



St Joseph's School Curriculum
Music progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing: vocal	- Sing / chant / rap / vocal sound effects. - Sing simple songs in different ways – some awareness of different expressions. - Vocal copycat games. - Action songs. - Begin learning about the sol-fa scale.	- Use voices in a variety of ways. - Improve singing – increase quality of pitch-matching. - Use Sol-fa hand signs with increasing accuracy. - May begin exploring part-songs / rounds. - Assist in composing actions for lyrics. - Sing songs from different countries and cultures, including call & response songs.	- Sing in tune with expression. - Use Sol-fa – link to pitch changes. Sing and sign known melodies. - Continue exploring simple part-singing. Better quality performances. - Compose actions for lyrics. - Perform songs with body percussion accompaniments. - Perform songs from a variety of different countries and cultures.	- Sing in tune with expression – more demanding pitch range and improving diction. - Begin to sing from musical notation. - Begin to be aware of Italian terms and how they change the expression. - Use Sol-fa more confidently. - Part-singing. May begin to lead a group. - Compose and perform body percussion accompaniments – derive from actions.	- Sing in tune with expression and greater attention to breathing and diction. Begin to comment on good quality performance practices. - Sol-fa – demonstrate some independence and may attempt to sing a simple phrase from hand signs. - Part-singing – more independence and smaller groups.	- Sing in tune with expression and awareness of phrasing and suitable places to breathe. - Sol-fa work out hand signs for a melody. - Sing a simple phrase accurately from hand signs. - Sing Spirituals. - Part-singing – more independence and some individual parts.
Performing: instrumental	- Play and name correctly a variety of un-tuned percussion instruments. - Play simple un-tuned accompaniments for songs. - Begin learning to play tuned percussion. - Learn to perform simple 3-note melodies on Chime bars using colour-coded notation. - Begin to have an awareness of others. - Begin to have an awareness of the pulse. - Begin to perform simple rhythmic patterns with some accuracy.	- Play and name instruments more confidently and with improving technique. - Play tuned percussion with greater accuracy. - Perform tuned and un-tuned accompaniments for songs. - Perform simple melodies from colour-coded notation with greater awareness of rhythm. - Play with an awareness of others. - Tap the pulse of a piece of music accurately. - Create and perform from a “spot grid.” - Perform rhythmic patterns over a steady backing beat. - Begin playing Ukulele – open string melodies.	- Begin to play the Recorder. - Play in time with simple backing tracks. - Perform a simple rhythmic part within the class ensemble. - Play own part within a small group ensemble. - Perform rhythmic patterns accurately from traditional notation. - Be aware of the overall ensemble and their place within it. - Begin learning to beat-box. - Perform open strings simple melodies more accurately on the Ukulele. - Play the C major chord on the Ukulele.	- Play simple duets with confidence. - Begin performing melodies on chime bars reading stave notation. - Perform in class ensemble with higher quality execution and greater awareness of other parts. - Perform simple melodies on the Ukulele, some of which may require fingered notes. - Play C and F major chords on the Ukulele. - Learn how to play chords on the keyboard – white notes only.	- Perform Ukulele accompaniments for songs with an improving understanding of chords, finger placing, and strumming. - Perform melodies with a wider note range on the Ukulele using fingered notes with greater confidence. - Perform with a good awareness of others and the overall intended effect of the music. - Perform music with attention to instructions about dynamics / tempo etc. - Perform melodies from stave notation with good level of confidence and accuracy. - Interpret and perform given lyrics over a backing track in the style of their choice. - Become more confident with playing chords on the keyboard. Attempt to play with correct fingers: 1, 3, 5 pattern.	- Play melodies on the Ukulele, using open strings and fingered notes. - Improve Ukulele skills and learn up to 4 chords. - Play and switch between chords more confidently and perform in sequence to form accompaniments. - Improve strumming technique and accuracy. - May sing and accompany themselves or their group. - Perform chords for the standard 12-Bar Blues. - Begin exploring Jazz standards, using keyboards. - Perform group compositions with flair and confidence, instrumental / vocal or a combination. - Interpret and perform given lyrics over a backing track in the style of their choice. - Improve ensemble skills and perform more challenging parts. - Perform melodies with a wider note range on the Ukulele.

