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	Celebration	Music and	Musical	Big	Band	
····	Sound	Music	Movement	Stories			
Listening:	Responding to music with movement,	Responding to music with movement,	Responding to music with movement,	Responding to music with movement,	Exploring the sto or music.	ry behind the lyrics	
	altering it to reflect the tempo, dynamics or pitch of the	altering it to reflect the tempo, dynamics or pitch of the	altering it to reflect the tempo, dynamics or pitch of the	altering it to reflect the tempo, dynamics or pitch of the	Listening to and following a beat using body percussion and instruments.		
	music.	music.	music.	music.	Considering whether a piece of music has a fast, moderate or slow		
	Listening to and following a beat	Exploring lyrics by suggesting	Exploring lyrics by suggesting	Exploring lyrics by suggesting	tempo.		
	using body percussion and instruments.	appropriate actions.	appropriate actions.	appropriate actions.	Listening to soun the object or inst	ds and matching to rument.	
	Considering whether a piece	Exploring the story behind the lyrics or music.	Exploring the story behind the lyrics or music.	Exploring the story behind the	high and low pito		
	of music has a fast, moderate or slow tempo.	Listening to and following a beat using body	Listening to and following a beat using body	lyrics or music. Considering whether a piece	Understanding the instruments make and grouping the	e different sounds	
	Listening to sounds and matching to the	percussion and instruments.	percussion and instruments.	of music has a fast, moderate or slow tempo.			
	object or instrument.	Listening to sounds and	Considering whether a piece				

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

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

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

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

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:	Recognising and understanding the difference between pulse and rhythm. Understanding that different	Recognising and understanding the difference between pulse and rhythm. Describing the character, mood,	Recognising basic tempo, dynamic and pitch changes Describing the character, mood, or 'story' of	Recognising and understanding the difference between pulse and rhythm. Understanding that different	Recognising basic tempo, dynamic and pitch changes Describing the character, mood, or 'story' of music they listen to	Understanding that different types of sounds are called timbres. Recognising basic tempo,
	types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes	or 'story' of music they listen to (verbally or through movement) Listening to and repeating short, simple rhythmic patterns.	music they listen to (verbally or through movement) Describing the differences between two pieces of music.	types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes	(verbally or through movement) Describing the differences between two pieces of music.	dynamic and pitch changes Describing the character, mood, or 'story' of music they listen to (verbally or through movement)

	Describing the		Expressing a	Describing the	Expressing a basic	
	Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group.	Listening and responding to other performers by playing as part of a group.	Expressing a basic opinion about music (like/dislike) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group	Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of	Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group.	Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group.
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	a group. 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

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

	instructions	overall shape of	overall shape of	percussion		dynamic changes
	such as tempo	the melody and	the melody and	instruments.		as part of a class
	and dynamic	keeping in time.	keeping in time.			performance.
	changes as part			Responding to		P
	of a class	Maintaining the	Responding to	simple musical		Performing from
	performance.	pulse (playing on	simple musical	instructions such		graphic notation.
		the beat) using	instructions such	as tempo and		0 1
		hands, and tuned	as tempo and	dynamic changes		
		and untuned	dynamic changes	as part of a class		
		Instruments.	as part of a class	performance.		
		Copying back	performance.	•		
		short rhythmic	•			
		and melodic				
		phrases on				
		percussion				
		instruments.				
Кеу	To understand		To understand	To know that an	To understand that	To know that
-	that pitch	To know that	that sounds can	instrument or	tempo can be used	dynamics can
knowledge	means how high	rhythm means a	be adapted to	rhythm pattern	to represent mood	change how
	or low a note	pattern of long	change their	can represent a	or help tell a story	someone
from the	sounds	and short notes.	mood, eg	character in a		listening feels
			through	story.	To understand that	about music.
unit:	To know that	To know that	dynamics or		'tuned'	
	'timbre' means	pulse is the	tempo.	To know that my	instruments play	To know that
	the quality of a	regular beat that		voice can create	more than one	your voice can
	sound; eg that	goes through	To know that	different timbres	pitch of notes.	be used as a
	different	music.	sounds can help	to help tell a		musical
	instruments		tell a story.	story.	To know that	instrument.
	would sound	To understand			following a leader	
	different playing	that the pulse of			when we perform	

that music can be represented by pictures or symbols.		a note of the same pitch. To know that music has layers called 'texture'.	music can get faster or slower. To know that a piece of music can have more than one section, eg a versed and a chorus.		To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	helps everyone play together accurately.	be represented by pictures or
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• 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:	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Understanding that music from different parts of the world, and different times, has different features. Recognising and	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
	Understanding that music from different parts of the world, and different times, has different	explaining the changes within a piece of music using musical vocabulary. Beginning to show an	Understanding that music from different parts of the world, and different times, have different features.	Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the	Understanding that music from different parts of the world, and different times, has different features.	Understanding that music from different parts of the world, and different times, have different features.
	features. Recognising and explaining	awareness of metre.	Recognising and explaining the changes within a piece of music	timbre, dynamic, and textural details of a piece of music, both	Recognising and explaining the changes within a piece of music	Recognising and explaining the changes within a piece of music

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

	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

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

		awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	awareness of their part in the group performance.	rhythm and pitch and able to identify these symbols using musical terminology.	awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
			technique.			technique.
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.

	style of a piece	whether a song	To understand	To know that		To understand
from the	of music.	sounds happy or	the key features	lyrics are the	To know that	how to read and
	or music.	sad.	of staff notation	words of a song.	some traditional	play quavers
unit:	To know that	500.	including: clefs,	words of a song.	music around the	from staff
	an ensemble is	To know that	key signatures,	To know that in a	world is based on	notation, and
	a group of	different notes	time signatures,	ballad, a 'stanza'	five notes called	pitches from staff
	musicians who	have different	minims,	is a verse.	a 'pentatonic'	notation with
	perform	durations, and	semibreves,		scale.	letter name
	together.	that crotchets are	crotchets, rests,			prompts.
		worth one whole	and how pitch is		To understand	p
	To know that	beat.	shown.		that a pentatonic	To be able to play
	to perform				melody uses only	tuned percussion
	well, it is	To understand	To know the		the five notes C D	with the correct
	important to	that 'reading'	correct technique		E G A.	technique.
	listen to the	music means	for playing tuned			·
	other members	using how the	percussion			
	of your	written note	instruments.			
	ensemble.	symbols look and				
		their position to				
		know what notes				
		to play.				
		To know that				
		written music				
		tells you how long				
		to play a note for.				

• 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.