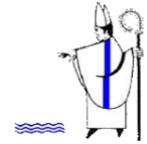




# St. Paulinus Catholic Primary School

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Learning Progression Subject: Music							
Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>		<p>Move and dance with the music</p> <p>Find the steady beat</p> <p>Recognise some band/orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud or quiet</p> <p>Begin to understand where music fits in the world</p> <p>Begin to understand about different musical styles</p>	<p>Mark the beat by tapping or clapping</p> <p>Identify the beat groupings</p> <p>Move and dance with the music confidently</p> <p>Find different steady beats</p> <p>Start to talk about the style of music</p> <p>Start to talk about where music might fit in the world</p>	<p>Share thoughts and feelings about music</p> <p>Find the beat or groove of the music</p> <p>Walk, move or clap a steady beat with others changing it to fit with the music</p> <p>Identify different actions to move in time with the music</p> <p>Talk about what the piece means</p> <p>Identify some instruments you can hear</p> <p>Identify whether it is a male or female vocal</p> <p>Talk about the style of music</p>	<p>Talk about the words of a song</p> <p>Think about why the piece was written</p> <p>Identify 2/4, 3/4 and 4/4 metre</p> <p>Recognise the style of music</p> <p>Discuss the structure of the songs</p> <p>Explain what a main theme is</p> <p>Know and understand the musical introduction and its purpose</p> <p>Recall by ear memorable phrases</p> <p>Identify major and minor tonality</p> <p>Describe legato and staccato</p> <p>Recognise musical styles and their features</p>	<p>Talk about feelings created by music</p> <p>Justify a personal opinion referring to musical elements</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre</p> <p>Identify instruments by ear and through media</p> <p>Discuss the structure of the songs with reference to verse, chorus, bridge etc</p> <p>Explain a bridge passage</p> <p>Explain rapping</p> <p>Recognise sound and notes from the pentatonic and blues scales</p>	<p>Identify the musical style of a song using some musical vocabulary to discuss Musical elements</p> <p>Identify a range of instruments by ear (see full list on MMC docs)</p> <p>Discuss the structure of the song with reference to an instrumental break</p> <p>Explain a bridge passage and its position in a song</p> <p>Identify major and minor tonality, chord triads I, IV and V and intervals with a major scale</p> <p>Understand a musical intro and outro and its purpose</p> <p>Identify the sound of a gospel choir and soloist and rock band</p>
<b>Singing</b>		<p>Sing, rap, rhyme, chant and use spoken words</p> <p>Demonstrate good singing posture</p> <p>Sing songs from memory</p> <p>Copy back intervals of an octave and fifth (high and low)</p> <p>Sing in unison</p>	<p>Singing as part of a choir</p> <p>Sing songs from memory and/or notation</p> <p>Sing to communicate the meanings of words</p> <p>Sing in unison and sometimes in parts</p> <p>Understand and follow and leader</p> <p>Add actions to a song</p> <p>Join in sections of the song e.g. chorus</p>	<p>Sing a widening range of unison songs, of varying styles and structures</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Sing with awareness of following the beat</p> <p>Sing with attention to clear diction</p> <p>Sing expressively with attention to the meaning of words</p>	<p>Rehearse and learn songs from memory and/or notation</p> <p>Sing in different time signatures 2/4, 3/4 and 4/4</p> <p>Sing as part of a choir with awareness of size</p> <p>Demonstrate vowel sounds</p> <p>Song on pitch and in time</p> <p>Sing expressively with attention to breathing, staccato and legato</p>	<p>Sing in 2/4, 3/4, 4/4 and 6/8 time</p> <p>Sing in unison and parts, and as part of a small group</p> <p>Sing a second part in a song</p> <p>Self-correct if lost or out of time</p> <p>Sing expressively with attention to dynamics and articulation</p> <p>Develop confidence as a</p>	<p>Sing a broad range of songs as part of a choir included those that include a syncopated rhythms</p> <p>Continue to sing in parts where appropriate</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8</p> <p>Sing with and without accompaniment</p> <p>Sing syncopated melodic patterns</p> <p>Demonstrate and maintain</p>

