



St Felix Roman Catholic Primary School Music Progression Map



Music progression for ST FELIX Curriculum

INTENT

Through our music curriculum we aim to provide access to high-quality, practical, and engaging musical experiences to ensure all pupils enjoy sustained opportunities to succeed at music making, complemented by additional tuition and regular opportunities to raise the standard of their singing. We want all children, regardless of their musical experience, to develop the self-confidence, skills, knowledge, and understanding to develop a lifelong love of music.

Progression Journey: Singing

Early Years Statutory Framework

National Curriculum Expectations

EYFS	Key stage 1	Key stage 2
<ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Pupils should be taught to: ☒</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.



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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Can recognise and join in with well known Nursery rhymes and songs for the Christmas nativity	Can sing well known Nursery, rhymes and songs for Christmas nativity	Sing a song rhythmically in tune	Chant rhythmically and perform both in unison and in a round.	Sing call and response songs in groups holding long notes confidently	Sing a syncopated melody confidently and with a sense of style	Sing a sea shanty with accurate pitch and beat	Sing a syncopated melody accurately and in tune. Sing accurately in two parts with dynamic contrast and expression.
Liturgical Singing		Join in with singing the chorus of familiar hymns	Sing chorus of familiar hymns with a repeated pattern	Sing whole familiar hymns with a repeating pattern or chorus	Sing whole familiar hymns in unison with growing confidence	Sing whole familiar hymns confidently in a round or in unison	Sing whole familiar hymns in two parts or in unison	Sing whole familiar hymns in unison, in a round, in two parts and in a small group
Musical notation			Show pitch shape with actions. Use simple sol-fa patterns Create interpret and perform a simple graphic score	Chant and play rhythms using the duration of crochets, quavers and crochet rests. Improvise rhythms using C and G	Begin to understand duration and rhythm notation. Recognise a musical staff denotes pitch.	Recognise a stave and name the notes it denotes. Clap a rhythm based on the duration of notes on a music stave from semi-quavers to semi breves.	Recognise a time signature and its impact on duration of notes within a bar	Use staff notation to play or sing a simple tune



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Compose			Compose music to march to using tuned and untuned percussion instruments	Select instruments and compose music to reflect an animal's character Compose 4 beat patterns	Compose a pentatonic ostinato Create clapping rhythms using durations	Improvise using the voice and instruments on the notes of the pentatonic scale	Compose a medieval drone and a simple fanfare	Compose a syncopated melody using the notes of the C major scale. Create fragments of songs that can develop into fully fledged songs
Performance	Perform some actions to familiar songs in front of an audience with adult support	Sing familiar songs with actions in front of an audience with adult support	Sing an echo song while tapping the beat. Sing songs from memory for an audience	Learn a single rhythm pattern and perform it. Sing songs expressively for an audience. Move and rock to music developing a sense of beat.	Play melodic and rhythmic accompaniments to a song	Learn an instrumental part and play as part of a whole class performance	Play a rhythmic piece for percussion instruments	Play and sing their own arrangement of a song together in time
Listen	Respond to music in a variety of ways	Identify and describe contrasts in tempo and dynamic	Listen and move in time with a song	Listen to a variety of music and show the durations with actions	Listen and identify where the notes in the melody of the song, go up and down. Begin to use the elements of music to describe a song	Listen and move in time with songs recognise the elements of music that establish the mood and character	Develop listening skills and begin to understand how texture is created	Listen to historical recordings and describe features of music using musical vocabulary
History of Music		Recognise music has been written for a long time	Know that music is written by someone called a composer	Know that music has changed over time. Recall two composers	Know we can define music by how it sounds and how it is produced. Recall at least three orchestral composers.	Know that we group music into periods of time as well as by genre. Name a piece of music by a composer	Recognise the significant periods in the history of music. Recognise some orchestral pieces by the composer	Order the significant periods in the history of music. Match some composers/compositions to these periods.



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