



Progression in Music at Christ the King Catholic Primary School

Year Group	red font = knowledge black font = skills					
	Strand					
	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
6	To know semi-quavers and their rests. [use of notated parts – “Happy”, “Music and Me”]	To know what a bridge is and its purpose. [“You’ve Got A Friend”] To justify a personal opinion about a piece of music with reference to musical elements. To know what a double bass and cowbell look and sound like. [“Happy”]	To sing expressively with attention to dynamics and articulation. Sing without an accompaniment. To lead a singing rehearsal.	To know what a semiquaver and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests. To know what a flat sign and a sharp sign look like. [use of “Creative Apps” including “Rhythm Grids”]	To improvise over a groove, responding to the beat, volume and pitch.	To compose a piece of music that uses a range of dynamics and rhythmic variety. To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.
Year 6 Performing	Perform from memory or using notation in groups or solo to an unknown audience. Collect feedback from the audience and reflect. Create, rehearse and present a holistic performance for a specific event.					
5	To know quavers and their rests. [use of notated parts – “Livin’ On A Prayer”, “Dancing In The Street”]	To know what a musical introduction is and its purpose. [“Livin’ On A Prayer”] To justify a personal opinion about a piece of music. To know what a saxophone, oboe cello look and sound like. [“Dancing In The Street”]	Sing expressively with attention to staccato and legato. Sing in more complex parts. [“Dancing In The Street”] To rap. To teach a small group a song. [“The Fresh Prince”]	To know what quavers and their rests looks like and what they mean. To read and respond to crotchets, dotted crotchets, quavers and their rests. To know what a ‘time signature’ is. [use of “Creative Apps” including “Rhythm Grids”]	To improvise over a groove, responding to the beat and creating a satisfying melodic shape.	To consider structures within compositions (e.g. intro, verse or chorus). To create a simple melody using crotchets, dotted crotchets, quavers and their rests.
Year 5 Performing	To create, rehearse and perform for a specific purpose. Perform in groups and solo. Compare different performances – identifying the strengths and weaknesses.					



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4	To know dotted crotchets and their rests. [use of notated parts – “Lean on Me”, “Blackbird”]	To know what a verse is and its purpose. [“Mamma Mia”] To suggest why a piece of music was written. To know what a keyboard and a violin look and sound like. [“Lean On Me”]	Sing expressively to attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.	To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a ‘treble clef’ is. [use of “Creative Apps” including “Rhythm Grids”]	To improvise over a simple groove.	To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.
Year 4 Performing	Perform melodies while following notation. Reflect on the performance and how well it went.					
3	To know the time signature of 4/4. To know crotchets and their rests. [“Three Little Birds”]	To know what a chorus is and its purpose. [“Three Little Birds”, “The Dragon Song”] To share thoughts and feelings about a piece of music. To know what an organ looks and sound like. [“Three Little Birds”]	Sing with attention to clear diction. Sing a solo. To know what a good singing posture is.	To know what crotchets and their rests look like and what they mean. To read and respond to crotchets and their rests. To know what a ‘stave’ is. [use of “Creative Apps” including “Rhythm Grids”]	To improvise structured ‘on-the-spot’ musical ideas that have a beginning, middle and end.	To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.
Year 3 Performing	Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.					
2	To know the meaning of the words ‘shorter’ and ‘longer’ in a musical context.	To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel.	Sing to communicate the meaning of the words. Sing a simple round.	To draw/use symbols to represent long and short sounds. To experiment with short and long notes.	To understand the word ‘improvise’. To create a musical conversation with a partner using the	To understand the word ‘compose’. To choose their own instruments to tell a musical story.



