



#initiative #healthylifestyles #respect #possibilities #christianvalues

Music Progression of Knowledge at Christ Church and St Peter's Primary School

At Christ Church and St Peter's CofE Primary School, our teaching of music allows pupils to enrich their knowledge and understanding of the stories, origins, traditions, history and social context of a wide range of different genres of music through listening, singing and playing. Music allows pupils to show **respect** towards music through listening with concentration and understanding a range of high quality live and recorded music. Pupils will have a wide variety of **possibilities** in music whilst singing, playing and performing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MK1 To know how to listen.	To know why they like some songs .	To know five songs off by heart. To know what the songs are about .	To know five songs off by heart. To know what the songs are about. To know the traditions and cultures they have come from and the musical styles they represent.	To know who sang and/ or wrote at least 5 different songs. To know the musical style, tradition or history of the song.	To know who sang and/ or wrote at least 5 different songs. To know the musical style, tradition or history of the song. To choose one song- know and discuss the lyrics, musical dimensions and musical structure they hear .	To know a range of songs and be able to say who sang them. To know the musical style, tradition or history of the song. To choose two songs and discuss and compare the style, structure, lyrics, cultural and historical context.	To know a range of songs and be able to say who sang them. To know the musical style, tradition or history of the song. To choose several songs and discuss and compare the style, structure, lyrics, cultural and historical context.
MK2 To know the history of music.	To know that some of the songs they sing were created before they were born .	To know that some songs were created in the past and other songs are more modern .	To name one composer / artist who created a song in the past and one composer / artist who created a modern song.	To know about the life and work of a composer / artist who created a song or piece of music.	To know about the life and work of the composers / artists who created pieces of music across two different historical periods .	To know about the life and work of the composers / artists who created this music across two different historical periods, genres,	To explain how historical events, life events and different cultures and styles influenced the music produced by specific composers / artists from the



						styles and traditions.	past and compare this to modern day music produced by current composers / artists.
MK3 To know techniques of musicianship.	To know what a repeating pattern is.	To know and understand the difference between rhythm and pitch patterns.	To know the meaning of dynamics (loud/quiet) and tempo (fast/slow)	To know the stave, lines and spaces, and clef. To and understand the differences between crotchets and paired quavers.	To understand the differences between minims, crotchets, paired quavers and rests.	To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. To know the differences between 2/4, 3/4 and 4/4 time signatures.	To know the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Music Progression of Skills at Christ Church and St Peter's Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MS1 To Listen.	To listen to and join in with familiar songs and rhymes. To listen to sounds in the local school environment, comparing high and low sounds.	To listen with growing concentration to familiar songs.	To listen with concentration to familiar songs	To listen with concentration and know five different types of songs from memory. To use listening skills to correctly order phrases using dot notation,	To listen with concentration and know more than five different types of songs from memory.	To listen with concentration and know a range of songs from memory.	To listen with concentration and know a range of different types of songs from memory.



				showing different arrangements of notes C-D-E/do-re-mi			
<p>MS2 To Sing.</p>	<p>To sing simple songs (chants & rhymes) collectively, responding to simple visual directions (start/stop). To sing simple songs with a very small range.</p>	<p>To sing simple songs (chants & rhymes) collectively and at the same pitch, responding to simple visual directions (start/stop-loud/quiet-high/low) and counting in. To sing simple songs with a wider range including pentatonic songs. To sing a wide range of call and response songs To control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range . pitching accurately. To demonstrate different dynamics when singing responding to (a) the leader's directions and (b) visual symbols (crescendo, decrescendo, pause).</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so. To sing tunefully and with expression.</p>	<p>To sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately. To follow directions accurately, for getting louder (crescendo) and quieter (decrescendo). To sing rounds and partner songs in different time signatures (2, 3 and 4 time). To begin to sing a repertoire with small and large leaps as well as a simple second parts to introduce vocal harmony.</p>	<p>To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. To phrase, to pitch accurately and to sing in appropriate style. To sing three-part rounds, partner songs, and songs with a verse and a chorus.</p>	<p>To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. To phrase, to pitch accurately and to sing in appropriate style. To continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts.</p>
<p>MS3 To Compose.</p>	<p>To create pitch patterns. Use teacher modelled symbols</p>	<p>To create rhythm patterns. (know how they are different from pitch patterns).</p>	<p>To create music in response to a non-musical stimulus (e.g. a storm, a car race,</p>	<p>To become more skilled in improvising (using voices, tuned and untuned</p>	<p>To improvise on instruments they are learning (tuned).</p>	<p>To improvise freely over a drone, developing sense of shape and character, using</p>	<p>To extend improvisation skills (through working in small groups) to create</p>



