



St.Peter's C.E. Music Progression



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm	<p>Copy a given rhythm.</p> <p>Clap the rhythm of a song.</p> <p>Clap a given ostinato.</p>	<p>Copy rhythmic phrases with changing dynamics.</p> <p>Clap the pulse/rhythm of a song.</p> <p>Clap a given ostinato.</p> <p>Clap the rhythm of a song whilst others tap the pulse.</p> <p>Read simple notation (crotchets and quavers)</p>	<p>Copy a rhythmic phrase.</p> <p>Clap the rhythm of a song whilst others tap the pulse.</p> <p>Tap the metre of songs.</p> <p>Play on beat one in a given metre.</p> <p>Play the metre of a song whilst others play the rhythm.</p> <p>Say and tap eight beat phrase rhythms.</p> <p>Clap two ostinato rhythms simultaneously.</p> <p>Play two ostinato simultaneously.</p>	<p>Improvise rhythmic phrases.</p> <p>Clap the rhythm of a song whilst others tap the metre.</p> <p>Tap the metre of songs.</p> <p>Play on beat one in a given metre.</p> <p>Play the metre of a song whilst others play the rhythm.</p> <p>Say and tap eight beat phrase rhythms.</p> <p>Clap two ostinato rhythms simultaneously.</p> <p>Play on ostinato accompaniment to a song.</p> <p>Improvise rhythms in the metre of 3.</p>	<p>Copy and improvise rhythmic phrases.</p> <p>Tap/clap the metre of a song whilst the others clap the rhythm.</p> <p>Explore different metres.</p> <p>Combine ostinato phrases vocally and instrumentally.</p> <p>Play/sing an ostinato accompaniment to a song</p>	<p>Copy and improvise rhythmic phrases (4 and 8 beat phrases).</p> <p>Combine ostinato phrases.</p> <p>Explore different metres.</p> <p>Combine ostinato phrases vocally and instrumentally.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Singing Speak chants and rhymes.	Singing Speak chants and rhymes.	Singing Sing and play in class.	Singing Sing in parts.	Singing Sing an ostinato accompaniment.	Singing Sing in 2 and 3 parts.
	Explore the structure of a simple chant.	Sing two simple note phrases from notation.	Begin to sing in parts.	Instrumental Play as part of an ensemble with an awareness of what is happening.	Sing in 2 parts.	Conducting Develop increased leadership skills within ensemble group.
	Mark the phrases of a song.	Mark the phrases in a song with hand movements.	Instrumental Play as part of an ensemble.		Instrumental Choose appropriate dynamics, tempo and instrumental sounds.	Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions.
	Tap the pulse whilst singing.	Trace the shape of a song.	Conducting Begin to use different tempi and dynamics.	Choose appropriate instrumental sounds to accompany a song.	Conducting Develop increased leadership skills within ensemble group.	
	Clap the words of a song whilst singing.	Sing in class/assembly.	Choose the most appropriate way to perform a song.	Conducting Choose the most appropriate way to perform a song.		
	Sing questions (call and response songs)	Instrumental Play the pulse of a song.				
	Sing in class/assembly	Play the pulse of a song whilst others play the rhythm.		Use different tempi and dynamics.		
	Instrumental Play the pulse of a song.	Play an ostinato with varying tempo.				
	Play the rhythm of a song.	Play an ostinato as part of a group.				
	Play an ostinato.	Play an ostinato a given number of times.				
	Play the melody of a simple song on the xylophone.	Play beat one in different metres.				
		Play the melody of a 5 note song on a xylophone.				
		Create a melodic ostinato using notes.				

