

Saint Gabriel's Catholic Primary School

Music Skills and Knowledge Progression Map

Sing Up and Model Music Curriculum 2021-2022

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Begin to build a repertoire of songs.</p> <p>Sing to self and make up songs.</p> <p>Sing a few familiar songs.</p> <p>Sing with a sense of pitch across a small range of notes.</p>	<p>Sing simple songs, chants, and rhymes from memory, singing collectively and at the same pitch.</p> <p>Imitate changes in pitch.</p> <p>Sing in high and low voices and talk about the difference in sound.</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and pitch match with accuracy.</p> <p>Show an understanding of pulse.</p> <p>Start and stop at the appropriate time.</p> <p>Respond to simple visual directions and counting in when performing as a group.</p>	<p>Sing a wide range of call and response songs with expression and increasing use of dynamics, pitch and tempo.</p> <p>Sing familiar songs in low and high voices and talk about the difference in sound.</p> <p>Sing simple chants and rhymes together, in tune and from memory, following visual cues.</p> <p>Perform with a strong sense of pulse.</p> <p>Start to understand the difference between pulse and rhythm.</p> <p>Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</p>	<p>Sing a wide range of unison songs of varying styles and structures.</p> <p>Sing tunefully and with expression,</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Pronounce the words within a song clearly.</p> <p>Understand and respond to visual cues for starting and stopping.</p> <p>Direct others to start and stop using gestures and follow a conductor.</p> <p>Perform in a range of school assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately, singing with clear articulation, expression and following directions from a conductor for getting louder (crescendo) and quieter (decrescendo).</p> <p>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</p> <p>Sing 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 a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing with accurate pitching and appropriate style.</p> <p>Sing with a sense of ensemble and purpose.</p> <p>Communicate the words of a song effectively to convey meaning.</p> <p>Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder and quieter.</p> <p>Sing 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 a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies and masses.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.</p> <p>Show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style when singing.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies, masses and in school performance opportunities</p>

<p>Listening</p>	<p>To explore the different sounds of instruments. Tap out simple rhythms. Explore how sounds can be changed. Listen to the music and mark the beat with act Listen and pitch match a call-and response song.</p>	<p>Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make. Listen to a piece of music and move in time to its steady beat.</p>	<p>Listen with increased concentration to sounds/music and respond by talking about them or physically with movement and dance. Identify the beat (pulse) of a tune. Identify different qualities of sound (timbres). Recognise changes in pitch, tempo and dynamics. Identify more instruments by the sound that they make and begin to make choices on timbral quality of an instrument when playing. Discuss how songs make you and others feel.</p>	<p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). •Recognise different metres (e.g. 2, 3 or 4 time).</p>	<p>Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Recognise the style of music and important musical features of the style. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music.</p>	<p>Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.</p>	<p>Identify and describe the sound of individual instruments within a piece of music, referring to the inter-related dimensions. Identify the song's verse/chorus structure. Recognise the combined effect of layers of sound in the recording. Describe how lyrics often reflect the cultural context of music and have social meaning. Listen to and analyse song lyrics to appreciate the role of metaphor.</p>
<p>Performing</p>	<p>Play a steady beat on percussion instruments. Play instruments and use voices to explore feelings and moods.</p>	<p>Follow instructions on how to play an instrument. Perform short repeating rhythm patterns while keeping in time with a steady beat.</p>	<p>Performing: instrumental Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader.</p> <p>Performing: reading notation</p> <p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and</p>	<p>Performing: instrumental Develop facility in playing tuned percussion or a melodic instrument, such as the violin. 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 (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing</p>	<p>Performing: instrumental Develop facility in the basic skills of a selected musical instrument over a sustained learning period. 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. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple</p>	<p>Perform a range of songs in school assemblies. Masses and performances opportunities. Performing: instrumental 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. Understand how triads are formed and play them on tuned percussion, melodic</p>	<p>Perform a range of songs as a choir in school assemblies, Masses, school performance opportunities and to a wider audience. Play a melody following staff notation written on one stave and using notes within an octave range (do-do). Make decisions about dynamic range. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble</p>

			<p>paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Performing: reading notation.</p> <p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, Understanding how to link each syllable to one musical note.</p>	<p>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> <p>Performing: reading notation</p> <p>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.</p>	<p>instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Performing: reading notation</p> <p>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). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>playing with pupils taking on melody or accompaniment roles.</p> <p>Performing: instrumental</p> <p>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. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Performance: reading notation</p> <p>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 (e.g. C-C/ do-do).</p>
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Composing	<p>Make up simple rhythms.</p> <p>Represent their own ideas, thoughts and feelings through music.</p> <p>Compose new lyrics with corresponding actions.</p>	<p>Create musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Combine to make a story using classroom instruments.</p> <p>Understand the difference between pitch and rhythm patterns.</p> <p>Invent, retain, and recall rhythm and pitch patterns.</p> <p>Use music technology to capture, change, and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p>	<p>Create music in response to a non-musical stimulus (e.g., an aquarium)</p> <p>Create and perform their own chanted rhythm patterns with stick notation including crotchets, quavers, and crotchets rests.</p> <p>Use these symbols to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>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.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers).</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip.</p> <p>Introduce major and minor chords</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time</p>	<p>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.</p> <ul style="list-style-type: none"> • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. <p>Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology 	<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.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen.</p> <p>Compose a ternary piece, or another musical structure, use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Composing: improvisation</p>

				<p>a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p> <p>Composing: improvisation</p> <p>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.</p> <ul style="list-style-type: none"> • 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 	<p>signatures, staff notation, technology.</p> <p>Composing: Improvisation</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations</p>	<p>Composing: improvisation</p> <p>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 including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.</p>
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				musical sources.			
Musicianship	Respond to music in a range of ways and in different mediums (movement/mark making/improvisation)	<p>Musicianship-pulse/beat Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes. Use body percussion and class percussion to play patterns (both rhythm and pitch based). Use tuned instruments to play pitched patterns while maintaining a steady beat. Perform word-pattern chants; create, retain and perform own rhythm chants. Explore percussion sounds to enhance storytelling. Respond to the pulse in recorded/live music through movement and dance.</p> <p>Musicianship-rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p>	<p>Musicianship-pulse/beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music or song. 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 beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to pieces with strong identifiable beat groupings.</p> <p>Musicianship- rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Recognise dot notation and match it to three-note tunes played on tuned percussion. Understand that the speed of the beat can change.</p>				

			<p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Musicianship- Pitch</p> <p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>				
Reflecting and evaluating	Talk about their performances and compositions.	Comment on own performances and compositions. Describe how the music makes them feel and why. Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.	Talk about own and peers' work and make simple suggestions for improvement. Discuss how the music makes them feel and why. Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.	Make constructive comments on own and others' music to develop compositions and performances. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.	Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Identify how composers use the	Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g., Canon, Ostinato, Repetition, Sequence).	Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g., Canon, Ostinato, Repetition, Sequence).

					<p>inter-related dimensions of music to create effects and mood. Ask questions about music in other cultures and traditions.</p>	<p>Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres. Discuss music in subjective and objective terms using musical vocabulary.</p>	<p>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences Confidently use a wide range of musical vocabulary.</p>
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