



## St. Katharine's Primary School Music Progression Pathway



Strand	Key Skills and knowledge	Vocabulary
Singing and instrumental performance EYFS	<ul style="list-style-type: none"><li>- Explore using their voices in different ways e.g. animals sounds, whispering, singing etc.</li><li>- Join in with songs, rhymes and chants.</li><li>- Learn some Kodaly based song using up to 3 pitches.</li><li>- Follow simple musical instructions e.g. start/stop, loud/ quiet.</li><li>- Respond to music through movement</li><li>- Respond to obvious changes in dynamics and tempo</li><li>- Use instruments to create sounds that vary in dynamics and tempo.</li><li>- Move to the pulse of the music.</li></ul>	All used in Notation plus Fast/Slow Loud/Quiet Song and rhyme Speaking/whispering/singing voices
Singing and instrumental performance Y1	<ul style="list-style-type: none"><li>- Learn Kodaly songs using up to 5 pitches</li><li>- Begin to sing in unison and respond individually in simple call and response games.</li><li>- Begin to use their 'thinking' voice.</li><li>- Develop simple ensemble skills e.g. watching and following.</li><li>- Identify common hand-held percussion instruments and recognise their sounds aurally.</li><li>- Use body percussion and instruments to play short repeated rhythm patterns, comprising ta and te-te in time with a steady beat.</li><li>- perform short copycat rhythm patterns accurately, led by the teacher</li><li>- Respond physically to high and low sounds.</li><li>- Sing songs in both high and low voices and talk about the difference in sound.</li><li>- Make music that makes gradual changes in dynamics and tempo.</li></ul>	All used in Notation plus Question and Answer Pulse/Rhythm High/Low Louder/Quieter Faster/Slower Happy/Sad Perform Audience
Singing and Instrumental performance Y2	<ul style="list-style-type: none"><li>- Play a range of musical games using so &amp; mi and introducing la, developing accurate pitch matching, and indicate pitch changes with actions.</li><li>- Sing songs with a pitch range of do-so with increasing vocal control with some dynamic awareness.</li><li>- Sing short phrases independently within a singing game or short song.</li><li>- Learn basic techniques for recorder playing and be able to play three note melodies.</li><li>- Identify the difference between pulse and rhythm.</li><li>- Play copycat rhythms copying a leader and invent rhythms for others to copy using word phrases and known rhythm notation.</li><li>- Clap the pulse of a piece of music and understand it can change creating a faster or slower tempo.</li></ul>	All used in Notation plus Note names for B, A & G High, middle, low Piano & Forte Allegro & Lento Treble Clef Barline Stave

