



Year A	EYFS	KS1	LKS2	UKS2
Topics Taught	<p>Continuous Provision – Exploring sounds of instruments and in the environment</p> <p>Nursery Rhymes and songs Religious and Christmas Songs Rhythmic patterns based on words Reading ‘coloured’ notation Non-pitched percussion Handbells Glockenspiels</p>	<p>Charanga - How Can We Make Friends When We Sing Together? How does Music Tell Stories About The Past? Christmas Performance Charanga – How Does Music Make This World A Better Place? How Does Music Help Us To Understand Our Neighbours? Charanga – What Songs Can We Sing To Help Us Through The Day? How Does Music Teach Us About Looking After Our Planet?</p>	<p>Class 5 Charanga – How Does Music Bring Us Closer Together? What Stories Does Music Tell Us About The Past? Christmas Performance Recorder - lessons from Durham Learning. Charanga – How Does Music Make A Difference To Us Every Day? Charanga– How Does Music Connect Us With Our Planet?</p> <p>Class 6 Charanga – How Does Music Bring Us Together? How Does Music Connect Us With Our Past? Christmas Performance Charanga – How Does Music Make The World A Better Place? Charanga– How Does Music Help Us To Get To Know Our Community? Recorder - lessons from Durham Learning.</p> <p>Class 7 Recorder - lessons from Durham Learning. Christmas Performance Charanga – How Does Music Improve Our World?</p>	<p>Class 8 Earth and Space Rainforests World War 2 Living in a City - Tudors</p> <p>Class 9 Earth and Space Rainforests World War 2 Living in a City – Tudors Carmel Show (Year 6)</p> <p>Class 10 Earth and Space Rainforests World War 2 Living in a City - Tudors Carmel Show</p>

Progression in Music

St Teresa's Catholic Primary School



			<p>Charanga– How Does Music Teach Us About Our Community?</p> <p>Charanga- How Does Music Shape Our Way Of Life?</p> <p>Charanga- How Does Music Connect Us With The Environment?</p>	
--	--	--	---	--

Year B	EYFS	KS1	LKS2	UKS2
--------	------	-----	------	------



	<p>Continuous Provision – Exploring sounds of instruments and in the environment</p> <p>Nursery Rhymes and songs Religious and Christmas Songs Rhythmic patterns based on words Reading 'coloured' notation Non-pitched percussion Handbells Glockenspiels</p>	<p>Charanga – How Does Music Help Us Make Friends? Charanga- How Does Music Tell Stories About The Past? Charanga- Rhythm In The Way We Walk Charanga- Ho, Ho, Ho Christmas Performance Charanga- In The Groove Charanga- How Does Music Teach Us About Our Neighbourhood? Charanga- How Does Music Make Us Happy? Charanga - How Does Music Teach Us About Looking After Our Planet? Charanga- I Wanna Play In A Band Charanga- Zootime</p>	<p>Class 5 Charanga – How Does Music Bring Us Closer Together? What Stories Does Music Tell Us About The Past? Christmas Performance Recorder - lessons from Durham Learning. Charanga – How Does Music Make A Difference To Us Every Day? Charanga– How Does Music Connect Us With Our Planet? Class 6 Charanga – Let Your Spirit Fly Charanga- How Does Music Connect Us With Our Past? Charanga- Glockenspiel Stage 1 Christmas Performance Charanga – How Does Music Improve Our World? Charanga– How Does Music Teach Us About Our Community? Recorder - lessons from Durham Learning. Class 7 Recorder - lessons from Durham Learning. Christmas Performance Charanga – How Does Music Improve Our World? Charanga– How Does Music Teach Us About Our Community? Charanga- How Does Music Shape Our Way Of Life?</p>	<p>Class 8 Charanga- Livin' On A Prayer Charanga -Classroom Jazz 1 Christmas Carols Charanga- Make You Feel My Love Charanga- Dancing In The Street Charanga - Happy Class 9 Charanga- Livin' On A Prayer Charanga -Classroom Jazz 2 Christmas Carols Charanga- Make You Feel My Love Charanga- You've Got A Friend Charanga- Dancing In The Street Charanga – Happy Carmel Show (Year 6) Class 10 Charanga -Classroom Jazz 2 Christmas Carols Charanga- A New Year Carol Charanga- You've Got A Friend Charanga- Music and Me Charanga - Happy Carmel Show</p>
--	--	--	---	--



			<p>Charanga- How Does Music Connect Us With The Environment?</p>	
--	--	--	--	--



Performing

Nursery

- Enjoy and have fun performing.

Reception

- perform songs, rhymes, poems and stories, try to move in time with music

- Choose a song/songs to perform to a well-known audience.
- Prepare a song to perform.
- Communicate the meaning of the song.
- Add actions to the song.
- Play some simple instrumental parts.

- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform, with confidence, a song from memory or using notation.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- Communicate the meaning of the words and articulate them clearly.
- Use the structure of the song to communicate its mood and meaning in the performance.
- Talk about what the rehearsal and performance has taught the student.
- Understand how the individual fits within the larger group ensemble.
- Reflect on the performance and how well it suited the occasion.

- Create, rehearse and present a holistic performance for a specific event, for an unknown audience.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
- Perform from memory or with notation.
- Understand the value of choreographing any aspect of a performance.
- A student or a group of students rehearse and lead parts of the performance.
- Understand the importance of the performing space and how to use it.
- Record the performance and compare it to a previous performance.
- Collect feedback from the audience and reflect how the audience believed in the performance.
- Discuss how the performance might change if it was



			<ul style="list-style-type: none">• Discuss and respond to any feedback; consider how future performances might be different	repeated in a larger/smaller performance space
--	--	--	--	--



Performing / Singing

Nursery

- Sing the pitch of a tone sung by another person (pitch match).
- Sing the melodic shape of familiar songs.

