



**St Joseph's School Curriculum  
Music progression of skills**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performing: vocal</b>	<ul style="list-style-type: none"> <li>Sing / chant / rap / vocal sound effects.</li> <li>Sing simple songs in different ways – some awareness of different expressions.</li> <li>Vocal copycat games.</li> <li>Action songs.</li> <li>Begin learning about the sol-fa scale.</li> </ul>	<ul style="list-style-type: none"> <li>Use voices in a variety of ways.</li> <li>Improve singing – quality of pitch-matching.</li> <li>Use Sol-fa hand signs with increasing accuracy.</li> <li>May begin exploring part-songs / rounds.</li> <li>Assist in composing actions for lyrics.</li> <li>Sing songs from different countries and cultures, including call &amp; response songs.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression.</li> <li>Use Sol-fa – link to pitch changes. Sing and sign known melodies.</li> <li>Continue exploring simple part-singing. Better quality performances.</li> <li>Compose actions for lyrics.</li> <li>Perform songs with body percussion accompaniments.</li> <li>Perform songs from a variety of different countries and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression – more demanding pitch range and improving diction.</li> <li>Begin to sing from musical notation.</li> <li>Begin to be aware of Italian terms and how they change the expression.</li> <li>Use Sol-fa more confidently.</li> <li>Part singing – more challenging music. May begin to lead a group – some independence.</li> <li>Compose and perform body percussion accompaniments – derive from actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression and greater attention to breathing and diction. Begin to comment on good quality performance practices.</li> <li>Sol-fa – some independence and may attempt to sing a simple phrase from hand signs.</li> <li>Part singing – more independence and smaller groups.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression and awareness of phrasing and suitable places to breathe.</li> <li>Sol-fa work out hand signs which match a melody.</li> <li>Sing a simple phrase accurately from hand signs.</li> <li>Sing Spirituals.</li> <li>Part singing – more independence and some individual parts.</li> </ul>
<b>Performing: instrumental</b>	<ul style="list-style-type: none"> <li>Play and name correctly a variety of un-tuned percussion instruments.</li> <li>Play simple un-tuned accompaniments for songs.</li> <li>Begin learning to play tuned percussion.</li> <li>Learn to perform simple 3-note melodies on Chime bars using colour-coded notation.</li> <li>Begin to have an awareness of others.</li> <li>Begin to have an awareness of the pulse.</li> <li>Begin to perform simple rhythmic patterns with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Play and name instruments more confidently and with improving technique.</li> <li>Play tuned percussion with greater accuracy.</li> <li>Perform tuned and un-tuned accompaniments for songs.</li> <li>Perform simple melodies from colour-coded notation with greater awareness of rhythm.</li> <li>Play with an awareness of others.</li> <li>Tap the pulse of a piece of music accurately.</li> <li>Create and perform from a “spot grid.”</li> <li>Perform rhythmic patterns over a steady backing beat.</li> <li>Begin playing Ukulele – open string melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to play the Recorder.</li> <li>Play in time with simple backing tracks.</li> <li>Perform a simple rhythmic part within the class ensemble.</li> <li>Play own part within a small group ensemble.</li> <li>Perform rhythmic patterns accurately from traditional notation.</li> <li>Be aware of the overall ensemble and their place within it.</li> <li>Begin learning about beat-boxing.</li> <li>Perform open strings simple melodies more accurately on the Ukulele.</li> <li>Play the C major chord on the Ukulele.</li> </ul>	<ul style="list-style-type: none"> <li>Play simple duets with confidence.</li> <li>Begin performing melodies on chime bars reading stave notation.</li> <li>Perform in class ensemble with higher quality execution and greater awareness of other parts.</li> <li>Perform simple melodies on the Ukulele, some of which may require fingered notes.</li> <li>Play C and F major chords on the Ukulele.</li> </ul>	<ul style="list-style-type: none"> <li>Perform Ukulele accompaniments for songs with an improving understanding of chords, finger placing, and strumming.</li> <li>Perform melodies with a wider note range on the Ukulele using fingered notes with greater confidence.</li> <li>Perform with a good awareness of others and the overall intended effect of the music.</li> <li>Perform music with attention to instructions about dynamics / tempo etc.</li> <li>Perform melodies from stave notation with good level of confidence and accuracy.