	<ul style="list-style-type: none"> <li>- Begin to use musical terminology to describe tempo and dynamic changes and demonstrate these when singing.</li> </ul>	
Singing and instrumental performance Y3	<ul style="list-style-type: none"> <li>- Use so, mi and la confidently in singing games.</li> <li>- Sing with an understanding of breathing and posture.</li> <li>- Sing with confidence, using good enunciation, using a wider vocal range and a variety of styles.</li> <li>- Perform forte(loud) and piano (soft)</li> <li>- Learn basic techniques for ukulele and violin playing, learning to play simple melodies and chords in time with backing tracks or singing.</li> <li>- Apply known rhythm values within instrumental playing (see notation)</li> <li>- Recognise the different instrumental families.</li> </ul>	<p>All used in Notation plus Ukulele Chord – Major and Minor Names of parts of ukulele and violin Pluck/Strum/Damp Arco/Pizzicato Time Signature</p>
Singing and Instrumental performance Y4	<ul style="list-style-type: none"> <li>- Tunefully use known solfa pitches plus re &amp; do in singing games and instrumental playing.</li> <li>- Sing two-part rounds and partner songs.</li> <li>- Sing songs with larger melodic leaps with increasing accuracy.</li> <li>- Maintain a simple sectional part in a classroom ensemble e.g. ostinato, drone, melody.</li> <li>- Perform with an awareness of different parts.</li> <li>- Perform on a variety of tuned and un-tuned percussion instruments and own instruments.</li> <li>- Understand beater choice and technique when playing the glockenspiel.</li> <li>- Apply a greater range of rhythm values within instrumental playing (see notation).</li> <li>- Understand the techniques needed for a variety of samba instruments.</li> <li>- Be able to perform a samba rhythm confidently within an ensemble.</li> <li>- Understand the structure of samba music using terms groove, break, call and response, intro,</li> </ul>	<p>All used in Notation plus Round/Entry point Melody/Harmony Ostinato/Drone Crescendo/Diminuendo Accelerando/Ritardando Names of some more orchestral instruments Names of some samba instrument names</p>
Singing and Instrumental performance Y5	<ul style="list-style-type: none"> <li>- Tunefully use a full octave range in singing games and instrumental playing.</li> <li>- Sing a range of three-part rounds and partner songs and songs with a verse and a chorus.</li> <li>- Understand how triads are formed and play them on tuned percussion. Perform simple, chordal accompaniments to familiar songs.</li> <li>- Maintain a more complex sectional part in a classroom ensemble e.g. with more layers and more complex rhythms, melodies and simple chords.</li> <li>- Apply a greater range of rhythm values within instrumental playing (see notation).</li> <li>- Identify phrases through breathing in appropriate places.</li> </ul>	<p>All used in Notation plus Chords – triad Phrase Mezzoforte/Mezzopiano Allegro/Andante/Moderato Chord progression Sharp/Flat</p>
Singing and Instrumental performance Y6	<ul style="list-style-type: none"> <li>- Confidently use a full octave range in singing games and instrumental playing incorporating simple syncopation.</li> <li>- Sing a range of part songs e.g. four-part rounds, simple harmony lines etc.</li> <li>- Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</li> </ul>	<p>All used in Notation plus Harmony</p>

	<ul style="list-style-type: none"><li>- Sing confidently as a class and in a variety of ensembles with an awareness of performance techniques.</li><li>- Confidently maintain a more complex sectional part in a classroom ensemble e.g. with more layers and more complex rhythms, (syncopation) and melodies.</li><li>- Understand and demonstrate different playing techniques associated with a variety of samba instruments.</li></ul>	
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## St. Katharine's Primary School Music Progression Pathway



Strand	Key Skills and knowledge	Vocabulary
Notation EYFS	<ul style="list-style-type: none"> <li>- Respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</li> <li>- Suggest symbols to represent sounds (e.g. large foot for Daddy Bear)</li> </ul>	Sound picture
Notation Y1	<ul style="list-style-type: none"> <li>- Respond to simple visual cues (e.g. stop, go, loud, quiet)</li> <li>- Follow pictures and symbols to guide singing and playing</li> <li>- Begin to understand simple rhythm notation including crotchets and quaver pairs (ta &amp; te-te)</li> </ul>	Ta Te-te
Notation Y2	<ul style="list-style-type: none"> <li>- Use dot and stick notation to read and record music including crotchets, paired quavers and crotchet rests.</li> <li>- Begin to recognise and musically demonstrate awareness of a link between melodic shape and pitch using graphic notations and rhythm and pitch notation with a focus on so and mi.</li> <li>- Introduce stave, lines and spaces and clef through recorder playing.</li> </ul>	Ta rest So Mi Clef Stave Bar lines Note names B, A, G
Notation Y3	<ul style="list-style-type: none"> <li>- Introduce concept of stave through whole class instrumental tuition on violin, focussing on open string notation.</li> <li>- Use listening skills to correctly order phrases using dot notation or open string violin notes.</li> <li>- Read and record music including known note values and minims and semibreves with corresponding rests.</li> <li>- Read simple ukulele chords from chord symbols.</li> </ul>	Chord symbol Ta-a Ta-a-a-a La Double bar line Repeat Note names for open string violin G, D, A, E & Ukulele G, C, E, A
Notation Y4	<ul style="list-style-type: none"> <li>- Develop understanding of stave notation within a small pitch range with 5 notes.</li> <li>- Read and record music including known note values and corresponding rests and introduce groups of four semiquavers.</li> <li>- Follow and perform simple rhythmic scores to a steady beat.</li> </ul>	Tika-tika Re & Do Pentatonic
Notation Y5	<ul style="list-style-type: none"> <li>- Further develop understanding of stave notation within an octave range.</li> <li>- Read and record music including known note values and corresponding rests and introduce combinations of quavers and semiquavers.</li> </ul>	Te-tika Tika-te Fa & Ti
Notation Y6	<ul style="list-style-type: none"> <li>- Develop confidence in stave notation within an octave range</li> <li>- Read and record music using more complex rhythms including syncopation using known note values and corresponding rests.</li> </ul>	Te-ta-te Syncopation Octave