Reception

- Remember and sing entire songs.
- Sings in a group and on their own, expressing their feelings and responses.
- Sing a range of well-known nursery rhymes and songs. Perform songs and rhymes with other, and- when appropriate - try to move in time with the music.

- Sing as part of a choir
- Demonstrate good singing posture
- Sing songs from memory and/or notation
- Sing to communicate the meaning of the words
- Sing in unison and sometimes in parts, and with more pitching accuracy
- Understand and follow the leader or conductor
- Add actions to a song
- Move confidently to a steady beat
- Talk about feelings created by the music/song
- Recognise some band and orchestral instruments
- Describe tempo as fast or slow
- Join in sections of the song e.g. chorus
- Begin to understand where the music fits in the world
- Begin to talk about and understand the style of the music
- 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)

- Rehearse and learn songs from memory and/or with notation.
- Sing in different time signatures: 2/4, 3/4 and 4/4.
- Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- Demonstrate good singing posture.
- Demonstrate vowel sounds, blended sounds and consonants.
- Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to staccato and legato.
- Talk about the different styles of singing used for different styles of song.
- Talk about how the songs and their styles connect to the world.

- Rehearse and learn songs from memory and/or with notation.
- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment.
- Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung in this year.
- Discuss with others how connected you are to the music and songs, and how the



		visual symbols (eg crescendo, decrescendo, pause).		songs and styles are connected to the world.
--	--	--	--	--



Performing / instruments

- Nursery
 - Play instruments with increasing control to express their feelings and ideas.
- Reception
 - Perform songs and rhymes, and – when appropriate – try to move in time with the music.

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
- Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together
- Describe, name and group a variety of instruments
- Handle and play a variety of tuned and untuned instruments with control
- Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands
- Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-
- H
- Mark the pulse of a song with stamps/ claps
- Play together, using symbols as
 - a support
- Discuss what was good. Suggest how it might be improved
- Count with a steady pulse

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major
- Create and control sounds on instruments (including tempo/speed, dynamics/volume and pitch)
- Select instruments and create sounds to describe visual images
- Rehearse together to achieve objectives
- Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it
- Keep in time with a steady pulse when playing instruments
- Perform a repeated pattern to a steady pulse
- Maintain own part with awareness of how the different parts fit together to achieve an overall effect
- Play new pieces by ear and from simple notations

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.
- Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
- Create and control sounds on instruments (including tempo/speed, dynamics/volume and pitch)
- Select instruments and create sounds to describe visual images
- Rehearse together to achieve objectives
- Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it



		<ul style="list-style-type: none"> Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet 		<ul style="list-style-type: none"> Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect
--	--	--	--	--

Improvising	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Create their own songs or improvise a song around one they know. <p><u>Reception</u></p> <ul style="list-style-type: none"> making their own music with instruments and sound makers 	<ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<ul style="list-style-type: none"> Recognise and explore the ways sounds can be combined and used expressively Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) Explore repeated patterns in music/art/dance Create repeated patterns and combine several layers of sound with awareness of the combined effect Identify how songs are structured and accompanied Identify and control different ways instruments make sounds Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds 	<ul style="list-style-type: none"> Develop musical imagination through experimenting, improvising and adapting sounds Improvise - developing rhythmic and melodic material within given structures - when performing Improvise rhythmic patterns over a steady pulse with confidence Fit different rhythmic patterns together and maintain own part with awareness of the pulse Explore the relationship between sounds Explore different textures of untuned sounds Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds
-------------	---	--	---	---





Composing

Nursery

- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs or improvise a song around one they know.

Reception

- Children to create their own music.

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E
- Identify hand signals as notation, and recognise music notation on a stave of five lines.
- Explore and create graphic scores:
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create a story, choosing and playing classroom instruments.
- Create and perform your own rhythm patterns with stick notation, including

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C
- Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature
- Identify and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D
- Identify: • Stave • Treble clef • Time signature
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign
- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D,



crotchets, quavers and minims.

- Use music technology, if available, to capture, change and combine sounds.
- Use notation if appropriate:
- Create a simple melody using crotchets and minims

of five pitches, suitable for the instruments being learnt.

- Compose over a simple chord progression.
- Compose over a groove.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.
- Use simple dynamics.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a melody using crotchets, minims, quavers and their rests.

E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

- Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression.
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Use simple dynamics. Use rhythmic variety.
- Compose song accompaniments, perhaps using basic chords.



				<ul style="list-style-type: none">• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).• Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality
--	--	--	--	---



Listening

Nursery

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music.
- Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently.
- Talk about how the music makes you feel.
- Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet.
- Join in sections of the song, eg call and response.
- Start to talk about the style of a piece of music.
- Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.

- Talk about the words of a song.
- Think about why the song or piece of music was written.
- Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.
- Identify the tempo as fast, slow or steady.
- Recognise the style of music you are listening to.
- Discuss the structures of songs. Identify:
 - Call and response
 - A solo vocal or instrumental line and the rest of the ensemble
 - A change in texture
 - Articulation on certain words
 - Programme music
- Explain what a main theme is and identify when it is repeated.
- Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic scale by ear and from notation.
- Describe legato and staccato.

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
- Explain the role of a main theme in musical structure.



			<ul style="list-style-type: none">• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	<ul style="list-style-type: none">• Know and understand what a musical introduction and outro is, and its purpose.• Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.• Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
--	--	--	--	--