



## St Monica's RC Primary School: Curriculum Progression and End Points

	End of EYFS	End of KS1	End of LKS2	End of UKS2
<b>SINGING</b>	<p>Sing a range of well-known songs and nursery rhymes - moving in time and adding actions to complement and feel the music.</p> <p>Lead fun songs individually and create fun ideas within songs.</p> <p>Take part in call and response songs, using mi-so, do-mi and do-so</p>	<p>Sing simple songs, chants, rhymes and call and response songs.</p> <p>Small pitch range - mi-so, do-so and pentatonic</p> <p>Sing a song with increasing vocal control.</p> <p>Know the meaning of dynamic and tempo and be able to demonstrate these when singing by responding to the leader's direction and visual symbols.</p>	<p>Widening range of unison songs of varying styles and structures singing tunefully and with expression.</p> <p>Perform forte, piano, crescendo and decrescendo sounds with the voice.</p> <p>perform actions confidently and in time to a range of action songs.</p> <p>Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with small and large leaps as well as a second part to introduce vocal harmony.</p> <p>Pitch range - do-do</p> <p>Perform as a choir in school assembly.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing three and four part rounds or partner songs, developing greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as choir in school assemblies, school performance opportunities and to a wider audience.</p>
<b>LISTENING AND APPRAISING</b>	<p>Listen to different musical styles and music from around the world, during carpet time paying attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings about the music. ( Knowing that the words of the songs can tell the story)</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music of different genres and styles.</p> <p>Recognise Instruments of the orchestra and have an awareness of how music enhances our everyday lives.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, using appropriate musical terminology.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen to music in greater depth, analysing the way that musical techniques affect the way in which the music connects to the emotions of the listener and to improve their own performance.</p>
<b>COMPOSING</b>	<p>Copy 'animal' rhythms lead by the teacher and then create their own.</p> <p>Create musical rhythms using animal words and then write them down</p> <p>Compose tunes on the Glockenspiel using 2 notes</p>	<p>Create musical sound effects using classroom instruments in response to a stimuli. Combine to make a story.</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns.</p> <p>Use music technology, if available to capture, change and combine sounds.</p>	<p>Structure musical ideas to create music that has a beginning, middle and end. (In response to a musical stimuli)</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using three notes.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument being learnt.</p>	<p>Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics; very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melody can be enhanced with rhythmic or chordal accompaniment.</p>

			<p>Sing/Play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (minim, crotchet, crotchet rest, paired quavers and semi-quavers) to create sequences of 2,3 or 4 beat phrases arranged into bars.</p> <p>Introduce major and minor chords and scales to composition to create a specific mood. Introduce major and minor chords.</p> <p>Include Instruments from instrumental lessons to expand scope and range of sound palette available for composition work.</p> <p>Capture and record creative ideas using any of; Graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	<p>Work in pairs/larger groups, compose a short ternary piece.</p> <p>Use chord changes as part of composition or improvisation.</p> <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on tuned percussion or orchestral instruments. Notate this melody. ( In C maj, A min, G maj, E min)</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a piece in ternary form and discuss how musical contrasts are achieved.</p>
<p><b>MUSICIANS HIP (SK1) PERFORMANCE (SK2)</b></p>	<p>Find the pulse using percussion instruments and their bodies as body percussion, and glockenspiel.</p> <p>Recognise and perform copycat rhythm patterns accurately.</p> <p>Sing and Play using Dynamic contrasts and understanding.</p> <p>Sing and move to the music using actions and an awareness of beat and rhythm.</p> <p><b>RHYTHM</b></p> <p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word pattern chants, create, retain and perform their own rhythms.</p> <p><b>PITCH</b></p> <p>Listen to sounds and compare high and low sounds.</p>	<p>Understand that the speed of a beat can change - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion playing repeated rhythm patterns and maintain a steady beat.</p> <p>Respond to the pulse in recorded or live music through movement and dance.</p> <p>Know the difference between left and right to support coordination.</p> <p>Begin to group beats in twos and threes by tapping knees on the strong beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing or listen to.</p> <p><b>RHYTHM</b></p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases. Read and respond to chanted rhythm patterns, and represent</p>	<p><b>PERFORMANCE</b></p> <p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range (C-E) as a whole class or in small groups. Use listening skills to correctly order phrases using dot notation. Individually copy stepwise melodic phrases with accuracy at different speeds; allegro (fast) and adagio (slow). Extend to question-and-answer phrases.</p> <p><b>Reading Notation</b> Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between; Crotchets Paired quavers Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p><b>PERFORMANCE/INSTRUMENTAL PERFORMANCE</b></p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs. Perform a range or repertoire combining instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <b>Reading Notation</b> Further understand the differences between; Semibreves Minims Crotchets Crotchet rests Paired quavers</p>

	<p>Sing familiar songs in both low and high voices and talk about different sounds.</p> <p>Explore percussion sounds to enhance a story.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>them with stick notation including crotchets, quavers and crotchet rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p><b>PITCH</b></p> <p>Play a range of singing games based on the cuckoo interval – so-mi.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p><b>PERFORMANCE/ INSTRUMENTAL PERFORMANCE</b></p> <p>Develop facility in the basic skills of a selected instrument over a sustained period.</p> <p>Play and perform melodies following staff notation using a small range as a whole class and in small groups.</p> <p>Perform in two or more parts from simple notation using instruments being learned..</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p> <p>Reading Notation</p> <p>Introduce and understand differences between;</p> <p>Minims</p> <p>Crotchets</p> <p>Paired quavers</p> <p>Rests</p> <p>Read and perform pitch notation within a defined range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Semiquavers</p> <p>Understand the differences between;</p> <p>2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p><b>PERFORM</b></p> <p>Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic range, including ff, pp, mf and mp.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>This could be done using keyboards, tuned percussion or tablets.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>Reading Notation</p> <p>Further understand the differences between;</p> <p>Semibreves</p> <p>Minims</p> <p>Crotchets</p> <p>Quavers</p> <p>Semiquavers</p> <p>and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a 4 bar phrase, confidently identifying note names and durations.</p>