## St. Katharine's Primary School Music Progression Pathway



Strand	Key Skills and knowledge	Vocabulary
Composing and Improvising EYFS	<ul style="list-style-type: none"><li>- Choose sounds to achieve a particular musical purpose e.g. musical storytelling.</li><li>- Select and combine appropriate sounds to accompany songs.</li><li>- Explore different instruments and how they are played, begin to name some.</li></ul>	As above plus Some names of hand held classroom instruments
Composing and Improvising Y1	<ul style="list-style-type: none"><li>- Improvise simple vocal chants e.g. question and answer phrases.</li><li>- Create sound effects in response to stimuli e.g. explore percussion sounds to enhance storytelling.</li><li>- Incorporate changes in dynamics and tempo to create desired effects.</li><li>- Combine sounds to make simple textures.</li><li>- Use known rhythms in improvising and composing.</li></ul>	As above plus Further classroom instrument names Dynamics Tempo Pitch
Composing and Improvising Y2	<ul style="list-style-type: none"><li>- Make up short rhythm patterns using known note values and/or word phrases.</li><li>- Begin to sequence and layer their own musical ideas.</li><li>- Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</li><li>- Compose simple song accompaniments using un-tuned percussion with word or rhythmic ostinato.</li></ul>	As above plus Accompaniment Ostinato Repeating pattern
Composing and Improvising Y3	<ul style="list-style-type: none"><li>- Work within agreed structures when creating music e.g. beginning, middle &amp; end.</li><li>- Consider appropriate dynamics and tempi to create desired effects.</li><li>- Use given and chosen rhythms to improvise using different pitches on violin and ukulele.</li><li>- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.</li></ul>	As above plus
Composing and Improvising Y4	<ul style="list-style-type: none"><li>- Experiment with different textures within creative music making.</li><li>- Create simple melodies using 5 notes or pentatonic scale using written rhythms and letter names.</li><li>- Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases</li><li>- Improvise simple melodies on glockenspiel and learned instruments using pentatonic scale or known pitches.</li><li>- Create simple rhythmic patterns, melodies and accompaniments using known rhythm notation and within pentatonic scale.</li></ul>	As above plus
Composing and Improvising Y5	<ul style="list-style-type: none"><li>- Understand how to use different textures (thicker and thinner), tempi and dynamics to create an effect.</li><li>- Create more complex melodies using 5 notes or pentatonic scale</li><li>- Improvise freely over a drone or groove responding to the steady beat.</li><li>- Explore DAWs by combining pre-recorded loops within a structure.</li><li>- Compose music to create a specific mood or specific purpose e.g. lullaby, fanfare</li></ul>	As above plus