Exploring and composing	• Explore how sounds are made and changed. • Choose suitable instruments for specific ideas or sound effects. • Compose soundscapes in response to a variety of stimuli. • Improvise an instrumental “conversation” with a partner. • Compose a simple musical “code” and notate on templates using colour.	• Explore how sounds can be made, changed and combined. • Select suitable instruments to play solo or in combination for ideas or sound pictures. • Compose and perform simple sequences of sounds. • Begin to be aware of making changes in dynamic etc. • Begin to have an awareness of how simple compositions are structured. • Compose simple melodic phrase and notate on template using colour, letters and numbers. • Compose animal rhythms, inspired by African animals.	• Use instruments in small group compositions, with awareness of using musical elements for effect. Choose suitable timbres and playing techniques. • Compose a 4-bar rhythmic phrase using rhythm cards for support. • Compose new lyrics for a known melody. • Begin composing simple chime bar melodies using the pentatonic scale and Haiku (5-7-5) or Twinkle, twinkle (7-7) structure. (Link to poems or a known song.) • Begin exploring harmony on chime bars.	• Compose a call & response chant with repetitive response. • Explore how tempo can be used effectively in composition. • Compose a simple 5-note melody and notate on template and on the stave. 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. • Use simple ostinato patterns as the basis for a group composition. • Compose a “B” section for a melody to make a Ternary form piece. • Compose a short melody for Ukulele open strings or Recorder. • Begin exploring chords and harmony on mini keyboards.	• Compose and perform catchy / memorable lyrics for a song or rap. • Compose music with well-defined changes in dynamics or tempo etc. • Develop a given idea into a structured group composition. • Begin composing musical motifs and begin to understand how to alter them to achieve different effects. • Compose a melody for Ukulele, possibly including some fingered notes. • Rewrite a simple call & response story. • Explore chords and dissonance on keyboards. Use in a character composition piece.	• Compose a round / canon – word / rhythm / sound or sung. • Compose a “minimalist” style piece of music. • Compose a Blues-style song. • Compose a hand jive. • Compose music with a well-defined structure, including dynamic or tempo changes as appropriate. • Compose suitable film music for a video clip. • Further explore harmony, chords and dissonance on keyboards. Compose effective music for a specific idea.
Musical ICT (Chrome Music Lab)	• Explore pitch using CML “Shared piano” app. • Use CML “Rhythm” app to create a simple beat.	• Explore pitch and improvise melodic material using CML “Shared piano” app. • Use “Rhythm” app to create a beat and compose simple lyrics to perform with it.	• Explore and improvise melodies using the pentatonic scale on the black keys of the CML “Shared piano” app. • Compose a simple repeating pattern using CML “Song maker” app.	• Learn more about the piano and perform a melody on the white piano keys on CML “Shared piano”. • Use CML “Spectrogram” app alongside their science topic on exploring sound and sound waves. • Compose a repeating pattern with recognisable shapes and patterns.	• Confidently identify notes on CML piano keyboard. Perform melodies, which may include black and white notes. • Use CML “Melody Maker” app to compose a short melody and notate it on manuscript. May perform it on Chime bars or “Shared piano” app.	• Understand and perform melodies in a range of keys, with improving rhythmic accuracy. CML “Shared piano” app. Begin to understand simplest enharmonic equivalents. • Compose a Minimalist piece using the CML app of their choice. May combine live and digital sounds into a single performance.

Listening, appraising and responding	• Say whether they like or dislike a piece of music. • Recognise that music can evoke different feelings and moods. • Follow musical instructions to begin and stop promptly. • Say whether our composition or performance was good and how it could improve.	• Say whether they like or dislike a piece of music and begin to say why. • Experience music from a wide range of different countries, styles and traditions. • Begin using listening templates – tick the face to best express their feeling and write words to describe the music. • Begin to recognise how music evokes different moods and feelings. • Begin exploring music by the “Great” composers and a variety of other musicians. • Begin using musical vocabulary in discussion. • Comment on a performance / composition and why it was good or could improve.	• Tick the face and begin to write more detail about what they hear. May begin applying some musical vocabulary. • Widen their experience of the works of well-known composers. • Discuss how the composer has created a certain effect. • Follow and may give musical instructions. Include accelerando / rallentando. • Evaluate their own work and comment – use stars and wishes.	• Begin writing more detail about what they have heard and answer specific questions. Use musical vocabulary more often in their answers. • Notice and discuss the effect of tempo and dynamic changes. • Identify and discuss how composers produce a certain effect on their listeners, using some musical vocabulary. • Continue exploring music by composers from a variety of countries, cultures and backgrounds. • Evaluate their work and suggest improvements. Use stars and wishes.	• 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. • Use musical vocabulary when writing and speaking. • Evaluate and suggest improvements to their and others’ work. Use stars and wishes to give feedback.	• Explore film music: how and why it enhances the action on-screen. • Understand that not all countries use the same scale or chord structures. • 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. • Begin to compare the work of various composers, commenting on occasion, style, context, musical features etc. • Evaluate and suggest improvements to their and others’ work. Use stars and wishes, commenting on the desired effect of the suggested changes.
