

ST NICOLAS' MUSIC CURRICULUM SKILLS PROGRESSION

| MMC requirements | Singing | Listening | Composing | Performing |
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| EYFS | See separate table | | | |
| Year 1 | Songs pertaining to the topic: i.e. transport Africa or India Songs from the UK and minibeasts Christmas Simple rounds Simple signing to songs | Music studied: The Four Seasons (Vivaldi) Music of the country they are studying. The Little Train of Caipira (Villa-Lobos) (See individual subject plans for more details of music studied) | Soundscapes Body percussion Simple graphic scores using percussion instruments Vocal sounds Understanding high and low sounds (pitch) Dynamics Tempo | Singing competition Class assemblies Christmas play KS1 concert KS1 choir and ukulele group |
| Year 2 | Songs about Noah's ark and healthy eating; Singing and signing e.g The great fire of London; Florence Nightingale Singing in parts Action songs Singing games | Music studied: Peter and the Wolf (Prokofiev) (See individual subject plans for more details of music studied) | Improvising music to accompany traditional stories; Simple stave notation; Basic rhythm notation crotchet, quaver, minim, semibreve. Use percussion instruments to create sound effects Understanding pitch – using boomwackers and tuned percussion Dynamics Pitch Sonority | Learn and perform the recorder KS1 concert Christmas play Class assemblies Singing competition KS1 choir and ukulele group |
| Year 3 | Weather songs Animal songs | Music studied: | Composing music in small groups to create soundscapes | Singing competition |

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| | <p>Egyptian songs</p> <p>Part singing</p> <p>More complex rounds</p> <p>Using voices to create atmosphere i.e. weather</p> | <p>Weather music e.g. Thunder and lightning polka (Strauss)</p> <p>Snow is falling (Debussy)</p> <p>After the storm (Beethoven)</p> <p>Carnival of the Animals (Saint Saens)</p> <p>Listening maps</p> <p>Moving with the music.</p> <p>Listening for the elements of music and how they create musical pictures</p> <p>Identifying instruments and naming they can hear (See individual subject plans for more details of music studied)</p> | <p>of weather and for fish and animals.</p> <p>Using all the elements of music to create musical pictures</p> <p>Using tuned and untuned percussion instruments and woodwind.</p> <p>Understanding texture</p> <p>Major and minor scales</p> <p>Rhythm notation</p> <p>Duration/ rest notation</p> <p>Understanding time signatures, grouping of beats and bars</p> <p>Italian terms for dynamics</p> | <p>Christmas carol service</p> <p>Choir</p> <p>Class assembly</p> <p>Class leads Easter service</p> <p>KS2 concert</p> <p>KS2 choir and ukulele group</p> |
| Year 4 | <p>African songs: singing in parts in other languages</p> <p>Christmas songs</p> <p>Songs to march to</p> <p>Christmas music</p> | <p>Music studied: Young Person's Guide to the Orchestra (Britten)</p> <p>In the Hall of the Mountain King (Grieg)</p> <p>Creating and following music maps</p> | <p>Composing using different materials i.e. paper, wood, metal.</p> <p>Sonority</p> <p>Rhythm notation</p> <p>Performing 4-bar rhythm patterns</p> <p>Dynamics</p> | <p>Learn and perform the Djembe drum</p> <p>Singing competition</p> <p>Christmas carol service</p> <p>Choir</p> <p>Class assembly</p> <p>KS2 concert</p> |

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| | | (See individual subject plans for more details of music studied) | Italian terms for tempo Use audacity to change sounds Texture, dynamics, pitch, tempo | Class leads harvest festival KS2 choir and ukulele group |
| Year 5 | Using voices to create stories: understanding different pitches of voices and using voices in different ways i.e. yodelling, beat boxing, opera. Victorian music hall songs Gilbert and Sullivan Christmas music Singing Tudor music | Music studied: The Snowman soundtrack (Howard Blake) Minimalist River Music by Philip Glass Vltava (Bedrich Smetena) Programme music: following the story Music from Tudor times Madrigals and recorder consorts Pomp and Circumstance march and Enigma variations (Elgar) (See individual subject plans for more details of music studied) | Group compositions for The Snowman and for Greek gods. Reading treble clef music notation for bell ringing Improvising 5-note tunes on trumpet. | Learn hand bells and perform in Christmas service, Singing competition Christmas carol service Choir Class assembly Aesop's Fables recorded Performing in small groups in classroom Learn and perform trumpet in small groups including stave music notation C-G KS2 choir and ukulele group |

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| <p>Year 6</p> | <p>Music from World Wars I and II Part singing and solo singing Singing in all different genres studied: blues, calypso, jazz, rock and roll, reggae and hip hop Songs for solo and ensemble performances in summer show.</p> | <p>Music studied: The Last Post following musical notation Wide variety of music through all the genres of blues, calypso, jazz, rock and roll, reggae and hip hop Selections of music through history: baroque (Handel's Messiah), classical Mozart (various), romantic (Elgar) and contemporary (Stravinsky, Schoenberg) Pictures at an Exhibition (Modest Mussorgsky) (See individual subject plans for more details of music studied)</p> | <p>Whole class blues, calypso and jazz bands. Improvising 4-bar tunes. Composing musical journey following their River Dart residential adventure. Making own music maps Adapting music: understanding of keys, rhythm, sonority dynamics, pitch and key</p> | <p>Class performances of scat singing Solo performing Whole class blues, calypso and jazz bands Singing competition Christmas carol service (singing in another language) Class assembly End of year show: understanding projection of voices and stagecraft Boomwhacker Christmas carols Auditioning KS2 choir and ukulele group</p> |
| <p>All classes/ Whole school</p> | <p>Daily singing in assembly in parts and in unison Songs celebrating Christian festivals Contexts explained</p> | <p>Listening to a wide variety of classical/modern music organised introduced by genre on entry and</p> | <p>Children are encouraged to compose their own songs/poems and tunes and these are shared with their peers i.e. recorder groups, individual instrumentalists</p> | <p>Regular individual performances in assemblies of musicians and instrumentalists.</p> |

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| | <p>Correct posture Correct breathing Warming up exercises Welcome songs in music Singing in all classes cross curricular, not just in music lessons</p> | <p>departure from assemblies. Calm music played in classes and music played for physical activity/dancing – warm ups</p> | | <p>Regular choir performances. Choir and recorders teach new music to school. Open evenings and school fairs.</p> |
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Early Years Music

| Hearing and Listening | Vocalising and Singing | Moving and Dancing | Exploring and Playing |
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| <p>Describing music How the music makes you feel Listening to changes i.e. fast/slow, high/low, loud/quiet Listening and copying rhythm patterns</p> | <p>Sing songs and chants about their topics – using limited pitch range e.g. dinosaurs, seaside Control their voices – dynamics Difference between shouting, singing and whispering. Use their thinking voice Copying vocal sounds Call and response songs</p> <p>Children sing in singing competition and in assembly</p> | <p>Clap to the beat Move to the beat Move according to the music Singing games</p> | <p>Use simple percussion instruments to accompany words of a song, keep the beat, make sounds of different animals. Learning to start and stop Use different instruments to create different sounds (sonority) Children identify which instruments are playing.</p> |