

Great Crosby Catholic Primary School



Progression in Music Knowledge

Composing and Improvisation

EYFS	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Create collaboratively sharing ideas, resources and skills.
Year 1	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • 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 (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern and recall these in a performance for others. • Recognise how graphic notation can represent created sounds.
Year 2	<ul style="list-style-type: none"> • 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, if available, to capture, change and combine sounds.
Year 3	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), 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. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. <p>Start of composing as well as improvisation</p> <ul style="list-style-type: none"> • 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.

Year 4	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning- building on rising and falling phrases • Introduce staccato and legato • Combine known rhythmic notation with letter names to create short pentatonic phrases • 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- building on from graphic notation • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology
Year 5	<ul style="list-style-type: none"> • 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. • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Use chords to compose music to evoke a specific atmosphere, mood or environment. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology.
Year 6	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • 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. <p>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>

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| | <ul style="list-style-type: none">• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.• <i>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</i>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. |
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Listening and responding

EYFS	<ul style="list-style-type: none"> • Listen and respond to what they have heard • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Listen to a range of recorded music
Year 1	<ul style="list-style-type: none"> • <i>Listen and respond to what they have heard</i> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • <i>Listen</i>, with concentration, <i>to a range of recorded music</i> • Listen and respond to the pulse in recorded or live music through movement and dance • Sing familiar songs in both low and high voices and talk about the difference in sound • Listen to and explore percussions sounds to enhance storytelling
Year 2	<ul style="list-style-type: none"> • <i>Listen and respond to what they have heard</i> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • <i>Listen</i>, with concentration, <i>to a range of recorded music</i> • Understand the meaning of dynamics and respond, when singing, to the teacher’s direction or to visual symbols • Mark the beat of a piece of music by tapping/clapping and respond when there are changes in tempo • Listen and sing along to a melody, matching voices accurately
Year 3	<ul style="list-style-type: none"> • <i>Listen and respond to what they have heard</i> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • <i>Listen</i>, with concentration, <i>to a range of recorded music</i>
Year 4	<ul style="list-style-type: none"> • <i>Listen and respond to what they have heard</i> • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> • <i>Listen</i>, with concentration, <i>to a range of recorded music</i>
Year 5	<ul style="list-style-type: none"> • <i>Listen and respond to what they have heard</i>

	<ul style="list-style-type: none">• <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>• <i>Listen</i>, with concentration, <i>to a range of recorded music</i>
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Performing and musicianship

EYFS	<ul style="list-style-type: none"> • Explore and engage in music making (using body percussion, tuned and untuned instruments), performing solo or in groups • Perform songs, rhymes, poems and stories with others
Year 1	<p><u>Pulse/beat</u></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 and classroom percussion playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments to maintain a steady beat • Respond to the pulse in recorded/live music through movement and dance e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock) Jumping (e.g. Trepak from the Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebrand Suite by Stravinsky) <p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Perform short copycat and repeating rhythm patterns, led by the teacher • Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat • Perform word-pattern chants (e.g. ca-ter-pil-ar crawl, fish and chips); create, retain and perform their own rhythm patterns <p><u>Pitch</u></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 story telling, e.g. 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.
Year 2	<p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo) • Mark the beat of a listening pace (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo

	<ul style="list-style-type: none"> • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Sustato). Know the difference between left and right to support coordination and shared movement with others • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats • Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin • In 3 The Elephant from Carnival of the Animals by Saint Saens <p><u>Rhythm</u></p> <ul style="list-style-type: none"> • 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 (e.g. Hel-lo Si-mon or Can you come and play?) • Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests. • Create and perform their own chanted rhythm patterns with the same stick notation. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch change heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) • Recognise dot notation and match it to 3-note tunes played on tuned percussion
Year 3	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument such as violin or reorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E or do-mi) as a whole class or in small groups (e.g. trios and quartets) • 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 speed; allegro and adagio, fast and slow. Extend to question-and-answer phrases <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • Introduce the stave, lines and spaces and clef. Use the dot notation to show higher and lower pitch.

	<ul style="list-style-type: none"> • 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.
Year 4	<p><u>Instrumental performing</u></p> <ul style="list-style-type: none"> • Develop basic skills on a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range e.g. Middle C to G/do to so as a whole class or 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) <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • 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.
Year 5	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C – C'/do-do range. Initially done as a whole class then smaller group performance • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs. • Perform a arrange of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Year 6	<p style="text-align: center;"><u>Instrumental Performance</u></p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp) • 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 eg 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 style="text-align: center;"><u>Reading notation</u></p> <ul style="list-style-type: none"> • 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 (eg 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 <p style="text-align: center;"><u>Transition project</u></p> <p>The end of Year 6 transition project provides a way to bring what the pupils have learnt about reading notation, playing and an instrument, composing melodies and singing as a class. More information can be found in appendix 6.</p>

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Singing

EYFS	<ul style="list-style-type: none"> • Sing and remember a large repertoire of nursery rhymes and other songs • Sing the pitch of a tone and the melodic shape of familiar songs • Sing in a group or on their own, increasingly matching the pitch and following the melody
Year 1	<ul style="list-style-type: none"> • Sing simple songs chants and rhymes from memory, starting with a small range mi-so and progressing to slightly wider. Include pentatonic songs. • Sing a wide range of call and response songs to control and match vocal pitch with accuracy.
Year 2	<ul style="list-style-type: none"> • Sing songs regularly with a pitch of do -so with increasing vocal control. <ul style="list-style-type: none"> • Sing songs with a small pitch range pitching accurately. • Know meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leaders directions, (b) visual symbols (eg crescendo, decrescendo, pause)
Year 3	<ul style="list-style-type: none"> • 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. • Walk move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.
Year 4	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with a range of an Octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo and decrescendo). • Sings 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 simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies.
Year 5	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Including observing phrasing, accurate pitching and appropriate style. • Sing three part rounds, partner songs and songs with a verse and a chorus.

	<ul style="list-style-type: none"> • Perform a range of songs in school assemblies and in school performance opportunities.
Year 6	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three-and four part rounds or partner songs, and experiment with positioning singers randomly within the group ie. No longer in discrete parts, in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

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