Skills Progression in Music –St Gregory's Primary



	1		16 20 .00	76 26 21				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Singing and	Sing a range	Rehearse	Play tuned and	Sing songs	Sing solo	Independenti	Sing in non-	
Performing	of familiar	and perform	untuned	(also	songs	y sing songs,	round parts	
	nursery	with others,	instruments.	imitating	demonstratin	speak chants	identifying and	
	rhymes that	using		melody	g call and	and rhymes	singing a simple	
	have actions	untuned	Use their	patterns as	response	in unison	harmony/desca	
	that fit a	instruments	voices	an echo),	form, speak	with	nt line in group	
	rhythm/puls	and voices to	expressively to	speak chants	chants and	increasing	singing	
	e	sing songs,	rehearse and	and rhymes	rhymes in	clear diction,		
	e.g. The	speak chants	perform with	in unison,	unison with	control of	Practise,	
	Wheels on	and rhymes.	others,	with clear	clear diction,	pitch, a sense	rehearse and	
	the Bus,	10-50A3	recognising a	diction,	control of	of phrase and	present a	
	Row, Row	Sing in a	song with an	control of a	pitch, a sense	musical	variety of solo	
	Row, Old	simple two-	accompanime	limited but	of phrase	expression.	and ensemble	
	McDonald	part round.	nt	developing	and musical		performances	
			(instrumental	pitch range	expression.	Sing in	with confidence	
	Perform as a	Perform with	backing) and	and musical	·	rounds	and awareness	
	class in a	confidence	one without.	expression	Develop an	confidently in	of the audience.	
	Nativity	cumulative		presenting	awareness of	groups of		
Land Jil	performance	songs (songs		performance	harmony	varying sizes		
	that includes	with a simple	Can start and	s with an	•	including one		
A CONTRACTOR OF THE PARTY OF TH	a range of	melody that	finish together	awareness of	Identify	pupil per		
500	simple	changes each	and can keep	the	contrasting	group.		
	songs.	verse e.g.	to a steady	audience.	sections of a	No.		
, (A)	o l	one man	pulse.		song, such as	Perform a		
ALCOHOL:	Explore	went to	•	Sing in three	the verse and	variety of		
400	singing in	mow, There	Explore a	part rounds	refrain	repeated		
507 MI	tune and	was an Old	variety of	in groups of	(chorus).	rhythmic		
- All 10-	echo simple	Lady)	vocal qualities	varying sizes.	(00.0.7.	patterns		
	tunes from	//	through	1378 5551	Perform a	accurately		
	an adult		singing and	Play tuned	variety of	(ostinato) on		
	leader e.g.		speaking e.g.	and untuned	repeated	percussion		
	Boom Chica		singing	instruments	rhythmic	instruments		
	Boom		staccato and	with	patterns	within a large		
	200		vice versa	increasing	(ostinato) on	group with		
			1100 10134	control and	(05:1114:07 011	several parts		

