



Our Lady School Curriculum – Progression Grid for the Music Curriculum

Year R				
Aspect	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p><u>ELG: Expressive Arts and Design</u> Creating with Materials:</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 	<p>To sing or rap nursery rhymes and simple songs from memory. Songs have sections. Know that a performance is sharing music.</p>	<p>Melody Pattern Perform Pulse Pitch Control Sound Rhythm</p> <p><u>Cultural capital:</u></p> <p>Weekly singing practice Curriculum Songs Numeracy/literacy links Topic Songs (Charanga) Harvest Festival Nativity Enrichment Week assemblies KS1 traditional stories through sound in literacy Hymn Mass preparation</p>	<p>To sing along with a pre-recorded song and add actions. To sing along with the backing track. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>
Composing		<p>To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures</p>	<p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	
Listening		<p>To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>		



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Year 1				
Aspect	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range, and then slightly wider. Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>To show an awareness of melody</p> <p>To follow instructions on how and when to sing/play an instrument.</p> <p>To take notice of others when performing.</p> <p>To make and control long and short sounds (duration) in different ways including hitting, blowing and shaking</p> <p>To imitate changes in pitch– high and low.</p>	<p>Melody</p> <p>Patterns</p> <p>Pulse</p> <p>Perform</p> <p>Pitch</p> <p>Control</p> <p>Sound</p> <p>Rhythm</p> <p><u>Cultural capital:</u></p> <p>Weekly singing practice</p> <p>Curriculum Songs</p> <p>Numeracy/literacy links</p> <p>Topic Songs (Charanga)</p> <p>Harvest Festival</p> <p>Nativity</p> <p>Enrichment Week assemblies</p> <p>KS1 traditional stories through sound in literacy</p> <p>Hymn</p> <p>Mass preparation</p>	<p>They can add their ideas to the performance.</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>
Composing	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure-beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping.</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p> <p>Create a simple rhythm by clapping or using percussion</p>	<p>Weekly singing practice</p> <p>Curriculum Songs</p> <p>Numeracy/literacy links</p> <p>Topic Songs (Charanga)</p> <p>Harvest Festival</p> <p>Nativity</p> <p>Enrichment Week assemblies</p> <p>KS1 traditional stories through sound in literacy</p> <p>Hymn</p> <p>Mass preparation</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Record the performance and say how they were feeling about it.</p> <p>Help to create a simple melody using one, two or three notes.</p>
Listening	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p> <p>Begin to represent sounds with drawing</p> <p>Listen to a piece of music, describing if it is fast or slow, happy or sad.</p>	<p>Weekly singing practice</p> <p>Curriculum Songs</p> <p>Numeracy/literacy links</p> <p>Topic Songs (Charanga)</p> <p>Harvest Festival</p> <p>Nativity</p> <p>Enrichment Week assemblies</p> <p>KS1 traditional stories through sound in literacy</p> <p>Hymn</p> <p>Mass preparation</p>	<p>Listen to and follow musical instructions from a leader.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>



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Year 2				
Aspect	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of the combined effect</p> <p>Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases</p>	<p>Tune</p> <p>Untuned</p> <p>Pentatonic songs</p> <p>Dynamic</p> <p>Ostinati</p> <p><u>Cultural Capital:</u></p> <p>Weekly singing practice</p> <p>Curriculum Songs (Charanga)</p> <p>Numeracy/literacy</p> <p>Topic Songs (Charanga)</p> <p>Harvest Festival</p> <p>Nativity</p> <p>Enrichment Week assemblies</p> <p>KS1 traditional stories through sound in literacy</p> <p>Y2 introduction to pitch through whole class Glockenspiels</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>
Composing	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>		<p>Help create three simple melodies with the units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>
Listening	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> <p>Follow a simple piece of written rhythmic notation</p> <p>Describe basic elements of a piece of music (e.g. pace, volume, emotion)</p> <p>Describe how an instrument has been used</p>		<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Identify beat groupings</p> <p>Read and respond to chanted rhythm patterns</p>



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Year 3				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p> <p>Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments</p> <p>Sing songs confidently both solo and in groups</p>	<p>Allegro Adagio Pulse best Unison Layered Solo Tune/untuned</p> <p>Cultural capital: Easter Production Weekly singing practice Hymn practice Music Room enrichment Art- Music connection (aboriginal art) Topic songs (Charanga) Drumming workshop Choir Pupil performances (Piano, Violin) Singing in French Ancient worlds – connected with History curriculum Food and Drink – connected with Science curriculum.</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Composing	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p>	<p>Choir Pupil performances (Piano, Violin) Singing in French Ancient worlds – connected with History curriculum Food and Drink – connected with Science curriculum.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol</p>
Listening	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-then symbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Use written symbols both standard and invented to represent sounds</p> <p>Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</p>



