



Saint Thomas More Catholic Primary School

Music Curriculum Progression of skills 2022 - 2023



	KS1 Cycle A (Yr1 Units)	Year 3	Year 4	Year 5	Year 6
Singing	<p>Control vocal dynamics, duration and timbre. (Unit 4)</p> <p>Use voices to create descriptive sounds (Unit 12)</p> <p>Sing a song together as a group at the same pitch (Advent Service)</p> <p>Sing chants, songs and rhymes from memory (Mousike Ensemble)</p>	<p>Perform a round in three parts (Unit 11)</p>	<p>Combine singing, playing and dancing in a performance (Unit 11)</p> <p>Perform verse and chorus structure (Unit 4)</p> <p>Learn a 1960s pop song and popular dance styles of the time (Unit 11)</p>	<p>Sing in a group piece with changes in tempo and dynamics. (Unit 5)</p> <p>Sing a song in unison and three part harmony (Mousike Ensemble)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Mousike Ensemble)</p>	<p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (End of year)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (End of year)</p>
Playing Instruments	<p>Explore and control dynamics, duration, and timbre with Instruments (Unit 4)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Identify and keep a steady beat (Mousike Ensemble)</p>	<p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p>	<p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm, and staff notations (Unit 11)</p> <p>Perform a piece in rondo form (Unit 4)</p> <p>To understand how to hold and blow a recorder to make</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5)</p>	<p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p>

	<p>Play repeated rhythm patterns and short pitched patterns on tuned instruments (Mousike Ensemble)</p> <p>Use instruments to enhance storytelling (Advent Service)</p>		<p>a range of notes (Whole class ensemble: recorder)</p> <p>Play a simple tune using notes and fingering (Whole class ensemble: recorder)</p> <p>To read standard notation for and play tunes with a crotchet rest. (Whole class ensemble: recorder)</p>	<p>Perform music together in synchronisation with a short movie (Unit 5)</p> <p>Develop Ensemble playing, focusing on steady beat and placing notes accurately together. (Mousike Ensemble)</p>	
Improvising/ Exploring	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments (Unit 4)</p>	<p>Improvise to an ostinato accompaniment (Unit 6)</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</p> <p>Explore household items as instruments and match rhythms (Unit 4)</p>	<p>Create musical effects using contrasting pitch. (Unit 3)</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (End of year performance)</p>
Composing	<p>Create a picture in sound (Unit 12)</p>	<p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p>	<p>Compose a fanfare (Unit 11)</p>	<p>Develop a structure for a vocal piece and create graphic scores (Unit 3)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</p> <p>Use the musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p>

Listening	<p>Understand musical structure by listening and responding through movement (Unit 12)</p> <p>Understand how music can tell a story (Advent service)</p>	<p>Listen to and learn about a Romantic piece of music (Unit 6)</p>	<p>Listen to and play along with Bhangra music (Unit 4)</p> <p>Listen to and learn about Renaissance instruments (Unit 11)</p>	<p>Learn about the music of an early Baroque opera (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p>
Appraising	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Identify metre by recognising its pattern (Mousike Ensemble)</p> <p>Identify a repeated rhythm pattern (Mousike Ensemble)</p>	<p>Identify the metre in a piece of music (Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Unit 6)</p> <p>Learn about an instrument from Ancient Greece (Unit 11)</p>	<p>Demonstrate understanding of how sounds are produced by making instruments (Unit 4)</p>	<p>Compare and contrast two pieces of 19th century Romantic music (Unit 3)</p> <p>Identify changes in tempo and their effects (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p>

