, rest, rhythm, call and response, pitch, compose, orchestra, percussion. |

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| | | | | <ul style="list-style-type: none"> Practice and perform compositions at differing times. | |
| Year 3 | <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures, singing tunefully and with expression. Perform <i>forte</i> and <i>piano</i> sounds with the voice. | <ul style="list-style-type: none"> Discuss similarities and differences between instruments from different times. Continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to. | <ul style="list-style-type: none"> Structure musical ideas in response to different stimuli to create music that has a beginning, middle and end. Combine known rhythmic notation with letter names to create rising and falling phrases. Independently add structure to a composition e.g. change in dynamics, tempo or duration, Compose an 8 beat pattern using crotchet and quavers. | <ul style="list-style-type: none"> Develop facility in playing tuned percussion. Play and perform melodies using dot notation now showing some understanding of the difference between crotchets and quavers. Explore tempo changes in composition work. | Body percussion, rhythm, verse, chorus, intro, composition/compose, stave, crotchet, quaver, pulse, tempo, dynamics, fanfare, ostinato, Orchestra, percussion family, xylophone, rondo, minim, rest. |
| Year 4 | | <ul style="list-style-type: none"> Give feedback to help improve peers' compositions, Note characteristics of different genres e.g. Jazz. | <ul style="list-style-type: none"> Independently decide where to use crotchets, quavers, minims and rests, Create instruments with differing densities to create different pitches. | <ul style="list-style-type: none"> Perform improvised solos in call and response. Understand the differences between some notation and applying this in a performance. | Pulse, rhythm, crotchet, quaver, minim, rest, Instrumentation, sound, soundwave, pitch, vibration, orchestra, percussion, strings, brass, woodwind, standing wave, dynamics, buzz. Reed, Jazz, Big Band, Improvise, Compose, Duke Ellington. |
| Year 5 | <ul style="list-style-type: none"> Sing a broad range of songs with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style. | <ul style="list-style-type: none"> Listen to a variety of music and discuss differences e.g. in structure. Discuss how to improve their own work e.g. using repetition and variation. | <ul style="list-style-type: none"> Compose a percussion piece in Ternary Form adding an Ostinato. | <ul style="list-style-type: none"> Perform body percussion playing along with graphic notation. Play melodies following staff notation written on one stave and using notes within a specific range. | Strings, Structure, Notation, Rhythm, Verse, Chorus, Binary, Ternary, Ostinato, Woodwind, Strings, Percussion, Structure, Compose, Compound Time, Metre, Dynamics, Brass, Binary, Ternary. |

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| | <ul style="list-style-type: none"> • Sing expressively with awareness and control at the expressive elements e.g. tempo. • Sing songs with increasing control of breathing and sounds projections. | <ul style="list-style-type: none"> • Develop an understanding of the history and development of music. • Understand that music can be performed in different ways and in different situations. • Sing or play short melodies when listening to a piece of music. | | <ul style="list-style-type: none"> • Perform a range of pieces in ensembles. • Read and play phrases by recognising certain notation. | |
| Year 6 | <ul style="list-style-type: none"> • Sing in rounds, partner songs, verse and chorus songs. | <ul style="list-style-type: none"> • Listen to a variety of songs discuss the meaning of the verses. • Compare and discuss music from different backgrounds. • Listen to longer pieces of music and identify features. | <ul style="list-style-type: none"> • Compose short rhythmic phrases and choose some to make into and ostinato to accompany. • Introduce how technology can be used to compose music with ostinati (loops) at home. • Using Structural Techniques to extend compositions. | <ul style="list-style-type: none"> • Perform body percussion playing along with graphic notation. • Develop the skill of 'playing by ear', copying familiar melodies. | Brass Family, Structure, Compose, Fanfare, Music for an Occasion, Notation, Rhythm, Ostinato, Dynamics, Strings, Verse, Binary, Ternary, Ostinato, Woodwind, Chorus, Percussion, Structure, Metre, Compose. |