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				Sing in unison Copy back simple melodic phrases using the voice		soloist Respond to a leader or conductor	good posture and breath control Lead a singing rehearsal
<b>Notation</b>		Explore ways of representing high and low, long and short sounds using symbols If appropriate explore standard notation using crotchets, quavers and minims (see MMC doc for notes)	Explore standard notation using crotchets, quavers, minims and semibreves (see MMC doc for notes) Identify hand signals as notation and recognise music notation on a staff of five lines	Explore standard notations using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers (see MMC doc for notes) Read and respond to semibreves, minims, crotchets and paired quavers Identify staff, treble clef, time signature and lines and spaces on the staff Identify and understand differences between crotchets and paired quavers.	Read and respond to semibreves, crotchets, dotted crotchets, quavers and semiquavers Identify and understand the differences between minims, crotchets, paired crotchets and rests Read and perform pitch notation within a range Follow and perform simple rhythmic scores to a steady beat	Explore notation with wider range of notes (see MMC doc for full list) Recognise how notes are grouped when notated Identify the staff and symbols on the staff Further understand differences between notes Understand differences between time signatures 2/4, 3/4 and 4/4 Read and perform pitch notation within an octave	Explore notation with wider range of notes (see MMC doc for full list) Identify the staff and symbols on the staff, the name of the notes on the lines and spaces, barlines, a flat sign and sharp sign
<b>Playing instruments</b>		Rehearse and learn to play a simple melodic instrumental part by ear in C major, F major, D major and D minor	Rehearse and learn to play a simple melodic instrumental part by ear or with simple notation in C major, F major, D major and D minor	Rehearse and learn to play a simple melodic instrumental part by ear or with simple notation in C major, F major, D major, G major and E major Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Play melodies on tuned percussion, melodic instruments following staff notation written on one staff	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E b major, D minor and F minor. 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 (fortissimo), very quiet

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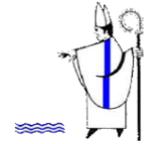
							(pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
<b>Improvising</b>		Explore improv within a major and minor scale Improvise simple vocal patterns Understand the difference between rhythm and pitch patterns	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion.	Improvise using voices, tuned and untuned percussion Compose over a simple groove Compose over a drone Structure musical ideas	Improvise on a limited range of pitches Improvise over a simple chord progression	Improvise over a simple groove, responding to the beat and creating a melodic shape Experiment with a wider range of dynamics	Improvise over a groove, responding to the beat, creating a melodic shape with varied dynamics and articulation.
<b>Composing</b>		Explore graphic scores Create musical sound effects Create a story choosing and playing classroom instruments Recognise how graphic notation represent sounds Create simple melody using crotchets	Explore and create graphic scores Use graphic symbols, dot notation and stick notation Create and perform own rhythmic patterns Use notation if appropriate Create simple melodies with crotchets and minims	Create music/sound effects in response to music Compose over simple chord progression Compose over a simple groove Compose over a drone Start to use simple structures in compositions Use simple dynamics Compose using tuned and untuned percussion Create simple melodies using crotchets, minims and paired quavers	Combine known rhythmic notation with letter names Create a melody using crotchets, minims, quavers and their rests. Use the pentatonic scale	Use chords to compose music to evoke a specific atmosphere mood or environment Use rhythmic variety Compose song accompaniments using basic chords Use a wider range of dynamics Use full scales in different keys Understand how chord triads are formed Create a melody using crotchets, quavers and minims and perhaps semibreves and semiquavers	Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment Create a simple chord progression Compose a ternary piece Start to use structures within compositions Use rhythmic variety

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<p><b>Performing</b></p>		<p>Enjoy and have fun performing Choose a song to perform to a well-known audience Prepare a song to perform Communicate the meaning of the song Add actions to the song Play some simple instrumental parts</p>	<p>Practise, rehearse and share a song that has been learned in the lesson Decide on any actions, instrumental, parts to be included Talk about what the song means Talk about the difference between rehearsing and performing</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on the feelings of sharing and performing</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance.</p>	<p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance.</p>
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