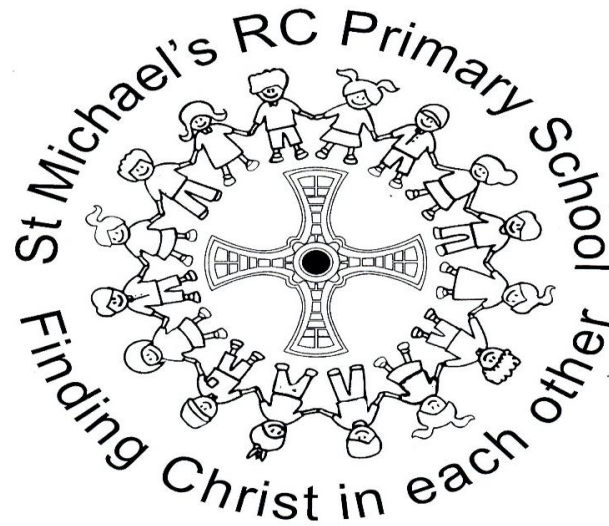


St Michaels Catholic School



Music Progression Document

Whole School Delivery

As a school we follow the Kapow scheme from Foundation stage to Year 6. Music is taught weekly in each class. Areas of learning are covered and revisited within each music topic through Kapow – please see the yearly overview for which topic to focus on each half term. During Autumn 2, each class have the opportunity to access music through song and performance while preparing for Christmas.

Areas of Learning

Our music scheme has been design as a spiral curriculum, which ensures children revisit and consolidate key skills in music. The key skills in music are referred to as the Inter-related Dimensions of Music and these are woven through the topics we teach each half term. Our music curriculum is then split into three areas of learning - Listening, Composing and Performing. In Key Stage 2 we will also look at the History Music. All the areas of learning will be looked at in detail and woven through the 6 topics for each year group. The topics covered ensure areas of learning and the inter-related dimensions of music are being practiced and consolidated.

KS1	Listening to Music	Listening with Attention	Composing	Performing
Foundation	<ul style="list-style-type: none"> Responding to music through movement – responding to different tempo, dynamics and pitch Exploring lyrics in music by suggesting appropriate actions Listening to and following a beat, exploring with percussion – body and percussion Talk about if a piece of music as a slow/fast tempo 	<ul style="list-style-type: none"> Listen to percussion sounds and match sounds to instruments Identify high and low pitch Listening to and repeat a simple rhythm Listen to and repeat simple lyrics Understand that different instruments make different sounds and begin to group them by sound 	<ul style="list-style-type: none"> Playing untuned percussion in time, with a piece of music Explore musical sounds and make own instruments with classroom objects Respond to music with body percussion Experimenting with vocal sounds to respond to music Explore different moods in music through choosing actions/instruments 	<ul style="list-style-type: none"> Use their voices to join in with well known songs and nursery rhymes from memory Remembering and maintaining their role within a group performance Moving to music with instruction to perform actions Participating in performances to a small audience Stopping and starting playing at the right time – responding to

			<ul style="list-style-type: none"> • Explore sounds and playing instruments in different ways 	teacher signals for when to stop and start
Year 1	<ul style="list-style-type: none"> • Responding to different pulse and rhythm in music • Understanding the difference between pulse and rhythm • Know that different types of sounds in music are called timbres • Recognising fast/slow tempo • Recognising loud/quiet dynamics • Recognising high/low pitch • Describe the character, mood or story of music through discussion and movement • Express a basic opinion of music – like/dislike 	<ul style="list-style-type: none"> • Listen to and repeat short simple rhythmic patterns • Listening to and responding to other performers by playing as part of a group 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voice/instrument to represent a given idea/character • Combine instrumental and vocal sounds within a given structure • Create simple melodies using a few notes • Choose dynamics, tempo and timbre for a piece of music • Creating a simple graphic score to represent a composition – using symbols • Begin to make improvements to their work with support from the teacher 	<ul style="list-style-type: none"> • Using voice to expressively speak and chant • Sing short songs from memory – keeping the shape of the melody and keeping in time • Maintain pulse using hands and instruments • Copy back short rhythmic and melodic phrases on percussion instruments • Respond to simple music instructions – change tempo/dynamics as part of a group performance • Performing from simple graphic notation – symbols
Year 2	<ul style="list-style-type: none"> • Recognise timbre changes in music they listen to • Recognise structural features in music they listen to (pitch, 	<ul style="list-style-type: none"> • Listening to and repeating simple melodies by ear • Suggest improvements to 	<ul style="list-style-type: none"> • Select and create longer sequences of appropriate sounds with voice and instruments to create idea/character 	<ul style="list-style-type: none"> • Use voices expressively when singing • Sing short songs from memory – with melodic and rhythmic accuracy

