



 St Thérèse
of Lisieux
Catholic Multi Academy Trust

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St. Bernadette's Catholic Primary Voluntary Academy



Music Progression							
Singing							
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Sing a range of well-known nursery rhymes and songs.	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.	Sing a widening range of unison songs with varying styles and structures.	Sing a widening range of unison songs of varying styles.	Continue to sing a broad range of unison songs of varying styles.	Sing a broad range of songs from an extended repertoire.	Sing a broad range of songs, including those that involve syncopated rhythms.	Sing regularly from an extended repertoire with a sense of ensemble and performance.
Explore and learn how voice can be changed e.g. louder, quieter.	Respond to simple verbal directions e.g. stop, start, loud, quiet and counting in. Sing familiar songs in both low and high voices and talk about the difference in sound.	Sing tunefully and with expression. Perform forte and piano. Walk, move or clap a steady beat with others, changing speed as the tempo of the music changes.	Perform tunefully and with expression. Perform forte and piano	Pitch the voice accurately, and follow directions for getting louder (crescendo) and quieter (decrescendo).	Use a sense of ensemble and performance, including accurate phrasing, accurate pitching and appropriate style	Use phrasing, accurate pitching and appropriate style. Observe rhythm closely.	Include observing phrasing, accurate pitching and dynamic contrast.
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing songs at first with a small range e.g. mi-so, and then slightly wider. Include pentatonic songs.	Sing songs with a wider range of do-so	Perform songs with a pitch range of do-so.	Perform songs with the range of an octave (do-do). Sing rounds and partner songs in different time signatures and begin to sing songs with small and large leaps as well as a simple second part to introduce vocal harmony.	Sing three-part rounds, partner songs and songs with a verse and a chorus. Continue to develop in their use of harmonies.	Continue to sing 3 and 4 parts or partner songs and experiment with positioning singing randomly to develop skills of balance between parts and vocal independence.	Sing three- and four-part rounds, transposing music according to the needs of the class.



<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Sing a wide range of call and response songs, in order to control vocal pitch and match the pitch they hear accurately.</p>	<p>Perform actions confidently and in time to a range of action songs. Perform in school assemblies.</p>	<p>Perform as a choir in assemblies.</p>	<p>Perform as a choir in assemblies.</p>	<p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Perform a range of songs a choir in school assemblies, school performance opportunities and to a wider audience.</p>	<p>Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.</p>
<p>Teaching staff will be teaching a range of pieces from Sing Up. Singing is encouraged across the curriculum, with songs linked to literacy, numeracy, RE and Curriculum topics. Children sing for enjoyment, to develop a sense of community and to increase a sense of wellbeing.</p>							



Listening and Appraising

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Explore and learn how sounds and movements can be changed e.g. louder, quieter.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Respond to different moods of music, in different ways. Say how a piece of music makes them feel and start to give a reason.	Respond to different moods of music, in different ways. Begin to say what they like and dislike.	Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.	Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.	Describe and compare different kinds of music using an appropriate and broad musical vocabulary.	Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.	Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. Evaluate where the music comes from.
Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.	Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.	Listen to simple inter-related dimensions of music. Listen to sounds in the local school environment, comparing low and high sounds.		Identify the features within a piece of music.	Recognise how the inter-related dimensions of music are used by composers to create different moods and effects.	Compare features from a wide range of music.		Evaluate how music is expressive? What techniques are used to communicate its expressive intent?
Respond to what they have heard, expressing their thoughts and feelings.	Respond imaginatively to music e.g. <i>this music sounds like dinosaurs.</i>	Tell the difference between loud and quiet sounds.	Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.	Describe music using appropriate vocabulary.	Explore ways in which sounds are combined towards certain effects.	Describe and compare music using musical vocabulary.	Describe, compare and evaluate music using musical vocabulary.	Describe their own subjective/personal reaction to the music. How does this interact with any objective meaning the music might have?



		Begin to describe how sounds are made and changed.	Begin to associate sounds they hear with instruments. Recognise and name different instruments by sight.	Recognise a range of instruments by ear.	Begin to describe the different timbres of instruments.	Describe the timbre of different instruments, and recognise how different techniques of playing on an instrument can produce different timbres, e.g. staccato, tonguing on a flute, and trills.		To evaluate how a small change of tempo, dynamics, or a pause can make a piece of music more effective.
		Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.	Listen carefully to recall short rhythmic patterns. Begin to recognise changes in timbre, dynamics and pitch.	Begin to identify texture in a piece of music. Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo) to describe a piece of music.	Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo) to describe a piece of music. Identify texture in a piece of music.	Distinguish between layers of sound in a piece of music.	Distinguish between layers of sound in a piece of music and evaluate the effects.	
				Know that music can be played or listened to for a variety of purposes.	Describe and identify the different purposes of music. Be able to describe how the purpose of music can affect the style, for instance in Early music, for religious purposes, or for entertainment.		Evaluate if the music was written for a particular reason. Explore what else was going on in the world at the time, and did these factors influence the piece?	
				Begin to compare different kinds of music. Recognise differences between music of different times and cultures.	Compare and contrast the work of established composers and show preferences. Compare and contrast the impact that different composers from different times will have had on the people of the time.			

