



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Progression at St Peter's CE Primary School

Subject: Music

		Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
	Milestone Moment	Nursery rhyme performance		Nativity performance	Play performance	Pop and pop art exhibition	
Knowledge		Sing songs, make music, make up rhymes and change endings to songs		Sing songs and chants, play tuned and untuned instruments musically, listen to live and recorded music. Make and control long and short sounds, using voice and instruments	Sing from memory in tune with accurate pitch. Use nonstandard symbols, recognise some notes on the musical stave.	Read and create notes on the musical stave, use drones and melodic ostinato, write their own songs, use digital technologies to compose, edit and refine their own music	

Unlocking....

Minds that learn, Hearts that love, Faith that gives





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Vocabulary		Repeat, pitch, melody, improvise, listen, feel, hear, sound, play, solo	Sequence, pattern, explore, perform, respond, long, short, pulse, rhythm, symbol, compose, faster, slower, express, instrument, notes, together, compose, accompany	Phrase, melodic, rhythmic, texture, structure, mood, emotion, timbre, tempo, dynamic, internalise, repeat, repetition, accompaniment, ostinato, interlude	Posture, projection, percussion, tuned, untuned, tempi, ensemble, control, accuracy, venue, independent, combination, isolation, manipulation, pentatonic, subdivide, soundscape, analyse, evaluate, compare	
Skills		Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Recall and remember short songs and sequences and patterns of sounds. Identify the pulse in different pieces of music. To explore different sound sources.	Sing with confidence using a wider vocal range. Sing in tune Identify melodic phrases and play them by ear. Recognise rhythmic patterns. Identify ways sounds are used to accompany a song.	Sing songs with increasing control of breathing, posture and sound projection. Internalise short melodies and play these on pitched percussion (play by ear). Identify different speeds of pulse (tempo) by clapping and moving.	

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		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate – try to move in time with music</p>	<p>Perform long and short sounds in response to symbols.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Make sounds and recognise how they can give a message.</p> <p>Perform together and follow instructions that combine the musical elements.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Respond physically when performing, composing and appraising music.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Create dances that reflect musical features</p> <p>Improvise rhythm patterns.</p> <p>Play accompaniments with control and accuracy</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Identify different moods and textures</p>	
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			<p>Identify long and short sounds in music.</p> <p>Identify and name classroom instruments.</p> <p>Play instruments in different ways and create sound effects.</p> <p>Create long and short sounds on instruments.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Identify different sound sources.</p> <p>Perform a rhythm to a given pulse.</p> <p>Create and chose sounds in response to a given stimulus.</p> <p>Handle and play instruments with control.</p>	<p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Create sequences of movements in response to sounds.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Analyse and comment on how sounds are used to create different moods</p> <p>Select instruments to describe visual images.</p>	<p>Perform an independent part keeping to a steady beat.</p> <p>Create different effects using combinations of pitched sounds</p> <p>Perform using notation as a support.</p> <p>Sing with expression and rehearse with others.</p> <p>Identify how a mood is created by music and lyrics</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Identify different starting points or composing music.</p>	
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			<p>Play and sing phrase from dot notation.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Identify well-defined musical features.</p> <p>Begin to internalise and create rhythmic patterns.</p> <p>Identify how sounds can be changed.</p> <p>Identify different groups of instruments</p> <p>Sing with an awareness of other performers.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Change sounds to reflect different stimuli.</p>	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Explore and chose different movements to describe animals.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Explore and perform different types of accompaniment.</p> <p>Choose instruments on the basis of internalised sounds.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Play and sing phrase from dot notation.</p>	<p>Sing songs with staff notation as support.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Listen to longer pieces of music and identify features.</p> <p>Subdivide the pulse while keeping to a steady beat.</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p> <p>Sing confidently as a class, in small groups and alone,</p>	
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			<p>Contribute to the creation of a class composition.</p> <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>	<p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Explore and select different melodic patterns.</p> <p>Create an accompaniment to a known song.</p> <p>Record their own ideas.</p> <p>Perform with awareness of different parts.</p> <p>Identify phrases that could be used as an introduction, interlude and ending</p>	<p>and begin to have an awareness of improvisation with the voice.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music in groups using a range of stimuli and developing their musical ideas into a completed composition.</p> <p>Improve their work through analysis, evaluation and comparison.</p>	
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				<p>Recognise and explore different combinations of pitch sounds..</p> <p>Create descriptive music in pairs or small groups.</p> <p>Recognise how music can reflect different intentions.</p>		
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