	<ul style="list-style-type: none"> <li>- Working in pairs, compose a short ternary piece.</li> <li>- Understand if we write down our improvisations, they become compositions</li> </ul>	
Composing and Improvising Y6	<ul style="list-style-type: none"> <li>- Create a 8 or 16 beat melodic phrase using the pentatonic scale.</li> <li>- Feel confident using more complex rhythms and melodies in composing and improvising</li> <li>- Compose and notate 8 beat and 16 beat patterns using staff notation making decisions about dynamic range.</li> <li>- Continue to use different textures (thicker and thinner), tempi and dynamics to create an effect.</li> <li>- Compose using ternary or rondo form; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>	As above plus Ternary and Rondo Form



## St. Katharine's Primary School Music Progression Pathway



Strand	Key Skills and knowledge	Vocabulary
Listen, evaluate and appraise EYFS	<ul style="list-style-type: none"> <li>- Listen to and recognise familiar songs.</li> <li>- Respond physically when listening through simple movements or actions.</li> <li>- Listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</li> <li>- Identify the differences in sound between shaking, scraping and hitting instruments.</li> <li>- Be able to talk about simple differences between sounds.</li> <li>- Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</li> </ul>	As above plus Happy, Excited, Sad,
Listen, evaluate and appraise Y1	<ul style="list-style-type: none"> <li>- Recall short songs, sequences and patterns of sound.</li> <li>- Respond physically when listening with actions or movement.</li> <li>- Identify different sound sources when exploring instruments.</li> <li>- Choose sounds and instruments carefully and begin to describe these reasons.</li> <li>- Discuss what they enjoyed about a task.</li> <li>- Make comments about music they listen to.</li> </ul>	As above plus
Listen, evaluate and appraise Y2	<ul style="list-style-type: none"> <li>- Identify and begin to describe sound sources when exploring instruments.</li> <li>- Begin to use musical terms e.g. pulse, pitch, dynamics.</li> <li>- Make comments about the work of others.</li> </ul>	As above plus Pulse Pitch Dynamics Tempo
Listen, evaluate and appraise Y3	<ul style="list-style-type: none"> <li>- Describe the mood and tempo of the music.</li> <li>- Begin to link different sound sources to different timbres</li> <li>- Understand that music can reflect different intentions.</li> <li>- Play simple phrases back using open strings on violin.</li> <li>- Accurately categorise a range of instruments into the correct family e.g. strings, woodwind.</li> <li>- Suggest improvements to their work and the work of others.</li> </ul>	As above plus Strings/Woodwind/Brass/Percussion Family plus a few instrument names
Listen, evaluate and appraise Y4	<ul style="list-style-type: none"> <li>- Identify and sing back short melodic phrases.</li> <li>- Play simple phrases back using tuned and untuned percussion.</li> <li>- Make simple comments about the musical elements and instrument used in music.</li> <li>- Use simple terminology to describe pulse, pitch, dynamics, tempo and timbre.</li> <li>- Correctly identify some different musical instruments from an orchestra.</li> <li>- Suggest improvements to their own work and work of others using 2 stars and a wish.</li> </ul>	As above plus Names of some more orchestral instruments

Listen, evaluate and appraise Y5	<ul style="list-style-type: none"> <li>- Identify different moods and textures when listening to a piece of music.</li> <li>- Listen to longer pieces of music and identify features.</li> <li>- Internalise short 4 beat melodies and be able to play these on pitched instruments by ear.</li> <li>- Correctly identify several different musical instruments from an orchestra.</li> <li>- Use simple terminology to describe pulse, pitch, dynamics, tempo, timbre and structure.</li> <li>- Suggest improvement to own work and work of others using simple musical terminology.</li> </ul>	As above plus Most orchestral instrument names Section Layers
Listen, evaluate and appraise Y6	<ul style="list-style-type: none"> <li>- To know the interrelated dimensions of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</li> <li>- Improve work through analysis and comparison with the work of others. Comment on how intentions have been achieved.</li> </ul>	As above plus