	<p>timbre, dynamics, tempo)</p> <ul style="list-style-type: none"> • Recognising instrumentation in music • Use musical vocabulary to describe music • Identify melodies that move in steps 	<p>their own and others work</p>	<ul style="list-style-type: none"> • Successfully combine instrument and vocal pattern within a structure and layer sounds together • Create simple melodies from 5 notes • Choose appropriate dynamics, tempo and timbre for a piece of music • Create a graphic score and begin to use letter names for notes to represent details of compositions • Begin to suggest improvements to their own work 	<ul style="list-style-type: none"> • Copy longer rhythmic patterns on percussion instruments keeping a steady pulse • Perform expressively using dynamics and timbre to alter sounds as appropriate • Sing back short melodic patterns by ear • Play short melodic patterns from some letter notation
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	Listening to Music	Listening with Attention	Composing	Performing	History of Music
Year 3	<ul style="list-style-type: none"> • Discuss the stylistic features of different genres, styles and traditions – using musical vocabulary • Understand that music from different parts of the world/times have different features • Recognise and explain changes within a piece of music using musical vocabulary 	<ul style="list-style-type: none"> • Begin to use musical vocabulary linked to the inter-related dimensions of music, when discussing improvements to their 	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voice and instruments • Combine melodies and rhythms to compose a multi-layered composition in a given style 	<ul style="list-style-type: none"> • Sing songs in a variety of musical styles with accuracy and control • Sing and play in time with peers – developing a degree of accuracy and awareness of their part in 	<ul style="list-style-type: none"> • Developing understanding of how genres have evolved over time – specifically jazz. • Recognise the stylistic features of Indian classical music

	<ul style="list-style-type: none"> Describe the timbre, dynamic and textural details of a piece of music – verbally and through movement Begin to show awareness of metre – recurring patterns Recognise and begin to discuss within a piece of music 	own and others work	<ul style="list-style-type: none"> Using letter name and rhythmic notation to record their compositions Suggest and implement improvements to their own work 	<p>the group performance</p> <ul style="list-style-type: none"> Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using correct terminology 	<ul style="list-style-type: none"> Consider how music has developed differently in other parts of the world
Year 4	<ul style="list-style-type: none"> Recognising the use and development of motifs in music Identify gradual dynamic and tempo changes Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Identify common features between different genres, styles and traditions of music Recognise, name and explain the effect of interrelated dimensions of music Discuss the purpose of a piece of music 	<ul style="list-style-type: none"> Using musical vocabulary linked to the inter-related dimensions of music, when discussing improvements to their own and others work 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voice and instruments Begin to improvise musically within a given style Develop melody using rhythmic variation, transportation, inversion and looping Creating a piece of music with at least four different layers and a clear structure 	<ul style="list-style-type: none"> Sing longer songs in a variety of musical styles from memory with accuracy, control, fluency and a developing sense of expression Sing and play in time with peers with accuracy and awareness of their part in the group performance Play melody parts on tuned instruments with accuracy and control and 	<ul style="list-style-type: none"> Know about the significance of dancing within the evolution of music Know about the origins of and traditional instruments in samba music

