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| **Communication and Language** | 1. Listen to the music and mark the beat with actions |
| **Personal, Social and Emotional Development** | 1. Sing a call-and-response section with changing voices |
| **Physical Development** | 1. Play a steady beat on percussion instruments |
| **Literacy** | 1. Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). 2. Explore storytelling through music and structure a class story based on the piece |
| **Expressive Arts and Design** | 1. Sing with a sense of pitch across a small range of notes 2. Explore the range and capabilities of voices through vocal play 3. Enjoy moving freely and expressively to music. 4. Compose/Improvise using a range of sounds to represent animals |

**Holy Family Music Curriculum Progression** (based off Sing Up)

**EYFS**

**Year 1**

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| **Singing** | 1. Sing simple chants and rhymes together, in tune and from memory 2. Sing a wide range of call-and-response songs to control vocal pitch and pitch match. |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing |
| **Composing** | 1. Improvise simple vocal chants using question-and-answer phrases 2. Create musical sound effects and short sequences of sounds in response to a stimulus 3. Invent, retain, and recall rhythm and pitch patterns. 4. Recognise how pictures and symbols can represent created sounds and follow these |
| **Musicianship** | 1. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes 2. Using body percussion and classroom percussion to play repeated patterns 3. Sing familiar songs in low and high voices and talk about the difference in sound. |

**Year 2**

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| **Singing** | 1. Sing songs with increasing vocal control and pitch range 2. Sing short phrases independently within a singing game |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. |
| **Composing** | 1. Create music in response to a non-musical stimulus 2. Improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation 3. Recognise and use graphic symbols, including dot and stick notation. |
| **Musicianship** | 1. Mark or move to a beat through clapping, and recognise when the tempo of this changes. 2. Begin to group beats in twos and threes through different actions (e.g. tapping and clapping). 3. Read and respond to chanted rhythm patterns 4. Respond to pitch changes with actions (e.g. stand up/ sit down) |

**Year 3**

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| **Singing** | 1. Sing a widening range of unison songs of varying style tunefully and with expression 2. Perform forte and piano (loud and soft). 3. Perform actions confidently and in time to a range of songs. |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. |
| **Composing** | 1. Invent ‘on-the-spot’ responses using voices and a range of instruments 2. Structure musical ideas to create music with a beginning, middle and end in response to stories or other sources. 3. Combine rhythmic notation with letter names to create rising and falling phrases |
| **Performing** | 1. Play and perform melodies on melodic instruments (e.g. glockenspiel) 2. Use dot and staff notation to perform notes 3. Copy melodic phrases and rhythms at different tempos. |

**Year 4**

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| **Singing** | 1. Sing a broad range of unison songs, pitching the voice accurately and following volume directions. 2. Sing rounds and partner songs, and songs with more than one part. |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. |
| **Composing** | 1. Begin to make compositional decisions about the structure of improvisations. 2. Compose music to create a specific mood using a range of instruments 3. Understand minor and major chords in composition. |
| **Performing** | 1. Read and perform simple melodies to staff notation (minims, crotchets, quavers, rests). 2. Read and perform pitch notation within a defined range. 3. Copy short melodic phrases using the pentatonic scale (C,D,E,G,A) 4. Follow and perform rhythmic scores to a steady beat in an ensemble. |

**Year 5**

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| **Singing** | 1. Sing a broad range of songs with accurate pitching and style 2. Sing three-part rounds and partner songs |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. |
| **Composing** | 1. Improvise freely over a drone and grooves using melodic instruments 2. Compose melodies from pairs of phrases in simple keys. 3. Compose a short ternary piece (A-B-A) in pairs. 4. Use chords to compose music to evoke a specific atmosphere or mood. |
| **Performing** | 1. Play melodies on tuned percussion following staff notation 2. Copy phrases and melodies by ear on tuned instruments 3. Read and perform further pitch and staff notation (e.g. semiquavers, C-C notes). |

**Year 6**

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| **Singing** | 1. Sing a broad range of songs accurately, including involving syncopated rhythms as part of a choir. 2. Sing 3-4 part rounds or partner songs, moving between parts. |
| **Listening** | 1. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. |
| **Composing** | 1. Improvise in small groups to create music with multiple sections and chord changes. 2. Improvise melodies beyond 8 beats over a fixed groove. 3. Plan and compose melodies using the pentatonic scale (C,D,E,GA) with rhythmic variety. |
| **Performing** | 1. Play a melody following staff notation within an octave range. 2. Engage in ensemble playing with pupils taking on different roles. 3. Read and confidently play from staff and pitch notation. 4. Confidently identify note names and durations. |