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			Applying	rhythmic	percussion	taking part at	
			contrasts of	accuracy,	instruments	the same	
			dynamics	responding		time	
				through			
				gestures or			
				movement			
				to changes in			
				the speed of			
				the beat.			
		- 10		(Simple			
				conducting)			
Listening and	Listen to	Understand	Listen with	Listen with	R eview their	Begin to	Know that time
Reviewing	short	how sounds	concentration	extended	own ideas	make	and place can
	sections of	can be made	to music of a	concentratio	and feelings	suggestions	influence the
	music to	in different	longer	n a nd begin	about music	of how the	way music is
	influence	ways and	duration and	to express	using art,	inter-related	created,
	mood (e.g.	described	recognise	their opinion	movement,	dimensions	performed and
-	calming	using given	simple	on a range of	dance,	can be	heard.
A SECOND	music with	and invented	structures (for	live and	expressive	enhanced	
10 10 11	eyes closed)	signs and	example, a	recorded	language and	within	Can make
		symbols.	beginning,	music.	musical	musical	informed
The second	Listen with		middle and	THE MINE	vocabulary.	structures to	suggestions of
510	concentratio	Begin to	end).	Explain their		communicate	suitable pieces
. V. V.	n to music	explore their		ideas and	Understand	different	of music for
2//3	played by	feelings	Understand	feelings	that time	moods and	various
depth.	their older	about music	that music can	about music	and place	effects (e.g.	occasions.
	peers in	using	be used for	using	can influence	how can the	
207 MI	school	movement,	particular	movement,	how and	tempo be	Develop a
- All 100-		dance and	purposes and	dance and	why music is	changed to	better
400		expressive	occasions.	expressive	created,	create	understanding
		language.		language.	performed	excitement?)	of the history of
			Recognise the		and heard.		music. Begin to
			difference	Begin to		Demonstrate	investigate the
		Listen to	between a	understand	Listen to and	a better	different eras of
		contrasting	steady beat	how music	review music	understandin	music.
		songs (such	and no beat	can be	from a	g of the	

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	as Iullabies	and identify	organised to	culture	history of	Recognise a
	and dance /	sections within	communicat	different to	music. Begin	metre (the way
	up-tempo)	a piece of	e different	their own.	to make	in which beats
	with	music which	moods and		appropriate	are grouped) of
	concentratio	sound the	effects (e.g.	Identify	suggestions	three (such as
	n,	same or	listening to	through	of suitable	in a Waltz) or
	rememberin	different.	loud and fast	gestures such	pieces for	four (most pop
	g specific		music will	as clapping	music for	songs) and
	instrumental	Understand	create a	or using	various	begin to
	names and	that tempo	different	percussion,	occasions.	recognise a
	sounds.	means speed,	feeling to	the strong /		change of
	Identify high	and identify	slow and	first beat	Recognise a	metre within a
	and low	the tempo of	quiet).	whilst	musical	piece.
	pitches,	music as fast,		singing.	phrase is like	
	sounds of	moderate,	Determine		a musical	
	long and	slow, getting	upwards and	Keep a	sentence and	Use Italian
	short	faster or	downwards	steady beat	can identify	musical terms
	duration and	getting	direction in	and maintain	its duration	for gradually
	recognise	slower.	pitch when	rhythmic	as short or	getting louder
Water Committee of the	the		listening and	accuracy	long.	crescendo and
S. 337	difference		reviewing	holding their	6	gradually
Table 1980	between		music.	own beat	Can identify	getting quieter
500	long and			against	a silence in a	diminuendo.
	short sounds.		Understand	another	rhythmic	
2.1/组			that	contrasting	pattern with	
AND THE RESERVE OF THE PERSON NAMED IN COLUMN TO PERSON NAMED IN COLUM	Identify		dynamics	part.	a gesture	
400	silence and		means		such as	
207 Mar	sounds that		volume and	Recognise	raised hand.	
- All 10-	are loud and		can	pitch	AL INC.	
ALC: THE	quiet and the		recognise	movement	Begin to use	
	differences		various	by step,	various	
	between fast		different	leaps or as	Italian	
	and slow		levels.	repeats.	musical	
	speeds.				terms such as	
			Understand		crescendo,	
			that texture		diminuendo,	