## St. Katharine's Primary School Music Progression Pathway EY



Strand	Key Skills and knowledge	Vocabulary
Singing and instrumental performance EYFS	<ul style="list-style-type: none"><li>- Explore using their voices in different ways e.g. animals sounds, whispering, singing etc.</li><li>- Join in with songs, rhymes and chants.</li><li>- Learn some Kodaly based song using up to 3 pitches.</li><li>- Follow simple musical instructions e.g. start/stop, loud/ quiet.</li><li>- Respond to music through movement</li><li>- Respond to obvious changes in dynamics and tempo</li><li>- Use instruments to create sounds that vary in dynamics and tempo.</li><li>- Move to the pulse of the music.</li></ul>	All used in Notation plus Fast/Slow Loud/Quiet Song and rhyme Speaking/whispering/singing voices
Notation EYFS	<ul style="list-style-type: none"><li>- Respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</li><li>- Suggest symbols to represent sounds (e.g. large foot for Daddy Bear)</li></ul>	Sound picture
Composing and Improvising EYFS	<ul style="list-style-type: none"><li>- Choose sounds to achieve a particular musical purpose e.g. musical storytelling.</li><li>- Select and combine appropriate sounds to accompany songs.</li><li>- Explore different instruments and how they are played, begin to name some.</li></ul>	As above plus Some names of hand held classroom instruments
Listen, evaluate and appraise EYFS	<ul style="list-style-type: none"><li>- Listen to and recognise familiar songs.</li><li>- Respond physically when listening through simple movements or actions.</li><li>- Listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</li><li>- Identify the differences in sound between shaking, scraping and hitting instruments.</li><li>- Be able to talk about simple differences between sounds.</li><li>- Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</li></ul>	As above plus Happy, Excited, Sad,



## St. Katharine's Primary School Music Progression Pathway Y1

Strand	Key Skills and knowledge	Vocabulary
Singing and instrumental performance Y1	<ul style="list-style-type: none"> <li>- Learn Kodaly songs using up to 5 pitches</li> <li>- Begin to sing in unison and respond individually in simple call and response games.</li> <li>- Begin to use their 'thinking' voice.</li> <li>- Develop simple ensemble skills e.g. watching and following.</li> <li>- Identify common hand-held percussion instruments and recognise their sounds aurally.</li> <li>- Use body percussion and instruments to play short repeated rhythm patterns, comprising ta and te-te in time with a steady beat.</li> <li>- perform short copycat rhythm patterns accurately, led by the teacher</li> <li>- Respond physically to high and low sounds.</li> <li>- Sing songs in both high and low voices and talk about the difference in sound.</li> <li>- Make music that makes gradual changes in dynamics and tempo.</li> </ul>	All used in Notation plus Question and Answer Pulse/Rhythm High/Low Louder/Quieter Faster/Slower Happy/Sad Perform Audience
Notation Y1	<ul style="list-style-type: none"> <li>- Respond to simple visual cues (e.g. stop, go, loud, quiet)</li> <li>- Follow pictures and symbols to guide singing and playing</li> <li>- Begin to understand simple rhythm notation including crotchets and quaver pairs (ta &amp; te-te)</li> </ul>	Ta Te-te
Composing and Improvising Y1	<ul style="list-style-type: none"> <li>- Improvise simple vocal chants e.g. question and answer phrases.</li> <li>- Create sound effects in response to stimuli e.g. explore percussion sounds to enhance storytelling.</li> <li>- Incorporate changes in dynamics and tempo to create desired effects.</li> <li>- Combine sounds to make simple textures.</li> <li>- Use known rhythms in improvising and composing.</li> </ul>	As above plus Further classroom instrument names Dynamics Tempo Pitch
Listen, evaluate and appraise Y1	<ul style="list-style-type: none"> <li>- Recall short songs, sequences and patterns of sound.</li> <li>- Respond physically when listening with actions or movement.</li> <li>- Identify different sound sources when exploring instruments.</li> <li>- Choose sounds and instruments carefully and begin to describe these reasons.</li> <li>- Discuss what they enjoyed about a task.</li> <li>- Make comments about music they listen to.</li> </ul>	As above plus





