



St Mary and St Peter Catholic Primary School

Progression of learning in Music

	Musical Element	Dimension Specifics	Y1	Y2	Y3	Y4	Y5	Y6
Progression in dimensions of learning	Pitch *	High & low sounds	Higher & lower sounds. Identify steps, leaps & repeated notes		Identify melodic shape & scale patterns		Identify range of different scale patterns	
	Duration *	Long & short sounds. Steady beat	Recognise respond & distinguish between beat & rhythm		Understand 2, 3 & 4 metre & how rhythms fit in steady beat		Understand more complex rhythmic patterns & metres	
	Dynamics	Loud, quiet & silence	Getting louder & quieter		Getting louder & quieter in finer gradations		Manipulated for expressive effect	
	Tempo	Fast & slow	Getting faster & slower		Getting faster & slower in finer gradations		Wide range manipulated for expressive effect	
	Timbre	Range of sounds & soundmakers	Identify families of instruments from sound & how sound made		Identify range of instruments by name & way played		Identify families of instruments & ensemble combinations	
	Texture	One sound & many sounds combined	Layers of sounds		Identify combinations of layers & solo, unison, drone & simple harmony		Understand types of harmony being used for expressive effects	
	Structure	Musical stories: same & different	Beginning, middle & end. Repetition & contrast		Repetition & contrast		Wider range of musical structures	
	Musical Skill	Skill Specifics	Y1	Y2	Y3	Y4	Y5	Y6
Progression in Learning skills	Singing	Sing familiar songs, chants & rhymes	Accompanied by vocal patterns		Rounds & partner songs		Part songs	
	Playing	Body sounds. Some control with percussion	More control & accuracy of tuned & untuned percussion		Maintain beat in 2, 3 & 4 metre. Rhythmic & melodic ostinato		Simple parts. Accurate awareness of pitch, metre & balance	
	Rehearsing	Start & stop together	Awareness of how to improve		Develop rehearsal routines & strategies		Further develop rehearsal routines & strategies	
	Notating	Recognise musical ideas represented as objects, cues, signs & symbols	Respond to graphic notation. Use basic notation for rhythm & pitch		Rhythmic & pitched notation		Rhythmic & pitched notation including stave	
	Listening & responding	Recognise mood, character, contrast & changes	Recognise changes in mood & character		Compare & contrast music heard & performed. Aware of context, purpose & intent			
	Describing & discussing	Build appropriate vocabulary relating to the dimensions			Use appropriate musical vocabulary in relation to learning		Further extend appropriate musical vocabulary in relation to learning	

* Likely to work on Pitch and Duration more frequently.