



## **St Paul's Music Progression Statements**

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- Listen to, review and evaluate music.
- Sing, create and compose music.
- Understand and explore how music is created, produced and communicated.

## End of KS1 Music Progression Statements (Years 1 and 2)

<b>Listen and Appraise</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know 5 songs off by heart.</li> <li>• Know what the songs are about.</li> <li>• Know and recognise the sounds and names of some of the instruments they use.</li> <li>• Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• Know some songs have a chorus or a response/answer part.</li> <li>• Know that songs have a musical style.</li> <li>• Learn how songs can tell a story or describe an idea.</li> </ul>
<b>Games</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know that music has a steady pulse, like a heartbeat.</li> <li>• Know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Start and stop singing when following a leader.</li> <li>• Know rhythms are different from a steady pulse.</li> <li>• Know we add high and low sounds (pitch) when we sing and play our instruments.</li> </ul>
<b>Singing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Confidently sing or rap five songs from memory and sing them in unison.</li> <li>• Learn about voices, singing notes at different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Know that unison is everybody singing at the same time.</li> <li>• Know why we need to warm up our voices.</li> <li>• Learn to find a comfortable singing position.</li> </ul>
<b>Playing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Learn the names of the notes of their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Know the names of untuned percussion instruments played in class.</li> <li>• Play the part in time with a steady pulse.</li> </ul>
<b>Improvisation</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain that improvisation is making your own tunes up on the spot.</li> <li>• Explain improvisation is not written down and belongs to them!</li> <li>• Listen and clap back, then listen and clap back improvised answers.</li> <li>• Use voices and instruments to listen and sing back, then listen and play improvised answers using one or two notes.</li> </ul>
<b>Composition</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain that composing is like writing a story with music.</li> <li>• Help create a melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down.</li> <li>• Help create simple melodies using one, three of five different notes.</li> </ul>

<b>Performance</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Explain that performing is sharing music with other people, called an audience.</li><li>• Add personal ideas to performances.</li><li>• Record the performance and say how they were feeling about it.</li><li>• Explain that performance can be a special occasion involving a class, year group or whole school.</li><li>• Explain that an audience could include your parents and friends.</li></ul>
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## End of Lower KS2 Music Progression Statements (Years 3 and 4)

<b>Listen and Appraise</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know five songs from memory and who sang or wrote them.</li> <li>• Know the style of five songs.</li> <li>• Talk about a song's: lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus, etc.), name some of the instruments heard.</li> <li>• Confidently identify and move to the pulse.</li> <li>• Think about what the words of a song mean.</li> <li>• Discuss how a song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<b>Games</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul>
<b>Singing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain that singing in a group can be called a choir, and they are led by a conductor.</li> <li>• Explain that songs can make you feel different things, e.g. happy, energetic or sad.</li> <li>• Explain that you must listen to each other when singing in a large group.</li> <li>• Sing in unison and in simple two-parts.</li> <li>• Demonstrate a good singing posture.</li> <li>• Enjoy exploring singing solo.</li> <li>• Sing with awareness of being 'in tune'.</li> <li>• Have an awareness of the pulse internally when singing.</li> <li>• Explain about texture – that a solo singer makes a thinner texture than an large group.</li> <li>• Rejoin the song if lost.</li> </ul>
<b>Playing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know and talk about the instruments used in class (a glockenspiel, a recorder)</li> <li>• Talk about other instruments they might play in a band or orchestra, or by their friends.</li> <li>• Experience leading the playing by directing everyone to join in.</li> </ul>
<b>Improvisation</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain that you cannot make a mistake when improvising, providing you use the notes given.</li> </ul>
<b>Composition</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain that composing is like writing a musical story and kept in some way (It can be played or performed again by your friends).</li> <li>• Use different ways of recording compositions (letter names, symbols, audio, etc.)</li> <li>• Help create a simple melody using one, three or five different notes.</li> </ul>

	<ul style="list-style-type: none"><li>• Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>• Record the composition in an appropriate way that makes the connection between sound and symbol (e.g. graphic, pictorial notation).</li></ul>
<b>Performance</b>	To be able to: <ul style="list-style-type: none"><li>• Communicate the meaning of the words and clearly articulate them.</li><li>• Talk about what they would change and why.</li></ul>

## End of Upper KS2 Music Progression Statements (Years 5 and 6)

<b>Listen and Appraise</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know five songs from memory and who sang or wrote them, when they were written and why.</li> <li>• Know the style of five songs and name other songs in those styles.</li> <li>• Talk about a song's: style indicators, lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), structure of the song (introduction, verse, chorus, etc.), name some of the instruments heard, the historical context of the song.</li> <li>• Know and talk about individual musical identity.</li> </ul>
<b>Games</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</li> <li>• Lead a game by inventing rhythms for others to copy back.</li> <li>• Lead a game of question and answer using three different notes</li> </ul>
<b>Singing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Confidently sing 5 songs from memory with a strong internal pulse.</li> <li>• Sing in unison and to sing backing vocals.</li> <li>• Demonstrate good singing posture.</li> <li>• Experience rapping and solo singing.</li> <li>• Listen to each other and be aware of how you fit into the group.</li> <li>• Sing with awareness of being 'in tune'.</li> </ul>
<b>Playing</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know and talk about different ways of writing music down – e.g. staff notation, symbols.</li> <li>• Use the notes C, D, E, F, G, A, B+, C on the treble stave.</li> <li>• Identify instruments played in a band or orchestra.</li> <li>• Play a musical instrument with the correct technique.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Lead a rehearsal session.</li> </ul>
<b>Improvisation</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Know three well-known improvising musicians.</li> <li>• Improvise using 3 notes.</li> </ul>
<b>Composition</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Create simple melodies using up to 5 different notes and simple rhythms.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition.</li> </ul>
<b>Performance</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Choose what to perform and create a programme.</li> <li>• Talk about the venue and how to use it to best effect.</li> <li>• Record and compare the performance to a previous performance.</li> <li>• Discuss and talk musically about a performance – 'What went well?' and 'It would have been better if...'</li> </ul>