

St Teresa's Catholic Primary School

Music Progression of Skills and Knowledge

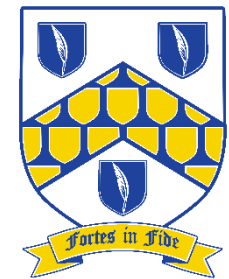
2021-2022

Respect – Resilience – Read – Retain

'Do the little things well'



St Teresa's Catholic Primary School



RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Big Band	
Listening:	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p>	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Listening to sounds and</p>	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece</p>	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p>	<p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	

	<p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>matching to the object or instrument.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating simple lyrics.</p>	<p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	
Composing:	<p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing</p>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom</p>	<p>Experimenting with body percussion and vocal sounds to respond to music.</p>	<p>Experimenting with body percussion and vocal sounds to respond to music.</p>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting appropriate instruments to represent action and mood.</p>

	instruments in different ways	objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood.		Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways	Experimenting with playing instruments in different ways
Performing:	Remembering and maintaining their role within a group performance Stopping and starting playing at the right time	Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Moving to music with instruction	Using their voices to join in with well-known songs from memory Moving to music with instruction to perform actions Participating in performances to a small audience	Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Moving to music with instruction	Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Participating in performances to a small audience Stopping and starting playing at the right time

		to perform actions Stopping and starting playing at the right time	Stopping and starting playing at the right time	to perform actions Participating in performances to a small audience Stopping and starting playing at the right time	
Key knowledge from the unit:	<p>To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly</p> <p>To know that music often has</p>	<p>To know that there are special songs we can sing to celebrate events.</p> <p>To understand that my voice or an instrument can match an action in a song.</p> <p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different</p>	<p>To know that the beat is the steady pulse of a song.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us</p>	<p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>

	more than one instrument being played at a time.	sounds can be long or short. To recognise music that is 'fast' or 'slow'.	when to start or stop playing.		
--	--	--	--------------------------------	--	--

KS1 (Year 1 and 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Musical Vocabulary (Under the Sea)	Pulse and Rhythm (All about me)	Classical music, dynamics and tempo (Animals)	Timbre and Rhythmic patterns (Fairy tales)	Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Listening:	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Listening to and repeating short, simple rhythmic patterns.</p>	<p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p>	<p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p>	<p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p>

	<p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Listening and responding to other performers by playing as part of a group.</p>	<p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p>
Composing:	Selecting and creating short sequences of sound with voices or instruments to	Combining instrumental and vocal sounds within a given structure.	Selecting and creating short sequences of sound with voices or instruments to	Selecting and creating short sequences of sound with voices or instruments to	Selecting and creating short sequences of sound with voices or instruments to	Selecting and creating short sequences of sound with voices or instruments to

	<p>represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p>		<p>represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p>
Performing:	<p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the</p>	<p>Using their voices expressively to speak and chant.</p> <p>Copying back short rhythmic and melodic phrases on</p>	<p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Responding to simple musical instructions such as tempo and</p>

	instructions such as tempo and dynamic changes as part of a class performance.	overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments.	overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.		dynamic changes as part of a class performance. Performing from graphic notation.
Key knowledge from the unit:	To understand that pitch means how high or low a note sounds To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. To know that sounds can help tell a story.	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story.	To understand that tempo can be used to represent mood or help tell a story To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform	To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument.

	<p>a note of the same pitch.</p> <p>To know that music has layers called 'texture'.</p>	<p>music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p>	<p>To know that tempo is the speed of the music.</p> <p>To know that dynamics means how loud or soft a sound is.</p>	<p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	<p>helps everyone play together accurately.</p>	<p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>
--	---	---	--	---	---	--

- 2022 – 2023: Due to us starting a new scheme of work, both Year 1 and 2 classes will be covering the Year 1 scheme of work to build up skills.**

KS2 (Years 3-6)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Creating compositions in response to an animation (Mountains)	Developing singing technique (The Vikings)	South Africa (Instrumental scheme)	Ballads	Pentatonic Melodies and composition (Chinese New Year)	Caribbean (Instrumental Lesson)
Listening:	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining</p>	<p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to show an awareness of metre.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music</p>

	<p>the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements</p>	<p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p>	<p>verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising and discussing the stylistic features of different genres, styles</p>
--	---	---	--	--	--	--

	to their own and others' work.		Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music.			and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music.
Composing:	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic	Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a	Suggesting and implementing improvements to their own work, using musical vocabulary. Beginning to improvise musically within a given style.	Composing a piece of music in a given style with voices and instruments.	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to

	<p>notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p>	<p>Using staff notation to record rhythms and melodies.</p>		<p>notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>their own work, using musical vocabulary.</p> <p>Beginning to improvise musically within a given style.</p>
Performing:	<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and</p>	<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and</p>

		<p>awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>awareness of their part in the group performance.</p>	<p>rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>
Key knowledge	To understand that the timbre of instruments played affect the mood and	To know that the group of pitches in a song is called its 'key' and that a key decides	To know the key features of South African Gumboot music.	To know that a ballad tells a story through song.	To know that the word 'crescendo' means a sound getting gradually louder.	To know the key features of Calypso music.

<p>from the unit:</p>	<p>style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>whether a song sounds happy or sad.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p> <p>To know the correct technique for playing tuned percussion instruments.</p>	<p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>	<p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p>
------------------------------	---	---	---	---	---	---

- 2022 – 2023: Due to us starting a new scheme of work, all KS2 classes will be covering the Year 3 scheme of work to build up skills. This will include at least 1 terms worth of instrument teaching spread out across 2 half terms.**