			<ul style="list-style-type: none"> • Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions • Suggest improvements to others work using musical vocabulary 	<p>developing instrumental technique</p> <ul style="list-style-type: none"> • Play syncopated rhythms with accuracy, control and fluency • Play simple chord sequences • Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology 	
Year 5	<ul style="list-style-type: none"> • Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music, explaining how they have developed over time • Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to correct vocabulary • Compare, discuss and evaluate music using detailed musical vocabulary 	<ul style="list-style-type: none"> • Developing confidence in using detailed musical vocabulary to discuss and elevate their own and others work 	<ul style="list-style-type: none"> • Compose a detailed piece of music from a given stimulus with voices, bodies and instruments • Improvise coherently within a given style • Combining rhythmic patterns into a 	<ul style="list-style-type: none"> • Sing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expression • Work as part of a group to perform a piece of music, keeping in 	<ul style="list-style-type: none"> • Know about the history of blues music and how it came to be a genre of music • Knowing how music has evolved in different traditions, specifically African music • Learning how the musical

			<p>multi-layered composition using all the inter-related dimensions of music to add interest</p> <ul style="list-style-type: none"> • Use staff notation to record rhythm and melody • Selecting, discussing and refining musical choices solo and in a group • Suggest and demonstrate improvements to own and others work 	<p>time with others and communicating with the group</p> <ul style="list-style-type: none"> • Performing with accuracy and fluency from graphic and simple staff notation • Playing a simple chord progression with accuracy and fluency 	<p>theatre genre has developed over the decades</p>
Year 6	<ul style="list-style-type: none"> • Discuss musical eras in content identifying how they have influenced each other • Discuss the impact of different composers on the development of musical styles • Recognise and confidently discuss the stylistic features of music • Represent change in pitch, dynamics and texture using graphic notation justifying 	<ul style="list-style-type: none"> • Confidently use detailed musical vocabulary to discuss and elevate their own and others work 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features • Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments 	<ul style="list-style-type: none"> • Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression • Work as part of a group to perform a piece of music, adjusting the inter-related dimensions of 	<ul style="list-style-type: none"> • Recognise the stylistic features of the music of WW2 • Understand what music sounded like in war time • Discuss and be able to identify music from the pop-art movement and how music

	<p>choices with musical vocabulary</p> <ul style="list-style-type: none"> Identify the way that features of a song can complement one another to create a coherent overall effect 		<ul style="list-style-type: none"> Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features within a given structure Develop melody using rhythmic variation, transposition and changes in dynamics, pitch and texture Recording own compositions using appropriate forms of notation and or technology 	<p>music as necessary</p> <ul style="list-style-type: none"> Perform a solo or take lead within a performance Perform with accuracy and fluency from graphic and staff notation and from their own notation Perform by following a conductor's cues and directions 	<p>is related to art</p>
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Each topic can be found on the Kapow website for each year group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Music Exploration and baseline	Pulse and Rhythm – All About Me	African Call and Response Song - Animals	Ballads	Body and tuned percussion – Rainforests	South and West Africa	Advanced rhythms

Autumn 2 Christmas Play and carol concert – fewer music lessons	Celebration Music - Christmas Play	Classical Music, dynamics and tempo – Animals Nativity Songs and performance	Orchestral instruments – traditional stories Nativity Songs and performance	Creating compositions in response to an animation – Mountains + Christmas Carols	Rock and Roll + Christmas Carols	Composition notation – Ancient Egypt	Dynamics, pitch and tempo – Fingal's cave + Christmas Carols
Spring 1	Exploring Sound	Musical Vocabulary – Under the Sea	Musical me	Developing singing technique – Vikings	Changes in pitch, tempo and dynamics - Rivers	Blues	Songs of WW2
Spring 2	Music and Movement	Timbre and rhythmic patterns – fairytales	Dynamics, timbre, tempo and motifs – Space	Pentatonic melodies and compositions – Chinese new year	Haiku, music and performance - Hanami	Composition to represent the festival of colour – Holi festival	Film music
Summer 1	Musical Stories	Pitch and tempo – superheros	On this island – British songs and sounds	Jazz	Samba and carnival sounds and instruments	Looping and remixing	Theme and variations – Pop art
Summer 2	Big Band	Vocal and body sounds – by the sea	Myths and legends	Traditional instruments and improvisation - India	Adapting and transposing motifs – Romans	Musical theatre	Composing and performing a leavers' song