



St Thomas' Catholic Primary School

Music Intent and Progression Map



We value music highly at St Thomas'. We know its importance to every person and its place in all human cultures. Music and singing is also our extension of praise and prayer to God. Our music curriculum is here to help every pupil develop their musicianship skills to become more confident, more engaged, more appreciative and gain even more enjoyment from music.

MUSIC IMPLEMENTATION

Music curriculum lessons are based on the aims of the Music National Curriculum and are planned and taught by music specialist, Mrs Carlton. Each class has a weekly music lesson which has strong links to other learning and subject topics where appropriate and most importantly helps to progress their musical skills through the following strands; performing with singing and instruments, composing and improvising, evaluating, building aural and theoretical knowledge and developing cultural and personal skills. These link together to help pupils become musicians with musical understanding.

Singing is practiced and performed as an integral part of our key stage and whole school assemblies and events for worship. All year 4 children learn ukulele in their whole class music lesson and every child in Key stage 2 is given the opportunity to take extra small group or individual lessons on recorder, flute, clarinet, saxophone, piano, guitar, violin or cello. These are led by Mrs Carlton and visiting peripatetic teachers and enable children to develop their musicianship skills on their instrument and musical theory.

We provide lunchtime and before or after school music groups for Key stage 2 to join choir, orchestra or ukulele clubs. We encourage our children to get involved in local community music ensembles and put children forward to join orchestral and singing days run by other schools and groups. At St Thomas' the children across all years enjoy and gain confidence through musical performances to audiences each year in our music assemblies, church services, concerts in school and to our local community.

Progression in Music <small>Skills are cumulative</small>	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Enjoy joining in and moving to music	Join in confidently	Perform in unison	Perform some simple rounds	Perform in rounds	Perform with chord accompaniments	Perform with ostinatos and expression.	Perform with base lines and two parts.
Singing: (Technique and range)	Sing along to known songs and new action songs and rhymes	Singing with actions	Singing with breathing well and clear beginning and endings	Singing range of a 6 th by ear with relaxed posture, dynamic contrasts	Singing range of an octave, mostly by step	Singing range of an octave, with leaps, dynamic range	Singing range of an octave following notation	Singing beyond an octave and with clear open vowels
Instruments: (Technique and range)	Using classroom tuned and untuned percussion instruments				Using classroom instruments and some children developing on their own instruments			
	Playing to a pulse and some repeating patterns	Controlling pulse, repeating rhythms basic posture, exploring sounds	Varying rhythmic and melodic patterns	Dynamic contrast Range of first notes, playing rhythmic patterns and from notation with two note lengths	Basic posture Clear tone First four or five notes (or 3 chords) Rhythms (using notation) with three note lengths	Including on Ukulele - basic posture, at least 3 chords and picking techniques, reading tablature. Rhythms (using notation) with four note lengths	Dynamic and articulation contrasts Phrasing Range about an octave (or 6 chords) Rhythmic playing including syncopated	Playing freely with technical control. Cresc and dim Range beyond an octave in more than one key, some minor key, or more than 6 chords.

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Learning in the Light of Christ*

Progression in Music Skills are cumulative	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing (including improvising, with melody, harmony, expression)	Free exploration of pitch and rhythm	Free exploration of pitch and rhythm Combine and change their creation purposefully reflecting and reviewing their work Talk about their own ideas and processes which have led them to make music.	Free exploration of pitch and rhythm Explore dynamic choices Explore instrument choices	Explore combinations of sounds	Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches)	Improvise an ostinato/riff (e.g. for an accompaniment)	Improvise a melodic phrase (up to 5 pitches) within a structure Explore layering of rhythmic and / or melodic phrases Indicate tempo	Improvise and refine a melodic phrase Harmonise a melody using chords I, V Use dynamic and articulation contrasts
Aural and Theoretical knowledge (Rhythm, melody, harmony, form, expression)	Pulse and starting and stopping	Counting beats to the pulse Exploring high/low, fast/slow, loud/soft, long/short	Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat) High and low and pitch direction	Single or multiple sounds (instruments / voices / parts) Phrase (breathing points) Dynamics (loud and soft) Timbre of different instruments	Crotchets and rests Quaver pairs, minims and minim rests (in four beat rhythms) Three note melody Simple structure (e.g. introduction, verse and chorus)	4/4, bars and bar lines (strong and weak beats) semibreves and rests First five notes of a major scale on a clef	All notes on a clef, All Contrasting dynamics (forte / piano) and articulation (staccato / legato)	3/4, 2/4 with semiquavers and rests, dotted rhythms Variation of tempo Accidentals and more than one key signature Chords I and V in major key Variation of dynamics (cresc and dim) and articulation (slurs, accents)
Evaluation (concepts, context, improvements)	Teacher led choices for different feelings and moods from music	Simple picture scores Feel different moods or characters Talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.	Use of musical choices to create an effect Use of graphic score Respond to different moods in music Identify good features	Use of staff notation Features of music for different purposes Improve own work	Use of staff notation Features of music for different purposes Improve own work	How musical concepts are used to reflect different intentions How music reflects different cultural contexts How venue and occasion influence performance and composition Suggest improvements for own and others work	How music changes over time How music demonstrates cross cultural influences	
Cultural development (Studying traditional, classical and popular music)	Nursery rhymes and songs, finger and action songs	Traditional: Children's songs and singing games from local, national and pupils' own heritage Beginning some traditional music from around the world Beginning some music from western classical tradition Beginning some popular music			Music from national and other heritages represented in the school Traditional music from other parts of the World Music from western classical tradition Popular music		Music from baroque, classical, romantic and modern periods Music from a fusion of popular styles	
Personal development (Making a contribution, self-esteem, independence, team work, emotional)	Performing together in the class Take turns	Perform to an audience Performing in a school assembly Take turns Support or begin to lead music in a small group			Support other musicians to accompany a piece or songs Perform a solo to teacher/class Perform in a group to teacher/class With guidance, practise at home to improve With guidance work in a group to improve a group performance or composition Express own views and feelings on music		Support other artists or play or create music for a specific purpose or occasion. Perform a solo to school class or assembly Perform in a group or an ensemble in a school assembly or concert Identify an aspect of performing or composing to improve in a group or through working at home Independently learn a piece of music or create own composition Able to take the lead and to respond to the leadership of others	

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