</li> <li>Interpret and perform given lyrics over a backing track in the style of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Play melodies on the Ukulele, using open strings and fingered notes.</li> <li>Improve Ukulele skills and learn up to 4 chords.</li> <li>Play and switch between chords more confidently and perform in sequence to form accompaniments.</li> <li>Improve strumming technique and accuracy.</li> <li>May sing and accompany themselves or their group.</li> <li>Perform chords for the standard 12-Bar Blues.</li> <li>Perform group compositions with flair and confidence, instrumental / vocal or a combination.</li> <li>Interpret and perform given lyrics over a backing track in the style of their choice.</li> <li>Improve ensemble playing skills and perform more challenging parts.</li> <li>Perform melodies with a wider note range on the Ukulele.</li> </ul>

<p><b>Exploring and composing</b></p>	<ul style="list-style-type: none"> <li>• Explore how sounds are made and changed.</li> <li>• Choose suitable instruments for specific ideas or sound effects.</li> <li>• Compose soundscapes in response to a variety of stimuli.</li> <li>• Improvise an instrumental “conversation” with a partner.</li> <li>• Compose a simple musical “code” and notate on templates using colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how sounds can be made and combined.</li> <li>• Select suitable instruments to play solo or in combination for ideas or sound pictures.</li> <li>• Compose and perform simple sequences of sounds.</li> <li>• Begin to be aware of making changes in dynamic etc.</li> <li>• Begin to have an awareness of how simple compositions are structured.</li> <li>• Compose simple melodic phrase and notate on template using colour, letters and numbers.</li> <li>• Compose animal rhythms, inspired by African animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments in small group compositions, with awareness of using musical elements for effect. Choose suitable timbres and playing techniques.</li> <li>• Compose a 4-bar rhythmic phrase using rhythm cards for support.</li> <li>• Compose new lyrics for a known melody.</li> <li>• Begin composing simple chime bar melodies using the pentatonic scale and Haiku (5-7-5) or Twinkle, twinkle (7-7-7...) structure. (Link to poems or known song.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a call &amp; response chant with repetitive response.</li> <li>• Explore how tempo can be used in composition.</li> <li>• Compose a simple 5-note melody and notate on template and on the staff. Use template including quavers or single-note rhythm cards. Explore the effect different note combinations (C-G or D-A) have on the melody – major / minor.</li> <li>• Use simple ostinato patterns as the basis for a group composition.</li> <li>• Compose a “B” section for a melody to make a Ternary form piece.</li> <li>• Compose a short melody for Ukulele open strings or Recorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform catchy / memorable lyrics for a song or rap.</li> <li>• Compose music with well-defined changes in dynamics or tempo etc.</li> <li>• Develop a given idea into a structured group composition.</li> <li>• Begin composing musical motifs and begin to understand how they can be altered for different effects.</li> <li>• Compose a melody for Ukulele open strings and maybe some fingered notes.</li> <li>• Rewrite a simple call &amp; response story.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a round / canon – word / rhythm / sound or sung.</li> <li>• Compose a “minimalist” style piece of music.</li> <li>• Compose a Blues-style song.</li> <li>• Compose a hand jive.</li> <li>• Compose music with a well-planned structure and dynamic etc changes as appropriate.</li> <li>• Compose suitable film music for a video clip.</li> </ul>
<p><b>Musical ICT (Chrome Music Lab)</b></p>	<ul style="list-style-type: none"> <li>• Explore pitch using CML “Shared piano” app.</li> <li>• Use CML “Rhythm” app to create a simple beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore pitch and improvise melodic material using CML “Shared piano” app.</li> <li>• Use “Rhythm” app to create a beat and compose simple lyrics to perform with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and improvise melodies using the pentatonic scale on the black keys of the CML “Shared piano” app.</li> <li>• Compose a simple repeating pattern using CML “Songmaker” app.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise individual notes and learn more about the piano. Perform a melody on the white piano keys on CML “Shared piano”.</li> <li>• Use CML “Spectrogram” app alongside their science topic on exploring sound and sound waves.</li> <li>• Compose a repeating pattern with recognisable shapes and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify notes on CML piano keyboard. Perform melodies which may include black and white notes.</li> <li>• Use CML “Melody Maker” app to compose a short melody.</li> <li>• Use “Songmaker” to compose an atmospheric piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and perform melodies in a range of keys, with improving rhythmic accuracy. CML “Shared piano” app. Begin to understand the simplest enharmonic equivalents.</li> <li>• Use “Songmaker” to compose.</li> <li>• Compose a Minimalist piece using the CML app of their choice. May combine live and digital sounds into a single performance.</li> </ul>

