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| **St Joseph’s Catholic Primary Voluntary Academy Skills progression**  **Music** | | | | |
| Music | ***EYFS*** | ***Years 1 and 2*** | ***Years 3 and 4*** | ***Years 5 and 6*** |
| ***Elements of Music*** | **Introduce**  Pulse  Rhythm  Pitch | **Main Focus**  Pulse  Rhythm  Pitch  **Introduce**  Dynamics  Tempo  Structure | **Main Focus**  Pulse  Rhythm  Pitch  Dynamics  Tempo  Structure  **Introduce**  Formal notation | **Main Focus**  Pulse  Rhythm  Pitch  Dynamics  Tempo  Structure  Notation  **Introduce**  Timbre  Texture |
| ***Listen and Appraise*** | Listen with concentration and understanding to a range of high-quality live and recorded music. | Listen with concentration and understanding to a range of high- quality live and recorded music. | Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and  musicians. | Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from  great composers and musicians |
| ***Creating and exploring (improvising, composing, notating).*** | Improvising with voices and untuned instruments.  Composing short phrases using knowledge of pulse, rhythm and pitch.  Introduction to graphic scoring. Adults modelling and children doing. | Improvising with voices and tuned and untuned instruments with increasing accuracy.  Composing simple, short tunes based on given information (e.g. structure, notes).  Continuing to graphic score own compositions. | Improvising with voices and tuned and untuned instruments using increasing knowledge of elements of music (see above)  Composing whole pieces based on given information (e.g. key scales, structure).  Using learnt notation to scribe own compositions. | Improvising with voices and tuned and untuned instruments, working within a key scale, to inform compositions.  Composing whole pieces using knowledge of key scales, |
| ***Perform*** | Reproduce sounds from aural memory. | Reproduce sounds from aural memory.  Perform in ensemble contexts. Perform from a graphic score. | Perform in ensemble and solo contexts.  Perform pieces from more formal notation. | Perform in ensemble and solo contexts.  Perform pieces from formal notation, including using  expression and dynamics. |