

St John's Catholic School Music Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Perform	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs • To explore sounds made by the body and voice. • Repeat the rhythm of some lines. 	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs/chants. • Follow teacher's hand signs to sing soh and me. • Listen to recorded music and discuss its mood. 	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs, including one with two parts. • Perform class arrangement of song. • Follow teacher's hand signs to sing doh, ray, me phrases. • Listen to music with repeated rhythms. 	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs, including pentatonic songs, and one with two parts. • Improvise vocally using do, ray, me phrases. • Follow teacher's hand signs to sing doh, ray, me phrases. • Listen to music that describes a picture, eg 'Morning' by Peer Gynt. 	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs, including some with two parts. • Improvise vocally using doh, ray, me, soh, lah phrases. • Follow teacher's hand signs to sing doh, ray, me, so lah phrases. • Listen to cyclic music from around the world. 	<p>To listen to and perform music:</p> <ul style="list-style-type: none"> • Learn new songs, including some with two parts. • Introduce far and te • Improvise vocally using doh, ray, me, soh, lah , far and te phrases. • Follow teacher's hand signs to sing doh, ray, me, so, lah, far and te phrases.
Create and Compose	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Explore simple percussion instruments • Put in sound effects for story. 	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Use G&E, F&D or C&A chime bars. • Make up patterns using chime bars as above. 	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Use word rhythms of a song and play on un-tuned instruments. • Work out a pattern that 	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Improvise vocally using do, ray, me phrases. • Choose 4 given rhythms to put together into a 4x4 beat phrase 	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Improvise vocally using doh, ray, me, soh, lah phrases. • Sing 4 beat rhythm phrases with doh, ray, 	<p>Using voice and instruments:</p> <ul style="list-style-type: none"> • Improvise vocally using doh, ray, me, soh, lah , far and te phrases. • Listen to each other's songs

	<ul style="list-style-type: none"> • Make up sequences of sound. 	<ul style="list-style-type: none"> • Play instruments in turn to compose a sequence. 	<p>enhances a song.</p> <ul style="list-style-type: none"> • Experiment with parts of a song being sung solo or by a small group. 	<p>with a correct structure.</p> <ul style="list-style-type: none"> • Practise playing the above on tuned instrument, xylophone. • Improve own composition by planned ending, as an example. 	<p>me, soh, lah pitches to solfa notation.</p> <ul style="list-style-type: none"> • Transfer song in two parts with drone and ostinatos to instruments. 	<p>and suggest improvements.</p> <ul style="list-style-type: none"> • Using song words of unknown simple songs – work out and write down rhythm in notation. • Be introduced to staff notation.
<p>Communication: pitch, duration, tempo, timbre, structure, musical notation</p>	<ul style="list-style-type: none"> • Tap rhythm of known songs. • Recognise fast/slow, loud/soft, high/low. • Move rhythmically to music. 	<ul style="list-style-type: none"> • Walk/march the pulse at different speeds. • Continue to learn about high/low, loud/soft, fast/slow by changing the way songs are performed. • Read 4 beat rhythms using quavers and crotchets. 	<ul style="list-style-type: none"> • Walk/march the pulse at different speeds including double and half. • Read 4 beat rhythms using quavers, crotchets and rest. 	<ul style="list-style-type: none"> • Walk/march the pulse at different speeds including double, half and skipping step for dotted quaver. • Read 4 beat rhythms using quavers, crotchets, crotchet rest, dotted quaver and semi-quaver. • Begin to record own composition. 	<ul style="list-style-type: none"> • Read 4 beat rhythms using quavers, crotchets, crotchet rest, dotted quaver and semi-quaver. • Follow 8 beat rhythms from notation – play in parts, eg clapping, body percussion, sticks, others instruments. • Record notation. 	<ul style="list-style-type: none"> • Read 4 beat rhythms using quavers, crotchets, crotchet rest, dotted quaver and semi-quaver. • Read compound time (6/8) rhythm phrases. • Make up words for a given notation. • Play simple songs from a staff notation.