



St. Catherine's
RC Primary School

Subject Progression: Music

Be who God wants you to be and so set the world on fire

0161 445 6359

admin@st-catherines.manchester.sch.uk

www.st-catherines.manchester.sch.uk

www.facebook.com/stcatherinesrcprimary

Overview of Learning Topics

Subject	Autumn		Spring		Summer	
EYFS	Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.					
Year 1	Charanga- Hey You	Charanga- rhythm in the way we walk and the banana rap.	Charanga- In the groove	Charanga- round and round	Charanga- your imagination	Charanga- Reflect, rewind and replay
Year 2	Unit 1- How does Music help us to make friends?	Unit 2- How does Music teach us about the past? Introduction of Tin Whistle Yr 2 Christmas Production	Unit 3- How does Music make the world a better place? Continuation of Tin Whistle	Unit 4- How does Music teach us about our neighbourhood? Continuation of Tin Whistle	Unit 5 - How does Music make you happy?	Unit 6 - How does Music teach us about looking after our planet?
Year 3	Ukulele Pieces- Stage 1 <u>Let Your Spirit Fly-</u> (Listen and appraise	Ukulele Pieces- Stage 1 Introduce songs and rhythm activities from 'Sing-Up'.	<u>Three Little Birds- Bob Marley</u> Introduction to reggae	<u>The Dragon Song-</u> introducing themes of kindness, respect, acceptance, friendship and happiness	<u>Bringing Us Together</u> - a disco song introducing themes of peace, hope, unity and friendship.	Reflect, Rewind, Replay- Music Theory
Year 4	Ukulele Course- Part 2 How does Music connect us with our Past?	Ukulele Course -Part 2 How does Music connect us with our Past?	Glockenspiel Stage 2	Glockenspiel Stage 2	Guitar Stage 2	Guitar Stage 2
Year 5	Guitar Course Charanga Tudor songs/Music	Guitar Course Charanga The Victorians	Classroom Jazz- using Glockenspiels and Percussion	Classroom Jazz- using Glockenspiels and Percussion	Creative Apps- Introduction to Percussion Writer, Quickbeats and Rhythm Grids	Creative Apps- Introduction to Music Notepad and Yustudio
Year 6	Unit 1- How does Music bring us Together?	Unit 2- How does Music connect us with our past?	Unit 3- How does Music improve our world?	Unit 4- How does Music teach us about our Community?	Heal The Earth Song and Video Project about Plastic	Year 6 End of Year Production

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EYFS			
Birth to Three	Communication and Language	Enjoy singing, music and toys that make sounds. Use intonation, pitch and changing volume when 'talking'.	
	Physical Development	Clap and stamp to music.	
	Expressive Art & Design	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways.	
Three & Four- Year- Olds	Communication and Language	Sing a large repertoire of songs.	
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	
	Expressive Art & Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	
Children in Reception	Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	
	Physical Development	Combine different movements with ease and fluency.	
	Expressive Art & Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	
Early Learning Goals	Expressive Art & Design	Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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Subject	Year 1	Year 2
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>I can join in with Pulse and Rhythm games through progressive challenges I can sing in a group or on my own, increasingly matching the pitch and following the melody I can move in time with the music</p>	<p>I sing and follow a melody I perform simple patterns and accompaniments keeping a steady pulse/beat using body percussion I sing or clap increasing and decreasing tempo with an understanding of dynamics e.g. fast /slow and loud/quiet</p>
<p>Play tuned and untuned instruments musically</p>	<p>I can play simple rhythmic patterns using a variety of percussion instruments.</p>	<p>I play simple rhythmic patterns and tunes on an a Glockenspiel and Tin Whistle I can understand symbolic notation to play tunes on a Glockenspiel and Tin Whistle</p>
<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>I can appreciate songs and different forms of music including Classical Music using 'Charanga' interactive programmes and 'Sing-Up.'</p>	<p>I can appreciate songs and different forms of music including Classical Music using 'Charanga' interactive programmes and 'Sing-Up.'</p>
<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>I can experiment with a variety of percussion instruments with an appreciation of Dynamics including high/low, fast/slow, loud/quiet. (Old Mc Donald had a band!)</p>	<p>I can experiment with a variety of percussion instruments with an appreciation of Dynamics including high/low, fast/slow, loud/quiet. (Under The Sea from the Little Mermaid)</p>