## St. Katharine's Primary School Music Progression Pathway Y2



Strand	Key Skills and knowledge	Vocabulary
Singing and Instrumental performance Y2	<ul style="list-style-type: none"> <li>- Play a range of musical games using so &amp; mi and introducing la, developing accurate pitch matching, and indicate pitch changes with actions.</li> <li>- Sing songs with a pitch range of do-so with increasing vocal control with some dynamic awareness.</li> <li>- Sing short phrases independently within a singing game or short song.</li> <li>- Learn basic techniques for recorder playing and be able to play three note melodies.</li> <li>- Identify the difference between pulse and rhythm.</li> <li>- Play copycat rhythms copying a leader and invent rhythms for others to copy using word phrases and known rhythm notation.</li> <li>- Clap the pulse of a piece of music and understand it can change creating a faster or slower tempo.</li> <li>- Begin to use musical terminology to describe tempo and dynamic changes and demonstrate these when singing.</li> </ul>	All used in Notation plus Note names for B, A & G High, middle, low Piano & Forte Allegro & Lento Treble Clef Barline Stave
Notation Y2	<ul style="list-style-type: none"> <li>- Use dot and stick notation to read and record music including crotchets, paired quavers and crotchet rests.</li> <li>- Begin to recognise and musically demonstrate awareness of a link between melodic shape and pitch using graphic notations and rhythm and pitch notation with a focus on so and mi.</li> <li>- Introduce stave, lines and spaces and clef through recorder playing.</li> </ul>	Ta rest So Mi Clef Stave Bar lines Note names B, A, G
Composing and Improvising Y2	<ul style="list-style-type: none"> <li>- Make up short rhythm patterns using known note values and/or word phrases.</li> <li>- Begin to sequence and layer their own musical ideas.</li> <li>- Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</li> <li>- Compose simple song accompaniments using un-tuned percussion with word or rhythmic ostinato.</li> </ul>	As above plus Accompaniment Ostinato Repeating pattern
Listen, evaluate and appraise Y2	<ul style="list-style-type: none"> <li>- Identify and begin to describe sound sources when exploring instruments.</li> <li>- Begin to use musical terms e.g. pulse, pitch, dynamics.</li> <li>- Make comments about the work of others.</li> </ul>	As above plus Pulse Pitch Dynamics Tempo



## St. Katharine's Primary School Music Progression Pathway Y3



Strand	Key Skills and knowledge	Vocabulary
Singing and instrumental performance Y3	<ul style="list-style-type: none"> <li>- Use so, mi and la confidently in singing games.</li> <li>- Sing with an understanding of breathing and posture.</li> <li>- Sing with confidence, using good enunciation, using a wider vocal range and a variety of styles.</li> <li>- Perform forte(loud) and piano (soft)</li> <li>- Learn basic techniques for ukulele and violin playing, learning to play simple melodies and chords in time with backing tracks or singing.</li> <li>- Apply known rhythm values within instrumental playing (see notation)</li> <li>- Recognise the different instrumental families.</li> </ul>	All used in Notation plus Ukulele Chord – Major and Minor Names of parts of ukulele and violin Pluck/Strum/Damp Arco/Pizzicato Time Signature
Notation Y3	<ul style="list-style-type: none"> <li>- Introduce concept of stave through whole class instrumental tuition on violin, focussing on open string notation.</li> <li>- Use listening skills to correctly order phrases using dot notation or open string violin notes.</li> <li>- Read and record music including known note values and minims and semibreves with corresponding rests.</li> <li>- Read simple ukulele chords from chord symbols.</li> </ul>	Chord symbol Ta-a Ta-a-a-a La Double bar line Repeat Note names for open string violin G, D, A, E & Ukulele G, C, E, A
Composing and Improvising Y3	<ul style="list-style-type: none"> <li>- Work within agreed structures when creating music e.g. beginning, middle &amp; end.</li> <li>- Consider appropriate dynamics and tempi to create desired effects.</li> <li>- Use given and chosen rhythms to improvise using different pitches on violin and ukulele.</li> <li>- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.</li> </ul>	As above plus
Listen, evaluate and appraise Y3	<ul style="list-style-type: none"> <li>- Describe the mood and tempo of the music.</li> <li>- Begin to link different sound sources to different timbres</li> <li>- Understand that music can reflect different intentions.</li> <li>- Play simple phrases back using open strings on violin.</li> <li>- Accurately categorise a range of instruments into the correct family e.g. strings, woodwind.</li> <li>- Suggest improvements to their work and the work of others.</li> </ul>	As above plus Strings/Woodwind/Brass/Percussion Family plus a few instrument names