<p><b>Listening, appraising and responding</b></p>	<ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music.</li> <li>• Recognise that music can evoke different feelings and moods.</li> <li>• Follow musical instructions to begin and stop promptly.</li> <li>• Say whether our composition or performance was good or could have been improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music and begin to say why.</li> <li>• Experience music from a wide range of different countries, styles and traditions.</li> <li>• Begin using listening templates – tick the face to best express their feeling and write words to describe the music.</li> <li>• Begin to recognise how music evokes different moods and feelings.</li> <li>• Begin exploring music by the “Great” composers and a variety of other musicians.</li> <li>• Begin using musical vocabulary in discussion.</li> <li>• Comment on a performance / composition and why it was good or could improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Tick the face and begin to write more detail about what they hear. May begin applying some musical vocabulary.</li> <li>• Widen their experience of the works of well-known composers.</li> <li>• Discuss how the composer has created a certain effect.</li> <li>• Follow and may give musical instructions. Include <i>accelerando</i> / <i>rallentando</i>.</li> <li>• Evaluate their own work and comment – use stars and wishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin writing more detail about what they have heard and answer specific questions. Use musical vocabulary more often in their answers.</li> <li>• Notice and discuss the effect of tempo and dynamic changes.</li> <li>• Identify and discuss how composers produce a certain effect on their listeners, using some musical vocabulary.</li> <li>• Continue exploring music by composers from a variety of countries, cultures and backgrounds.</li> <li>• Evaluate their work and suggest improvements. Use stars and wishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a wide variety of music from different countries, styles and genres, periods and composers, paying attention to musical elements and the mood and style of the music.</li> <li>• Use musical vocabulary when writing and speaking.</li> <li>• Evaluate and suggest improvements to their and others’ work. Use stars and wishes and FSH advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore film music: how and why it enhances the action on-screen.</li> <li>• Understand that not all countries use the same scale or chord structures.</li> <li>• Study the origins of Blues music and how this developed into Jazz, Rock ‘n’ roll R’n’B, Hip hop and many other musical styles popular today.</li> <li>• Begin to compare the work of various composers, commenting on occasion, style, context, musical features etc.</li> <li>• Evaluate and suggest improvements to their and others’ work. Use stars and wishes, commenting on the desired effect of the suggested changes.</li> </ul>
<p><b>Aural / recognition</b></p>	<ul style="list-style-type: none"> <li>• Begin to repeat short rhythmic and melodic phrases with some accuracy.</li> <li>• Learn and repeat simple accompaniment patterns.</li> <li>• Identify well-defined changes in dynamics and tempo. Identify what has changed.</li> <li>• Identify “good” or “flawed” playing technique when demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat short rhythmic and melodic phrases with greater accuracy.</li> <li>• Play “Don’t clap this one back” and similar games.</li> <li>• Begin to recognise commonly used rhythm patterns and link to the written notation.</li> <li>• Begin to improvise rhythm patterns.</li> <li>• Learn and repeat simple accompaniment patterns accurately and perform in time with the group.</li> <li>• Identify sudden and gradual changes in tempo and dynamics.</li> <li>• Recognise “good” and “flawed” playing technique.</li> <li>• Aurally identify and name percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify rhythm for known songs.</li> <li>• Begin rhythmic dictation games: 1-bar phrases.</li> <li>• Recognise aurally and identify the written notation for a number of commonly used rhythms.</li> <li>• Play rhythmic copycat and other games with good accuracy.</li> <li>• Identify how to play a 2-note phrase from a song on the chime bars or Ukulele by ear.</li> <li>• Read and perform accompaniment patterns with awareness of the pulse.</li> <li>• Identify sudden and gradual changes in tempo and dynamics, using musical vocabulary to describe them.