Aural / recognition	• Begin to repeat short rhythmic and melodic phrases with some accuracy. • Learn and repeat simple accompaniment patterns. • Identify well-defined changes in dynamics and tempo. Identify what has changed. • Identify “good” or “flawed” playing technique when demonstrated.	• Repeat short rhythmic and melodic phrases with greater accuracy. • Play “Don’t clap this one back” and similar games. • Begin to recognise commonly used rhythm patterns and link to the written notation. • Begin to improvise rhythm patterns. • Learn and repeat simple accompaniment patterns accurately and perform in time with the group. • Identify sudden and gradual changes in tempo and dynamics. • Recognise “good” and “flawed” playing technique. • Aurally identify and name percussion instruments.	• Begin to identify rhythm for known songs. • Begin rhythmic dictation games: 1-bar phrases. • Recognise aurally and identify the written notation for a number of commonly used rhythms. • Play rhythmic copycat and other games with good accuracy. • Identify how to play a 2-note phrase from a song on the chime bars by ear. • Read and perform accompaniment patterns with awareness of the pulse. • Identify sudden and gradual changes in tempo and dynamics, using musical vocabulary to describe them. • Recognise “good” or “flawed” playing technique and suggest ways to improve.	• Rhythmic dictation games. • Identify repeating patterns and ostinato / drone. • Improvise rhythmic patterns keeping to a backing beat and a specified number of beats in the pattern. • Learn, compose and perform simple repetitive accompaniment patterns and ostinato patterns keeping in time. • Identify how to play a 3-note phrase from a song on the chime bars or Ukulele by ear. • Identify a number of Orchestral instruments aurally and visually.	• Rhythmic dictation games: 2-bar phrases. • Improvise rhythmic patterns with more intricate and challenging note values. • Learn, compose and perform more challenging accompaniment patterns. • Identify how to play a 3- or 4-note phrase from a song on the chime bars or Ukulele by ear. • Begin to work out the sol-fa hand signs for a melody. • Improve knowledge of Orchestral instruments and families.	• 2-bar (or longer) rhythmic dictations. • Improvise rhythmic patterns with more intricate and challenging note values. • Identify the rhythm for known rounds. • Identify how to play a longer phrase from a song on the chime bars or Ukulele by ear. • Work out the sol-fa hand signs for a melody. • Extend knowledge of Orchestral instruments and families.

Notation / Music theory	• Begin to understand simple symbol notations for accompaniments and compositions. • Interpret simple symbols in vocal or body percussion sounds. • Write a simple “code” for chime bars – notate on template using colour. • Begin using traditional notation for crotchets, minims and quavers.	• Use simple symbols for sounds. • Use symbols and simple graphic scores for compositions and performances. • Understand and use “spot grids. • Notate melodic compositions on templates using colour. • Improve understanding of traditional notation for rhythms. • Copy out crotchets and minims on different pitches on a simplified staff.	• Read traditional rhythm notations confidently. Begin drawing notes with some accuracy. • Begin learning about pitched notation on the musical stave. Alternatively, learn to read from two-line stave. • Notate chime bar compositions using colour templates and may attempt writing on the staff. • Copy out a simple melody on a simplified staff. May extend to 5-line staff. • Draw a treble clef with guidelines.	• Read traditional rhythm notations confidently. • Improve understanding of staff notation – both reading and improve writing. • Copy out a simple melody on the stave and compose a “B” section for an ABA (ternary) melody. • Draw a treble clef without guidelines. • Add time signatures to bars of music in 4- 3- and 2-time.	• Read and write rhythm notations with confidence and awareness of time signatures. • Improve confidence reading and performing from stave notation. • Improve quality of writing stave notation. • Notate own compositions accurately and neatly on the staff. • Some children may begin learning about the Bass clef. • Copy out a melody with more accurate note placing. • Add time signatures to bars of music in 4- 3- and 2-time, including semiquavers, triplets and syncopated rhythms.	• Read and write traditional rhythmic and melodic notation accurately and with confidence. • May begin learning about the Bass clef. • Copy out a song melody accurately. • Copy out the chords for the 12-Bar Blues. • Add time signatures to bars of music and begin to develop an awareness of compound time.
