

St Peter's Catholic Primary School – Curriculum Progression Overview for: **Music**



Laying the foundations for Music in the Early Years by:

Supporting children to:

- Sing echo songs and explore singing at different speeds
- Discover how to use the voice to create loud and soft sounds.
- Listen to and describe different sounds (animal noise, water etc.)
- Listen to music and respond by using hand and whole body movements.
- Understand how to hold and play an instrument with care.

Providing children with:

- Opportunities to explore the different sounds instruments make.
- Choose an instrument to create a specific sound.
- Investigate a variety of ways to create sound with different materials

Strand: Use of voice expressively and creatively

Y1

- Perform movements to a steady beat.
- Explore the use of the voice in different ways such as speaking, singing and chanting.
- Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.
- Sing with expression, confidence and creativity to an audience.

Y2

- Sing with a sense of the shape of a melody.
- To represent sounds with symbols.
- To improvise in making sounds with the voice.
- Perform songs using creativity and expression and create dramatic effect.

Strand: Play tuned and untuned instruments

Y1

- Play instruments to a steady beat.
- Play instruments showing an awareness of others.
- Repeat and investigate simple beats and rhythms.
- Learn to play sounds linking with symbols.
- Understand how to play an instrument with care and attention.

Y2

- Perform simple patterns and accompaniments keeping to a steady pulse.
- Recognise and explore how sounds can be organised.
- Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should

Strand: Listen with concentration and understanding

Y1

- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
- Reflect on music and say how it makes people feel, act and move.
- Respond to different composers and discuss different genres of music.

Y2

- Notice how music can be used to create different moods and effects and to communicate ideas.
- Listen and understand how to improve own composition.
- Sort composers in to different genres and instruments in to different types.

Strand: Experiment with, create, select and combine sounds Listen with concentration and understanding

Y1

Y2

<ul style="list-style-type: none"> • Experiment performing songs and music together with body movements to a steady beat. • Choose different instruments, including the voice, to create sound effects in play. • Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired. 	<ul style="list-style-type: none"> • Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect. (including use of ICT) • Create short musical patterns. • Investigate long and short sounds • Explore changes in pitch to communicate an idea.
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Strand: Play and Perform			
Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Sing in tune. • Perform simple melodic and rhythmic parts. • Improvise repeated patterns. • Beginning to understand the importance of pronouncing the words in a song well. • Start to show control in voice. • Perform with confidence. 	<ul style="list-style-type: none"> • Sing in tune with awareness of others. • Perform simple melodic and rhythmic parts with awareness of others. • Improvise repeated patterns growing in sophistication. • Sing songs from memory with accurate pitch. • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • Show control in voice. • Play notes on instruments with care so they sound clear. • Perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> • Create songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of the words. • Hold a part in a round. • Perform songs in a way that reflects their meaning and the occasion. • Sustain a drone or melodic ostinato to accompany singing. • Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). 	<ul style="list-style-type: none"> • Perform significant parts from memory and from notations with awareness of my own contribution. • Refine and improve my own work. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.

Strand: Improvise and compose music			
Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Compose music that combines musical elements. • Carefully choose sounds to achieve an effect. • Order my sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases. 	<ul style="list-style-type: none"> • Compose music that combines several layers of sound. • Awareness of the effect of several layers of sound. • Compose and perform melodies and songs. • Use sound to create abstract effects. • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Carefully choose order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> • Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phrases as part of a group performance. • Improvise within a group. 	<ul style="list-style-type: none"> • Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns. • Use a variety of different musical devices including melody, rhythms, and chords.

Strand: Listen with attention to detail and recall sounds.			
Y3	Y4	Y5	Y6

<ul style="list-style-type: none"> • Notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians. 	<ul style="list-style-type: none"> • Notice, analyse and explore the way sounds can be combined and used expressively. • To comment on musicians use of technique to create effect. 	<ul style="list-style-type: none"> • Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions. 	<ul style="list-style-type: none"> • Notice, comment on and compare the use of musical devises. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions.
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Strand: Use and understand staff and other musical notation.

Y3	Y4	Y5	Y6
n/a	<ul style="list-style-type: none"> • Learn to read music. • Use Staff and musical notation when composing work. • Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. • Know the symbol for a rest in music, and use silence for effect in my music 	<ul style="list-style-type: none"> • Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave. 	<ul style="list-style-type: none"> • Use of a variety of notation when performing and composing. • Compose music for different occasions appropriate musical devises. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. • Describe music using musical words and use this to identify strengths and weaknesses in music.

Strand: Appreciate and understand a wide range of live and recorded music.

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how musical elements can be used together to compose music. 	<ul style="list-style-type: none"> • Begin to recognise and identify instruments and numbers of instruments and voices being played. • Compare music and express growing tastes in music. • Explain how musical elements can be used together to compose music. 	<ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music. 	<ul style="list-style-type: none"> • Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.

Strand: Develop an understanding of the history of music.

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Describe the different purposes of music throughout history and in other cultures. • Understand that the sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Understand that the sense of occasion affects the performance. • Combine sounds expressively 	<ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances. 	<ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural • Use different venues and occasions to vary my performances.