</li> <li>• Recognise “good” or “flawed” playing technique and suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic dictation games.</li> <li>• Identify repeating patterns and ostinato / drone.</li> <li>• Improvise rhythmic patterns keeping to a backing beat and a specified number of beats in the pattern.</li> <li>• Learn, compose and perform simple repetitive accompaniment patterns and ostinato patterns keeping in time.</li> <li>• Identify how to play a 3-note phrase from a song on the chime bars or Ukulele by ear.</li> <li>• Identify a number of Orchestral instruments aurally and visually.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic dictation games: 2-bar phrases.</li> <li>• Improvise rhythmic patterns with more intricate and challenging note values.</li> <li>• Learn, compose and perform more challenging accompaniment patterns.</li> <li>• Identify how to play a 3- or 4-note phrase from a song on the chime bars or Ukulele by ear.</li> <li>• Begin to work out the sol-fa hand signs for a melody.</li> <li>• Extend knowledge of Orchestral instruments and families.</li> </ul>	<ul style="list-style-type: none"> <li>• 2-bar (or longer) rhythmic dictations.</li> <li>• Improvise rhythmic patterns with more intricate and challenging note values.</li> <li>• Identify the rhythm for known rounds.</li> <li>• Identify how to play a longer phrase from a song on the chime bars or Ukulele by ear.</li> <li>• Work out the sol-fa hand signs for a melody.</li> <li>• Extend knowledge of Orchestral instruments and families.</li> </ul>

<p><b>Notation / Music theory</b></p>	<ul style="list-style-type: none"> <li>• Begin to understand simple symbol notations for accompaniments and compositions.</li> <li>• Interpret simple symbols in vocal or body percussion sounds.</li> <li>• Write a simple “code” for chime bars – notate on template using colour.</li> <li>• Begin using traditional notation for crotchets, minims and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple symbols for sounds.</li> <li>• Use symbols and simple graphic scores for compositions and performances.</li> <li>• Understand and use “spot grids.</li> <li>• Notate melodic compositions on templates using colour.</li> <li>• Improve understanding of traditional notation for rhythms.</li> <li>• Copy out crotchets and minims on different pitches on a simplified staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Read traditional rhythm notations confidently and perform and draw accurately.</li> <li>• Begin learning about pitched notation on the musical stave. Alternatively, learn to read from two-line stave.</li> <li>• Notate chime bar compositions using colour templates and may attempt writing on the staff.</li> <li>• Copy out a simple melody on a simplified staff. May extend to 5-line staff.</li> <li>• Draw a treble clef with guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Read traditional rhythm notations confidently.</li> <li>• Improve understanding of staff notation – both reading and improve writing.</li> <li>• Copy out a simple melody on the stave and compose a “B” section for an ABA (ternary) melody.</li> <li>• Draw a legible treble clef without guidelines.</li> <li>• Add time signatures to bars of music in 4- 3- and 2-time.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write rhythm notations with confidence and awareness of time signatures.</li> <li>• Improve confidence reading and performing from stave notation.</li> <li>• Improve quality of writing stave notation.</li> <li>• Notate own compositions accurately and neatly on the staff.</li> <li>• Some children may begin learning about the Bass clef.</li> <li>• Copy out a melody with more accurate note placing.</li> <li>• Add time signatures to bars of music in 4- 3- and 2-time, including semiquavers, triplets and syncopated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write traditional rhythmic and melodic notation accurately and with confidence.</li> <li>• May begin learning about the Bass clef.</li> <li>• Copy out a song melody accurately.</li> <li>• Copy out the chords for the 12-Bar Blues.</li> <li>• Add time signatures to bars of music and begin to develop an awareness of compound time.</li> </ul>
<p><b>Knowledge and understanding: accumulative</b></p>	<ul style="list-style-type: none"> <li>• Begin learning about the Musical Elements – vocabulary and meanings.</li> <li>• Play and name classroom percussion instruments.</li> <li>• Begin to identify whether sounds are loud / quiet; fast / slow.</li> <li>• Learn Italian terms: forte / piano.</li> <li>• Learn basic note values (crotchet, minim and quavers) and identify with movement words (walk, stand and running).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand Musical Elements – vocabulary and meanings. Use musical vocabulary more confidently and with some accuracy.</li> <li>• Play and name classroom percussion instruments with greater accuracy.</li> <li>• Identify sudden and gradual changes in tempo and dynamics.