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				refers to the		forte and	
				difference		piano.	
				between			
				thick (<i>many</i>			
				sounds) and			
				thin (few)			
				layers of			
				sounds.			
				=316FAV33			
				Experience			
				how music			
		0.000		can be			
		A Middle		produced in			
				different			
				ways,			
				including			
		A STATE OF THE PARTY OF THE PAR		through ICT,			
		1		and			
A SECOND		111 4 0		described			
		10 th 122		through		The state of the s	
SA SET /		SEY		relevant		C C	
75-1-11				established		ALCOHOLD .	
570				and invented		41 8100	
1904				notations.		100	
Creating and	Explore how	Experiment	Experiment	Begin to	Improvise	Improvise	Improvise with
Composing	music is	with creating	with creating	improvise	and develop	and develop	their voice or
	created	and copying	their own	and develop	rhythmic and	a wider	on a musical
607 hat	through	musical	musical	rhythmic and	melodic	range of	instrument
-30 86	continuous	patterns.	pattern s and	melodic	material	rhythmic and	both solo and
A 100	provision.	100	begin to	material	when	melodic	ensemble to
		Begin to	identify one	when	composing.	material	develop a wide
	Begin to	explore the	strand	composing,	Experiment	when	range of
	explore how	sounds of	(section) of	improving	with gestures	composing.	rhythmic and
	to create	their voices	music or	their own	to show the		melodic
	their own	and various	more.	and others'	overall	Choose,	material when
	sounds on	musical		work in	contour of	combine and	composing.

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	given and	instruments,	Begin to	relation to its	the pitch of a	organise a	Can compose
	'found'	recognising	improv e their	intended	melody as it	variety of the	for different
	instruments	the	own and	effect.	moves	inter-related	moods and use
	(e.g. tapping	differences	others' work.		upwards,	dimension of	dynamic levels
	a wooden	between		Begin to	downwards	musical	such as accents
	spoon on a	singing and		create and	or stays the	elements	(sudden loud or
	pan)	speaking and		combine a	same.	when	sudden quiet
		wood, metal,		variety of		composing	notes).
	Experiment	skin (<i>drum</i>)		the inter-	Combine a	with staff	
	with loud vs	and 'shaker'		related	variety of	and other	
	quiet, fast vs	sounds.		dimensions	musical	musical	
	slow			when	elements	notations,	
		A Middle		composing	when	such as	
				(e.g.	composing	graphic	
				composing	using staff	scores and /	
				using both	and other	or using ICT.	
		A STATE OF THE PARTY OF THE PAR		dynamics	musical		
		A Property of		and tempo).	notations.	4000 m	
		100		1/10			
Understandin	Explore	351	Recognise and	Explore and	Explore and	Begin to	Explore and
g and	music for	Develop an	match sounds	compare	compare	explore and	compare a
exploring	different	understandin	with pictures	sounds of	sounds from	compare a	variety of
capioring	purposes.	g that music	of different	groups of	the different	variety of	sounds in a
)W/H		has been	instruments.	musical	instrumental	contrasting	piece of music,
The same of the sa	Learn	composed		instruments,	families	sounds,	identifying the
309	Christmas	throughout	Begin to use	identifying	(percussion,	recognising	prominent
All last	songs at	history.	onomatopoei	the	woodwind,	where the	melodies.
	Christmas,	A 100	a sound words	differences	brass, string),	texture (thick	
200	Easter	100	to describe	between	name a	(many	
	hymns in	100	selected	them, e.g.	variety of	sounds) and	
	Spring etc.		sounds and	strings,	instruments.	thin (few)	
			the ways in	woodwind,		layers of	
			which they are	orchestra,	Hear in a	sound) varies	
			produced.	rock band	piece of	in a song or	
			•	etc.	music, refer	-	

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			Begin to	to and	piece of	
			explore the	compare the	music.	
			history of	different		
			music,	sounds		
			understandin	instruments		
			g that time	make as		
			and place	their tone		
		1	can influence	colour		
			how and why	(TIMBRE)		
			music is	such as		
			created,	brassy,		
	- AF6		performed	wooden and		
	No. Of the latest and		and heard.	metallic.		
	300 T 75 - 4					
		To the second	Explore	Sequence		
		A Company	music from a	various		
	**************************************		culture	famous		
	1		different to	composers	9000 m	
ASSES.	100		their own.	on a		
	100 mm	1	10 / V.S.	timeline.	A	
Mark Control		A 100			V 1-1	ALL A LANGE OF THE PARTY OF THE