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Move with the pulse to a piece of music.</p> <p>Identify a repeated motif in a piece of music.</p> <p>Trace the shape of a song.</p> <p>Identify ascending and descending sounds on a xylophone.</p> <p>Recognise percussion instruments being played in music.</p> <p>Listen to and identify male/female voice in music.</p> <p>Listen to and respond to live music.</p>	<p>Identify the metre of a song.</p> <p>Identify repeated sections in a piece of music.</p> <p>Trace the shape of a song.</p> <p>Identify ascending and descending passages in a piece of music.</p> <p>Identify different sections in a piece of music.</p> <p>Recognise percussion, brass and string instruments being played in music.</p> <p>Listen to and identify male/female voice in music.</p> <p>Listen to and respond to live music.</p>	<p>Recognise individual key instruments in a piece of music.</p> <p>Play simple tunes by ear.</p> <p>Sing a song from memory.</p> <p>Play the tune of a four phrase, five note song moving in step.</p> <p>Play the tune of an 8 note song by ear.</p> <p>Trace the shape of an 8 song.</p> <p>Identify phrases of a song.</p>	<p>Pick out key individual instruments in a piece of music.</p> <p>Play simple tunes by ear.</p> <p>Sing a song from memory.</p> <p>Trace the shape of a tune and match it to conventional notation.</p> <p>Analyse the phrase structure of a song.</p>	<p>Listen to an individual part in three and four part music.</p> <p>Play simple tunes by ear.</p> <p>Identify repeated and contrasting sections in recorded music.</p> <p>Match the metre of recorded music.</p> <p>Copy melodic phrases.</p> <p>Trace the shape of an up and down tune and match it to conventional notation.</p> <p>Analyse the phrase structure of a song.</p>	<p>Listen to an individual rhythm in a five part structure.</p> <p>Play simple tunes by ear.</p> <p>Match the metre of recorded music.</p> <p>Analyse phrase structure.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvise and Compose	<p>Improvise rhythms.</p> <p>Take turns when playing with a partner.</p> <p>Take turns to play phrases of an equal length with a partner.</p> <p>To be aware of rests in music.</p> <p>Choose sounds to illustrate a poem/scene etc.</p>	<p>Create an ostinato rhythm.</p> <p>Play equal length phrases with a partner (Binary Form A B).</p> <p>Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc.</p>	<p>Create a rhythmic phrase.</p> <p>Create a simple melodic phrase.</p> <p>Improvise rhythmic phrases of equal length in pairs.</p> <p>Work in pairs to structure a piece using two simple musical ideas.</p> <p>Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.</p>	<p>Organise musical phrases in a simple structure (Ternary Form A B A).</p> <p>Create a melodic phrase.</p> <p>Create a simple up and down tune.</p> <p>Create and vary an ostinato to evoke three contrasting moods suggested by a stimulus and combine this with accompaniments to structure a continuous piece.</p>	<p>Organise rhythmic and melodic phrases in a simple structure.</p> <p>Create an up and down tune.</p> <p>Play an accompaniment to a tune.</p> <p>Invert a melodic phrase.</p> <p>Improvise melodic phrases.</p> <p>Create and play an instrumental accompaniment.</p> <p>Organise musical phrases into a simple structure.</p> <p>Create tunes for word phrases.</p>	<p>Organise rhythmic and melodic phrases in a simple structure.</p> <p>Create a tune using 2 / 3 phrases.</p> <p>Accompany a tune with a 2 note ostinato.</p> <p>Create a melodic cycle.</p> <p>Combine melody and ostinato accompaniment.</p> <p>Create harmony by adding notes in parallel to a tune.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation			<p>Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers).</p> <p>Sing simple melodic phrases from staff notation (3 notes — E, G, A).</p>	<p>Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers).</p> <p>Read and play pitch notation (Use notation from middle note C to High Note C).</p>	<p>Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets and semi breves).</p> <p>Play from pitch notation.</p> <p>Write simple melodic phrases.</p> <p>Match conventional notation to known phrases.</p> <p>Explore scales, chords and chord sequences.</p>	<p>Notate compositions using the most appropriate method where applicable.</p> <p>Read a chord sequence from a chord chart.</p> <p>Notate simple melodic phrases from dictation.</p> <p>Read conventional notation from known phrases.</p> <p>Explore major and minor scale, chords and triads.</p> <p>Explore the pentatonic scale.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appreciate			<p>Listen to a selection of different pieces of music.</p> <p>Listen to live music and give an opinion.</p>	<p>Talk about how a piece of music makes you feel.</p> <p>Listen to live music and give an opinion.</p> <p>Recognise how sounds are used to achieve an intended effect.</p> <p>Recognise layers of sound in recorded music.</p>	<p>Listen to a variety of composers/musicians.</p> <p>Respond to live music.</p> <p>Explore the use of sequencing in recorded music.</p> <p>Identify the use of ostinato in recorded music.</p>	<p>Make comparisons across different genres of music.</p> <p>Evaluate live music.</p>
Skill	Year 1	Year 2	Key Stage 2			
History of Music			<p>Develop an understanding of the history of music.</p> <p>Relate music to historical curriculum topics covered where possible.</p>			