## St. Katharine's Primary School Music Progression Pathway Y4



Strand	Key Skills and knowledge	Vocabulary
Singing and Instrumental performance Y4	<ul style="list-style-type: none"> <li>- Tunefully use known solfa pitches plus re &amp; do in singing games and instrumental playing.</li> <li>- Sing two-part rounds and partner songs.</li> <li>- Sing songs with larger melodic leaps with increasing accuracy.</li> <li>- Maintain a simple sectional part in a classroom ensemble e.g. ostinato, drone, melody.</li> <li>- Perform with an awareness of different parts.</li> <li>- Perform on a variety of tuned and un-tuned percussion instruments and own instruments.</li> <li>- Understand beater choice and technique when playing the glockenspiel.</li> <li>- Apply a greater range of rhythm values within instrumental playing (see notation).</li> <li>- Understand the techniques needed for a variety of samba instruments.</li> <li>- Be able to perform a samba rhythm confidently within an ensemble.</li> <li>- Understand the structure of samba music using terms groove, break, call and response, intro,</li> </ul>	All used in Notation plus Round/Entry point Melody/Harmony Ostinato/Drone Crescendo/Diminuendo Accelerando/Ritardando Names of some more orchestral instruments Names of some samba instrument names
Notation Y4	<ul style="list-style-type: none"> <li>- Develop understanding of stave notation within a small pitch range with 5 notes.</li> <li>- Read and record music including known note values and corresponding rests and introduce groups of four semiquavers.</li> <li>- Follow and perform simple rhythmic scores to a steady beat.</li> </ul>	Tika-tika Re & Do Pentatonic
Composing and Improvising Y4	<ul style="list-style-type: none"> <li>- Experiment with different textures within creative music making.</li> <li>- Create simple melodies using 5 notes or pentatonic scale using written rhythms and letter names.</li> <li>- Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases</li> <li>- Improvise simple melodies on glockenspiel and learned instruments using pentatonic scale or known pitches.</li> <li>- Create simple rhythmic patterns, melodies and accompaniments using known rhythm notation and within pentatonic scale.</li> </ul>	As above plus
Listen, evaluate and appraise Y4	<ul style="list-style-type: none"> <li>- Identify and sing back short melodic phrases.</li> <li>- Play simple phrases back using tuned and untuned percussion.</li> <li>- Make simple comments about the musical elements and instrument used in music.</li> <li>- Use simple terminology to describe pulse, pitch, dynamics, tempo and timbre.</li> <li>- Correctly identify some different musical instruments from an orchestra.</li> </ul>	As above plus Names of some more orchestral instruments

	- Suggest improvements to their own work and work of others using 2 stars and a wish.	
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## St. Katharine's Primary School Music Progression Pathway Y5