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, traditions, history and social contexts of the music they are listening to, singing and appraising. Listening to recorded performances should be complemented by opportunities to experience live music-making in and out of school.



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Performance								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Walk, move or clap a steady beat.		Walk, move or clap a steady beat with others, changing the speed of the beat as the music changes.	Understand that the speed of the beat can change, creating a faster or slower tempo. Mark the beat of a listening piece by tapping or clapping, recognising tempo and changes in tempo. Walk in time to the beat of a piece of music or song.	Introduce and understand the differences between crochets and paired quavers.	Develop facility in the basic skills of a selected musical instrument. (recorder)	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation. Initially this will be done in the whole class, and then smaller group performance.	Play a melody using staff notation written on one staff and make decisions about dynamic range.	Play chord sequences from a range of familiar songs as compositional models. • Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords.
Taps out simple repeated rhythms	Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short ostinati, whilst keeping in a steady beat.	Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion.	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Play and perform melodies following staff notation, using a small range e.f middle C to g, as a whole class or in small groups.	Perform simple chordal accompaniments to familiar songs. (link to chords in music study)	Accompany this same melody using block chords.	Compose bass lines using the root note of each chord. Create melodic song-lines shaped by lyrics and/or harmonic intention.
Play instruments with increasing control to express their feelings and ideas.	Choose particular movements, instruments/sounds for their own	Use body percussion, classroom percussion, playing repeated rhythm	Create rhythms using word phrases as a starting point.	Use listening skills to correctly order phrases using dot notation, showing different	Perform in two or more parts, e.g melody and accompaniment	Perform a range of repertoire pieces and arrangements.	Engage with others through ensemble playing.	Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard



	imaginative purposes.	patterns and short pitched patterns on tuned instruments.	Read and respond to chanted rhythmic patterns.	arrangements of notes.	or a duet, from simple notation.			instruments, following staff notation written on one staff. Use notes within a range of a 5th transposed into C major or A minor.
Explore and learn how sounds and movements can be changed e.g. louder, quieter.		Perform word pattern chants e.g. ca-ter-pill-ar. Create, retain and perform their own rhythm patterns.	Play a range of singing games, based on cuckoo interval (so-mi) matching voices accurately, supported by the leader playing a melody.	Use dot notation to show higher or lower pitch.	Copy short melodic phrases including those using pentatonic scale.		Further understand the difference between semibreves, minims, crotchets and crotchet rests.	Play given chord sequences as examples of harmonic effect. Compose chord sequences on the keyboard or guitar in C major or A minor. Explore melodic line and simple structural ideas.
		Respond to pulse in recorded/live music through movement and dance.	Begin to group beats in twos and threes by tapping knee on the strongest first beat. Identify the beat groupings in familiar music.		Read and perform pitch notation within a defined range (e.g. C-G) Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately.		Further develop skills to develop pitch notation within an octave.	Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. Harmonise the cadence points of these phrases
		Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.					Read and play from notation on a 4-bar phrase, confidently identify the note names and durations.	



Composing and Improvising

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Develop an understanding of how to create and use sounds intentionally	Choose particular movements, instruments/sounds for their own imaginative purposes	Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or train journey.	Create music in response to a non-musical stimulus (e.g. a storm, rocket launch).	Become more skilled in improvising, using voices, tuned and untuned percussion, inventing short responses using a limited note range.	Improvise on a limited range of pitched on the instrument they are learning, making use of musical features including smooth legato, and detached (staccato)	Improvise freely over a drone, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, experiment with a wider range of dynamics.	Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast.	Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software via a Digital Audio Workstation. Explore D minor and the pentatonic minor starting on D.
Create own songs, or improvise a song around one they know	Explore & engage in music making & dance, performing solo or in groups	Combine sounds to make a story, choosing and playing classroom instruments that would be suitable.	Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation.	Structure musical ideas using an echo, or question and answer structure, to create music that has a beginning, middle and end.	Begin to make compositional decisions about the overall structure of improvisations.		Extend compositions beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	Compose bass lines using the root note of each chord. Create melodic song-lines shaped by lyrics and/or harmonic intention.



		Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.	Use graphic symbols, dot notation, and stick notation as appropriate to keep a record of composed pieces.	Compose in response to different stimuli, e.g. stories, verse, paintings and photographs, and musical sources. Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.	Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.		Plan and compose 8 or 16 beat phrase using pentatonic scale, incorporating rhythmic variety and interest.	
			Use music technology to capture, change and combine sounds.	Combine known rhythmic notation with letter names to create short pentatonic phrases using 5 pitches. Sing and play these phrases as self-standing compositions.				
				Arrange notation cards of known values to create sequences of 2, 3 and 4 beat phrases arranged in bars.				
				Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation.				



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