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Year 4				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p> <p>Perform significant parts from memory and from notation, either on a musical instrument or vocally</p> <p>Maintain a simple part within an ensemble</p>	<p>Improvise</p> <p>Accelerato</p> <p>Rallentando</p> <p>Contract</p> <p>Static</p> <p>Duet</p> <p>Legato</p> <p>Staccato</p> <p>Crescendo</p> <p>Decrescendo</p> <p><u>Cultural Capital:</u></p> <p>Easter Production</p> <p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Topic songs (Charanga)</p> <p>Drumming workshop</p> <p>Choir</p> <p>Pupil performances (Piano, Violin)</p> <p>Singing in Spanish</p> <p>Ancient worlds – connected with History curriculum</p> <p>Time – connected with Maths curriculum</p> <p>Food and Drink – connected with PSHE</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>
Composing	<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>Compose and perform melodies using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p> <p>Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</p>	<p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Topic songs (Charanga)</p> <p>Drumming workshop</p> <p>Choir</p> <p>Pupil performances (Piano, Violin)</p> <p>Singing in Spanish</p> <p>Ancient worlds – connected with History curriculum</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notion)</p>
Listening	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Follow a basic melody line, using standard notation</p> <p>Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary</p> <p>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory</p>	<p>Time – connected with Maths curriculum</p> <p>Food and Drink – connected with PSHE</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>



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Year 5				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<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>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p> <p>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing</p> <p>Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)</p>	<p>Synocopation</p> <p>Ternary form</p> <p>Verse</p> <p>Triads</p> <p>Fortissimo</p> <p>Pianissimo</p> <p>graphic symbols</p> <p>rhythm notation</p> <p><u>Cultural capital:</u></p> <p>Easter Production</p> <p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Art- Music connection</p> <p>Topic songs (Music Express)</p> <p>Drumming workshop</p> <p>Choir</p> <p>Pupil performances (Piano, Violin)</p> <p>Solar system – connected with Science curriculum</p> <p>Famous artists – cross cultural links</p> <p>Singing in Spanish</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Composing	<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> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p>	<p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Art- Music connection</p> <p>Topic songs (Music Express)</p> <p>Drumming workshop</p> <p>Choir</p> <p>Pupil performances (Piano, Violin)</p> <p>Solar system – connected with Science curriculum</p> <p>Famous artists – cross cultural links</p> <p>Singing in Spanish</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>
Listening	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Read/ work out the musical staff (notes as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Perform from simple notation on tuned/untuned instruments</p> <p>Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</p> <p>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects</p>	<p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Art- Music connection</p> <p>Topic songs (Music Express)</p> <p>Drumming workshop</p> <p>Choir</p> <p>Pupil performances (Piano, Violin)</p> <p>Solar system – connected with Science curriculum</p> <p>Famous artists – cross cultural links</p> <p>Singing in Spanish</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>

Year 6				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Skills
Singing	<p>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.</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Take the lead in a performances and provide suggestions to others</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances</p> <p>Improvise using 5 notes of the pentatonic scale</p>	<p>Pentatonic scale</p> <p>Pattern songs</p> <p>Timbre</p> <p>Complex rhythmic patterns</p> <p>Interval of notes</p> <p>Sequence of sounds</p> <p>Ostinato</p> <p>Pulse</p> <p>Crescendo</p> <p>Pause</p> <p>Tempo</p> <p>Dynamic</p> <p>Cultural Capital: Y6 Production</p> <p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Topic Songs</p> <p>Drumming workshop</p> <p>Pupils' performances (Piano, Violin)</p> <p>Music specialist teacher</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p>
Composing	<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>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; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc– timbre).</p> <p>Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p> <p>Improvise using 5 or more notes to compose and perform melodies.</p>	<p>Weekly singing practice</p> <p>Hymn practice</p> <p>Music Room enrichment</p> <p>Topic Songs</p> <p>Drumming workshop</p> <p>Pupils' performances (Piano, Violin)</p> <p>Music specialist teacher</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Listening	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Understand/use staff and use unconventional notation when composing</p> <p>Describe how music can be used to create expressive effects and convey emotion</p>		<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>

Our Lady School Curriculum – Progression Grid for the Music Curriculum





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		Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music		
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