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Subject	Year 3	Year 4	Year 5	Year 6
Play and perform	<p>I can sing a tune with expression</p> <p>I can play clear notes on instruments including the ukulele and the glockenspiel</p>	<p>I perform a simple part rhythmically</p> <p>I sing songs from memory with accurate pitch</p> <p>I improvise using repeated patterns</p>	<p>I breathe in the correct place when singing</p> <p>I maintain my part whilst others are performing their part</p>	<p>I sing in harmony confidently and accurately</p> <p>I perform parts from memory</p> <p>I take the lead in a performance</p> <p>I can play an instrument for an audience</p> <p>I can sing and perform on stage in a musical production</p> <p>I can play and perform some songs on a guitar and glockenspiel</p>
Improvise and compose music	<p>I use different elements in my composition</p> <p>I create repeated patterns with different instruments</p> <p>I improvise and compose melodies and songs</p> <p>I create accompaniments for tunes</p>	<p>I understand simple notation, time signatures and understand the interrelated dimensions of Music</p> <p>I can play some chords on a ukulele</p> <p>I can play and perform some songs on a Ukulele and Glockenspiel</p>	<p>I improvise with a group using melodic and rhythmic phrases using Creative Apps such as 'Percussion Writer', 'Quick beats' and 'Rhythm Grids'</p> <p>I change sounds or organise them differently to change the effect</p> <p>I compose music which meets specific criteria</p> <p>I record aspects of the composition process</p> <p>I suggest improvements to my own work and that of others</p>	<p>I can use of Quick beats, percussion writer, Rhythm Grids, Music Notepad and 'YuStudio' to compose, develop and perform melodic phrases</p> <p>I can create a song and video project collaboratively</p>
Listen with attention to detail and recall sounds	<p>I can listen, respond to and appraise a different musical compositions</p> <p>I use musical words to describe what I like and do not like about a piece of music</p> <p>I recognise different composers and their works</p>	<p>I can identify the character/genre in a piece of music</p> <p>I can identify and describe the different purposes of music</p>	<p>I describe, compare and evaluate music using musical vocabulary</p> <p>I can play and perform some songs/hymns/carols on a guitar</p> <p>I can listen, respond to and appraise songs and musical works by different composers</p>	<p>I can understand structure and form including Soul, Rock, Hip-hop and Disco</p>

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Use and understand staff and other musical notation	I can understand the dimensions of music (pulse, rhythm, pitch) I can understand time signatures	I use notation to record and interpret sequences of pitches I use notation to record compositions in a small group or on my own	I use notation to record groups of pitches (chords) I record aspects of the composition process	I use a variety of different musical devices in my composition (including melody, rhythms and chords) I analyse features within different pieces of music i.e. types of notation, rests, repeat, time signatures I analyse features within different pieces of music
Appreciate and understand a wide range of live and recorded music.	I can appreciate songs and different forms of music including Classical Music using Charanga and ‘Sing-Up.’	I can appreciate songs and different forms of music including Classical Music using Charanga and ‘Sing-Up.’	I can appreciate songs and different forms of music including Classical Music using Charanga and ‘Sing-Up.’	I can appreciate songs and different forms of music including Classical Music using Charanga and ‘Sing-Up.’ I understand structure and form including Soul, Rock/Hip-hop/ Disco
Develop an understanding of the history of music	I recognise different composers and their works with a focus on the Life and Works of: <ul style="list-style-type: none"> ❖ Tchaikowsky – Peter and The Wolf ❖ Saint- Saens – Carnival of The Animals 	I begin to identify the style of work of different composers with a particular focus on the Life and Works of: <ul style="list-style-type: none"> ❖ Beethoven including Symphony No.5 ❖ Antonio Vivaldi – Winter, 2nd Movement from ‘The Four Seasons’ 	I can listen, respond to and appraise songs and musical works by different composers with a particular focus on the Life and Works of: <ul style="list-style-type: none"> ❖ Bob Marley and Reggae Music ❖ The History of Rap and famous Rappers 	I compare and contrast the impact that different composers from different times have had on people of that time with a particular focus on the Life and Works of: <ul style="list-style-type: none"> ❖ Gustav Holst- The Planets ❖ Influential Black Musicians