</li> <li>• Learn Italian terms: crescendo and diminuendo.</li> <li>• Learn basic note names and values (crotchet, minim and quavers).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand that Musical Elements can affect the music and its mood.</li> <li>• Begin learning about simple musical structures such as Verse / Chorus and Ternary form.</li> <li>• Use Italian terms with greater confidence and accuracy.</li> <li>• Improve understanding of traditional rhythms and notations, including dotted minim and triplets.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify how Musical Elements are used within a variety of different styles of music / compositions.</li> <li>• Consolidate note names and values, including dotted minim, triplets and beginning semiquavers.</li> <li>• Begin learning the Orchestral Instruments and families.</li> <li>• Begin learning about Italian terms for tempo and their use in music. Play “Cast a spell” game – use Italian terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identify how Musical Elements are used within a variety of different styles of music / compositions.</li> <li>• Add dotted crotchet and single quaver to musical notes and values bank.</li> <li>• Understand basic time signatures.</li> <li>• Some children may begin learning about the Bass clef.</li> <li>• Improve recognition and identify Orchestral Instruments and their families.</li> <li>• Improve and widen understanding of Italian terms and may use them in composition.</li> <li>• Begin to understand how chord symbols are written.</li> <li>• Consolidate understanding and recall of Italian musical terms and widen vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss how different composers have used the Musical Elements and the effect they have intended / produced.</li> <li>• Confidently identify Orchestral Instruments and the family they belong to –visually and aurally.</li> <li>• Refer to Italian terms more frequently and may suggest a suitable tempo marking for music they are listening to.</li> <li>• Understand where and how chords are indicated. Notice the difference between major and minor chords.</li> <li>• Understand how music can be based on sequences (maybe repeating) of chords.</li> <li>• Consolidate understanding and recall of Italian musical terms and widen vocabulary further.</li> </ul>

<b>Vocabulary: (accumulative)</b>	<ul style="list-style-type: none"> <li>• Pulse.</li> <li>• Tempo.</li> <li>• Rhythm.</li> <li>• Pitch.</li> <li>• Syllables.</li> <li>• Accompaniment.</li> <li>• Unison.</li> <li>• Forte.</li> <li>• Piano.</li> <li>• Dynamics.</li> <li>• Sound.</li> <li>• Silence.</li> <li>• Duration.</li> <li>• High.</li> <li>• Low.</li> <li>• Conductor.</li> <li>• Graphic score.</li> <li>• Symbols.</li> </ul>	<p>Add:</p> <ul style="list-style-type: none"> <li>• Texture.</li> <li>• Timbre.</li> <li>• Melody.</li> <li>• Crescendo.</li> <li>• Diminuendo.</li> <li>• Crotchet.</li> <li>• Minim.</li> <li>• Quavers.</li> <li>• Composer.</li> <li>• Improvise.</li> <li>• Beginning / Middle / End.</li> <li>• Structure.</li> <li>• Duet.</li> <li>• Call &amp; response.</li> </ul>	<p>Add:</p> <ul style="list-style-type: none"> <li>• Verse.</li> <li>• Chorus.</li> <li>• Phrases.</li> <li>• Rallentando.</li> <li>• Accelerando.</li> <li>• Dotted minim.</li> <li>• Triplet.</li> <li>• Binary / Ternary form.</li> <li>• Stave notation.</li> <li>• Scale – Major / minor.</li> <li>• Pentatonic scale.</li> <li>• Ostinato.</li> </ul>	<p>Add:</p> <ul style="list-style-type: none"> <li>• Call &amp; Response.</li> <li>• Ostinato.</li> <li>• Drone.</li> <li>• Major / Minor scales.</li> <li>• Allegro.</li> <li>• Andante.</li> <li>• Largo.</li> <li>• Cantabile.</li> <li>• Presto.</li> <li>• Poco.</li> <li>• Subito.</li> <li>• Orchestra: Strings, Woodwind, Brass, Percussion.</li> <li>• Violin, Viola, Cello, Double bass; Flute, Oboe, Clarinet, Bassoon; Trumpet, French horn, Trombone, Tuba.</li> <li>• Tonic.</li> <li>• Subdominant</li> <li>• Dominant.</li> <li>• Diction.</li> </ul>	<p>Add:</p> <ul style="list-style-type: none"> <li>• Chords.</li> <li>• Motif.</li> <li>• Theme &amp; Variation.</li> <li>• Sequence.</li> <li>• Syncopation.</li> <li>• Question &amp; Answer.</li> <li>• Breath control.</li> <li>• Posture.</li> <li>• Major / Minor keys.</li> <li>• Major / minor chords.</li> </ul>	<p>Add:</p> <ul style="list-style-type: none"> <li>• Canon /Round.</li> <li>• Rondo.</li> <li>• Blues.</li> <li>• Program music.</li> <li>• Minimalism.</li> <li>• Serialism.</li> <li>• Chromatic scale.</li> </ul>
<b>Listening: further details</b>	<ul style="list-style-type: none"> <li>• For more detail about the diverse range of music children listen to and experience, we have a separate Listening map, which is continually revised and edited to widen the music children listen to and appreciate. The map includes music composed by the traditional “Great” composers and many others.</li> </ul>					