	<p>to represent a simple repeating pattern.</p> <p>To make sounds with objects and materials to represent sounds in their environment.</p>	<p>To create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>To combine sounds to make a story, choosing and playing classroom instruments/ sound-makers.</p> <p>To recognise how graphic notation can represent created sounds: explore and invent own symbols.</p>	<p>or a rocket launch).</p> <p>To create a musical conversation (question & answer phrases).</p> <p>To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>percussion and instruments played in whole-class/group/individual/instrumental teaching).</p> <p>To invent short 'on-the-spot' responses using a limited note-range.</p> <p>To structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. To compose in response to different stimuli, e.g. stories, verse, images.</p> <p>To compose using rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>To compose song accompaniments on untuned</p>	<p>To use musical features including smooth (legato) and detached (staccato).</p> <p>To begin to make compositional decisions about the overall structure of improvisations.</p> <p>To combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. (suitable for instruments being learnt).</p> <p>To arrange individual notation cards of known note values (i.e. minim, crotchet)</p> <p>To create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>To compose music to create a</p>	<p>tuned percussion/ melodic instruments.</p> <p>To improvise over a simple groove, responding to the beat, experiment with using a wider range of dynamics (including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>To compose melodies made from pairs of phrases in either C major or A minor (or a key suitable for the instrument chosen).</p> <p>To work in pairs to compose a short ternary piece.</p> <p>To use chords to compose music to evoke a specific atmosphere, mood or environment. To capture and record creative ideas using</p>	<p>music with multiple sections that include repetition and contrast.</p> <p>To use chord changes as part of an improvised sequence.</p> <p>To extend improvised melodies beyond 8 beats over a fixed groove.</p> <p>To 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.</p> <p>To notate this melody.</p> <p>To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p>
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				percussion using known rhythms.	specific mood , for example creating music to accompany a short film clip. To introduce major and minor chords . To capture and record creative ideas using any of: - graphic symbols - rhythm notation and time signatures - staff notation - technology.	any of: - graphic symbols - rhythm notation and time signatures - staff notation - technology.	To compose a ternary piece; use available music software/apps to create and record it.
MS4 To use musicianship.	To maintain a steady beat . To perform short copycat rhythm patterns accurately, led by the teacher. To perform and create word-pattern chants. To label high and low sounds.	To change the speed of the beat as the tempo of the music changes. To use body percussion and classroom percussion to play repeated, rhythm patterns (ostinati). To respond to the pulse in recorded/live music through movement and dance.	To change the speed of a beat, creating a faster or slower pace (tempo). To mark the beat of a listening piece by tapping or clapping and recognising tempo and changes in tempo. To walk/ move in time to the beat of a piece of music or song.	Use dot notation to show higher or lower pitch. To apply word chants to rhythms, understanding how to link each syllable to one musical note .	To read and perform pitch notation within a defined range (e.g. C–G/do–so). To follow and perform simple rhythmic scores to a steady beat.	To read and perform pitch notation within an octave (e.g. C–C'/do–do). To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols.	To read and perform pitch notation within an octave (e.g. C–C/ do–do). To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. To read and play from notation a



		<p>To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>To explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.</p> <p>To follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>To identify the beat groupings in familiar music that they sing regularly.</p> <p>To play copycat rhythms; invent rhythms for others to copy on untuned percussion.</p> <p>To create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon).</p>				<p>four-bar phrase, confidently identifying note names and durations.</p>
		<p>To use music technology, if available, to capture, change and combine sounds.</p>	<p>Use music technology, if available, to capture, change and combine sounds.</p>				
<p>HS6 To perform.</p>		<p>Invent, retain and recall rhythm and pitch patterns and perform these for</p>	<p>To perform actions confidently and in time to a range of action songs.</p>	<p>Perform a range of songs in school assemblies.</p>	<p>Perform a range of songs in school assemblies.</p>	<p>Perform a range of songs in school assemblies and in school</p>	<p>Perform a range of songs as a choir in school assemblies, school</p>



		others, taking turns.		<p>To perform as a choir in school assemblies.</p> <p>To play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p> <p>To play and perform tuned instruments: wind-recorder, percussion- drum & glock, string-violin.</p> <p>Music tech</p>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>To play and perform tuned instruments: wind-recorder, percussion- drum & glock, string-violin.</p> <p>Music tech</p>	<p>performance opportunities.</p> <p>Play melodies on tuned instruments following staff notation written on one stave and using notes within the Middle C–C'/do–do range. (This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.) To perform triads on simple tuned instruments.</p> <p>To perform simple, chordal accompaniments to familiar songs.</p> <p>To develop the skill of playing by ear on tuned instruments.</p> <p>To further develop playing & performance of tuned instruments</p>	<p>performance opportunities and to a wider audience.</p> <p>To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>To accompany this same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble).</p>
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Christ Church & St Peter's CE Primary School

'Aiming High & Caring for Everyone'

						(if genuine ambition and interest).	
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	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation Range of a 3rd	✓ do–me	✓ do–so	✓ do–do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