



St James the Great 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 mood 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. Make up sequences of sound. 	<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. Play instruments in turn to 	<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 enhances a song. 	<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 bet 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, me, soh, lah 	<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 and



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		compose a sequence.	<ul style="list-style-type: none"> Experiments 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>pitches to solfa notation.</p> <ul style="list-style-type: none"> Transfer song in two parts with drone and ostinatos to instruments. 	<p>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.
Communication: pitch, duration, tempo, timbre, structure, musical notation	<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 song from a staff notation.