Knowledge and understanding: accumulative	• Begin learning about the Musical Elements – vocabulary and meanings. • Play and name classroom percussion instruments. • Begin to identify whether sounds are loud / quiet; fast / slow. • Learn Italian terms: forte / piano. • Learn basic note values (crotchet, minim and quavers) and identify with movement words (walk, stand and running).	• Understand Musical Elements – vocabulary and meanings. Use musical vocabulary more confidently and with some accuracy. • Play and name classroom percussion instruments with greater accuracy. • Identify sudden and gradual changes in tempo and dynamics. • Learn Italian terms: crescendo and diminuendo. • Learn basic note names and values (crotchet, minim and quavers).	• Begin to understand that Musical Elements can affect the music and its mood. • Begin learning about simple musical structures such as Verse / Chorus and Ternary form. • Use Italian terms with greater confidence and accuracy. • Improve understanding of traditional rhythms and notations, including dotted minim and triplets.	• Begin to identify how Musical Elements feature in a variety of different styles of music / compositions. • Consolidate note names and values, including dotted minim, triplets and beginning semiquavers. • Begin learning the Orchestral Instruments and families. • Begin learning about Italian terms for tempo and their use in music. Play “Cast a spell” game – use Italian terms.	• Accurately identify how Musical Elements feature within a variety of different styles of music / compositions. • Add dotted crotchet and single quaver to musical notes and values bank. • Understand basic time signatures. • Some children may begin learning about the Bass clef. • Improve recognition and identify Orchestral Instruments and their families. • Improve and widen understanding of Italian terms and may use them in composition. • Begin to understand chord symbols. • Consolidate understanding of Italian musical terms and widen vocabulary.	• Identify and discuss how different composers have used the Musical Elements and the effect they have intended / produced. • Confidently identify Orchestral Instruments and the family they belong to –visually and aurally. • Refer to Italian terms more frequently and may suggest a suitable tempo marking for music. • Understand chords symbols. Notice the difference between major and minor chords. • Understand that music often features chord sequences. • Consolidate understanding of Italian musical terms and widen vocabulary further.

Vocabulary: (accumulative)	• Pulse. • Tempo. • Rhythm. • Pitch. • Syllables. • Accompaniment. • Unison. • Forte. • Piano. • Dynamics. • Sound. • Silence. • Duration. • High. • Low. • Conductor. • Graphic score. • Symbols.	Add: • Texture. • Timbre. • Melody. • Crescendo. • Diminuendo. • Crotchet. • Minim. • Quavers. • Composer. • Improvise. • Beginning / Middle / End. • Structure. • Duet. • Call & response.	Add: • Verse. • Chorus. • Phrases. • Rallentando. • Accelerando. • Dotted minim. • Triplet. • Binary / Ternary form. • Stave notation. • Scale – Major / minor. • Pentatonic scale. • Ostinato. • Harmony.	Add: • Call & Response. • Ostinato. • Drone. • Major / Minor scales. • Allegro. • Andante. • Largo. • Cantabile. • Presto. • Poco. • Subito. • Orchestra: Strings, Woodwind, Brass, Percussion. • Violin, Viola, Cello, Double bass; Flute, Oboe, Clarinet, Bassoon; Trumpet, French horn, Trombone, Tuba. • Chords. • Tonic. • Subdominant • Dominant. • Diction.	Add: • Chords. • Motif. • Theme & Variation. • Sequence. • Syncopation. • Question & Answer. • Breath control. • Posture. • Major / Minor keys. • Major / minor chords. • Dissonance.	Add: • Canon /Round. • Rondo. • Blues. • Program music. • Minimalism. • Serialism. • Chromatic scale.
Listening: further details	We feel it is important to ensure that children explore a diverse range of Composers and their work. Please refer to the whole-school listening map and children’s listening logs for further details.					