Strand	Key Skills and knowledge	Vocabulary
Singing and Instrumental performance Y5	<ul style="list-style-type: none"><li>- Tunefully use a full octave range in singing games and instrumental playing.</li><li>- Sing a range of three-part rounds and partner songs and songs with a verse and a chorus.</li><li>- Understand how triads are formed and play them on tuned percussion. Perform simple, chordal accompaniments to familiar songs.</li><li>- Maintain a more complex sectional part in a classroom ensemble e.g. with more layers and more complex rhythms, melodies and simple chords.</li><li>- Apply a greater range of rhythm values within instrumental playing (see notation).</li><li>- Identify phrases through breathing in appropriate places.</li></ul>	All used in Notation plus Chords – triad Phrase Mezzoforte/Mezzopiano Allegro/Andante/Moderato Chord progression Sharp/Flat
Notation Y5	<ul style="list-style-type: none"><li>- Further develop understanding of stave notation within an octave range.</li><li>- Read and record music including known note values and corresponding rests and introduce combinations of quavers and semiquavers.</li></ul>	Te-tika Tika-te Fa & Ti
Composing and Improvising Y5	<ul style="list-style-type: none"><li>- Understand how to use different textures (thicker and thinner), tempi and dynamics to create an effect.</li><li>- Create more complex melodies using 5 notes or pentatonic scale</li><li>- Improvise freely over a drone or groove responding to the steady beat.</li><li>- Explore DAWs by combining pre-recorded loops within a structure.</li><li>- Compose music to create a specific mood or specific purpose e.g. lullaby, fanfare</li><li>- Working in pairs, compose a short ternary piece.</li><li>- Understand if we write down our improvisations, they become compositions</li></ul>	As above plus Loop Chord progression
Listen, evaluate and appraise Y5	<ul style="list-style-type: none"><li>- Identify different moods and textures when listening to a piece of music.</li><li>- Listen to longer pieces of music and identify features.</li><li>- Internalise short 4 beat melodies and be able to play these on pitched instruments by ear.</li><li>- Correctly identify several different musical instruments from an orchestra.</li><li>- Use simple terminology to describe pulse, pitch, dynamics, tempo, timbre and structure.</li><li>- Suggest improvement to own work and work of others using simple musical terminology.</li></ul>	As above plus Most orchestral instrument names Section Layers





## St. Katharine's Primary School Music Progression Pathway Y6



Strand	Key Skills and knowledge	Vocabulary
Singing and Instrumental performance Y6	<ul style="list-style-type: none"><li>- Confidently use a full octave range in singing games and instrumental playing incorporating simple syncopation.</li><li>- Sing a range of part songs e.g. four-part rounds, simple harmony lines etc.</li><li>- Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</li><li>- Sing confidently as a class and in a variety of ensembles with an awareness of performance techniques.</li><li>- Confidently maintain a more complex sectional part in a classroom ensemble e.g. with more layers and more complex rhythms, (syncopation) and melodies.</li><li>- Understand and demonstrate different playing techniques associated with a variety of samba instruments.</li></ul>	All used in Notation plus Harmony
Notation Y6	<ul style="list-style-type: none"><li>- Develop confidence in stave notation within an octave range</li><li>- Read and record music using more complex rhythms including syncopation using know note values and corresponding rests.</li></ul>	Te-ta-te Syncopation Octave
Composing and Improvising Y6	<ul style="list-style-type: none"><li>- Create a 8 or 16 beat melodic phrase using the pentatonic scale.</li><li>- Feel confident using more complex rhythms and melodies in composing and improvising</li><li>- Compose and notate 8 beat and 16 beat patterns using staff notation making decisions about dynamic range.</li><li>- Continue to use different textures (thicker and thinner), tempi and dynamics to create an effect.</li><li>- Compose using ternary or rondo form; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li></ul>	As above plus Ternary and Rondo Form
Listen, evaluate and appraise Y6	<ul style="list-style-type: none"><li>- To know the interrelated dimensions of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</li><li>- Improve work through analysis and comparison with the work of others. Comment on how intentions have been achieved.</li></ul>	As above plus