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	<p>["Hands, Feet, Heart"]</p> <p>To know the word 'tempo'.</p> <p>["Hands, Feet, Heart"]</p> <p>To know the word 'pitch'.</p> <p>["I Wanna Play In A Band"]</p>	<p>To know what, bass guitar and trumpet look and sound like.</p> <p>["Zootime"]</p>	<p>Follow the leader or conductor.</p> <p>To demonstrate a good singing posture.</p>	<p>To recognise music notation on a stave of five lines.</p> <p>[use of "Creative Apps" including "Rhythm Grids"]</p>	<p>voice or an instrument.</p>	<p>To create their own rhythm patterns using stick notation.</p>
Year 2 Performing	<p>To know the difference between rehearsing and performing.</p> <p>To rehearse and perform to a well-known audience.</p>					
1	<p>To know the meaning of the words 'higher' and 'lower' in a musical context.</p> <p>["I Am In The Groove"]</p> <p>To know the words 'faster' and 'slower' in a musical context.</p> <p>["Hey You"]</p>	<p>To respond to a piece of music with appropriate comments and questions.</p> <p>To know the features of pop, lullaby and classical music.</p> <p>To know what a drum, guitar, piano and voice look and sound like.</p> <p>["Your Imagination"]</p>	<p>Sing songs from memory.</p> <p>Sing in unison.</p> <p>To know that it is better to stand to sing.</p>	<p>To draw/use symbols to represent high and low sounds.</p> <p>To experiment with pitch.</p> <p>To experiment with speed.</p> <p>[use of "Creative Apps"]</p>	<p>To improvise using the voice or an instrument.</p>	<p>To create musical sound effects in response to a stimulus.</p> <p>To know that musical symbols have meaning and we can use these to make melodies.</p>
Year 1 Performing	<p>Enjoy and have fun performing.</p> <p>Perform to a well-known audience.</p>					
FS2	<p>To notice differences between styles of music.</p> <p>[all three chosen topics]</p>	<p>To move in time with music. (EAD)</p> <p>To listen attentively. (CL)</p> <p>To express their ideas and feelings using full sentences. (CL)</p>	<p>Sing a range of well-known nursery rhymes and songs. (EAD)</p>	<p>To know how to play instruments correctly.</p> <p>To sort instruments according to their type.</p> <p>To know the names of the instruments: triangle, wooden sounder, castanets and a beater.</p> <p>To know that instruments make different sounds.</p>	<p>To create their own rhythmic patterns using pictures.</p>	



Progression in Music at Christ the King Catholic Primary School

		To feel the pulse in a piece of music. [all three chosen topics]			
FS2 Performing	Perform songs, rhymes, poems and stories with others. (EAD) Be confident to try new activities. (PSED)				
FS1	To know how to look after instruments. [all three chosen topics]	Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD) [all three chosen topics]	Remember and sing entire songs. (EAD)	Play instruments with increasing control to express their feelings and ideas. (EAD) To know the names of the instruments: drum, maracas, bells, glock[enspiel] and tambourine. To recognise instruments.	To create rhythmic patterns by following pictures indicated. To follow instructions.

*Inter-related Dimensions of Music (Dynamics):

- PULSE: The steady beat of a piece of music.
- PITCH: The melody and the way the notes change from low to high and vice versa.
- RHYTHM: Or duration is the pattern of long and short sounds in a piece of music.
- DYNAMICS: Loud and soft.
- TEMPO: Fast and slow.
- TIMBRE: The type of sound - whisper/hum/sing/talk – examples with the voice or twinkly/hard/soft – examples with instruments.
- TEXTURE: Layer of sound (number of instruments or voices playing together).
- STRUCTURE: The way the music is laid out e.g. verse chorus verse.



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Key Stage 2

Progressive table of indicative musical features (elements) that give language to concepts that pupils have understanding of in sound.

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

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	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

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*from Model music curriculum: key stages 1 and 2 (Published: 26 March 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf



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MUSIC: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> • Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds 	<p>Year 1 – as EYFS plus:</p> <ul style="list-style-type: none"> • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice <p>Year 2 – as Year 1 plus</p> <ul style="list-style-type: none"> • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch 	<p>Year 3 – as Key Stage One plus:</p> <ul style="list-style-type: none"> • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone <p>Year 4 – as Year 3 plus:</p> <ul style="list-style-type: none"> • harmony • improvise • leaping (large interval between two notes)



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	<ul style="list-style-type: none">• pulse• recorder• score• tuned percussion• untuned percussion• volume	<ul style="list-style-type: none">• pentatonic <p>Year 5 – as Year 4 plus:</p> <ul style="list-style-type: none">• Accent• bass• notation• texture• timbre <p>Year 6 – as Year 5 plus:</p> <ul style="list-style-type: none">• diction• interval• syncopation
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