



St. Gregory's Catholic Primary School

Together, in Jesus, we Love, Learn, Create and Celebrate!



'Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.'

Colossians 3:16



This is an overview of the key knowledge children will accumulate as they progress in Music at St. Gregory's. Further steps in knowledge and skills acquisition, as well as links between topics and knowledge, can be found in our Medium-Term Plans, Unit Rationales and Knowledge Organisers.

Principal aims of Music

To ensure that all pupils

- Develop a lifelong enjoyment and appreciation of music.
- Use music as a means of self-expression, creativity and communication.
- Participate confidently in singing, instrumental and ensemble activities, performing with skill and enjoyment.
- Gain the knowledge and understanding to listen with discrimination, compose with imagination, and perform with confidence.

Substantive (Key) Knowledge in Music

Children develop secure knowledge of the interrelated dimensions of music—pitch, duration, dynamics, tempo, timbre, texture and structure—alongside understanding of musical notation, genres, traditions and key composers. This substantive knowledge enables pupils to recognise how music is created, produced and communicated across different times, places and cultures.

Disciplinary Knowledge in Music

Knowing and understanding how to apply the above substantive knowledge in practice to control sounds and create music. Children learn to think and work as musicians—listening with discrimination, performing with accuracy and expression, and composing with creativity and purpose. Through regular opportunities to appraise and evaluate their own work and that of others, they develop the disciplinary knowledge needed to interpret, refine and respond to music as active, thoughtful practitioners. Our children see and hear professional musicians at the highest level, inspiring them to pursue their own musical journeys

EYFS – Summary of Music

Expressive Arts and Design: Being Imaginative and Expressive

The table below outlines the most relevant statements taken from the early Learning Goals (EYFS Statutory Framework) and Development Matters age ranges for 3 and 4 year olds and Reception for Music, and the prerequisite skills for music within the National Curriculum.

3 and 4 year olds

- Sing a large repertoire of songs.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen attentively, move to and talk about music expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance

- performing solo and in groups.

Early Learning Goal

- Children sing a range of well-known nursery rhymes and songs.
- Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 - Summary of Music

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 – Summary of Music

Pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Year 1	Singing	Listening	Composing	Musicianship
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a small range, mi-so and then slightly wider. • Sing a range of call and response songs, control vocal pitch and match pitch with accuracy. 	<ul style="list-style-type: none"> • Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. • Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds, choosing and playing instruments or sounds makers. • Understand the difference between creating a rhythm pattern and pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>Pulse/beat:</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion (clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks) playing repeated rhythm patterns and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>Rhythm:</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. <p>Pitch:</p> <ul style="list-style-type: none"> • Listen to sounds in the local school

				<p>environment, comparing high and low sounds.</p> <ul style="list-style-type: none">• Sing familiar songs in both low and high voices and talk about the difference in sound.• Explore percussion sounds to enhance story telling.• Follow pictures and symbols to guide singing and playing.
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Year 2	Singing	Listening	Composing	Musicianship
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leaders directions, and visual symbols. 	<ul style="list-style-type: none"> • Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. • Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<ul style="list-style-type: none"> • Create music in response to non- musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion creating a musical conversation. • Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. 	<p>Pulse/beat:</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo) • Mark the beat of a listening piece by tapping or clapping recognizing changes in tempo. • Walk in time to the beat of a piece of music or song. • Begin to group beats into twos and threes by tapping knees on the first beat then clapping the remaining beats. • Identify the beat groups in music they regularly sing and listen to. <p>Rhythm:</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying the leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests. • Create and perform their own

				<p>rhythm patterns with the same stick notation.</p> <p>Pitch:</p> <ul style="list-style-type: none">• Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.• Sing short phrases independently within a singing game or short song.• Respond independently to pitch changes heard in short melodic phrases, indicating with actions.• Recognise dot notation and match to 3 note tunes played on tuned percussion.
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Year 3	Singing	Listening	Composing	Performing – Instrumental performance/Reading notation
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression. Perform forte and piano (loud and soft) • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. • Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<p>Improvise:</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned/untuned percussion and instruments played in whole class group, individual, instrumental teaching) inventing short on the spot responses using a limited note range. • Structure musical ideas (e.g. using echo/question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli; stories, verse, images and musical sources. <p>Compose:</p> <ul style="list-style-type: none"> • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range as a whole class or in small groups. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. • Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Year 4	Singing	Listening	Composing	Performing – Instrumental performance/Reading notation
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school 	<ul style="list-style-type: none"> Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<p>Improvise:</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato) Begin to make compositional decisions about the overall structure of improvisations. <p>Compose:</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create 	<ul style="list-style-type: none"> Develop facility in basic skills of a selected musical instrument over a substantial learning period. Play and perform melodies following staff notation using a small range; middle C-G/do-so as a whole class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale) e.g. C, D, E, G, A) Understand the difference between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C-G/do-so) Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of

	assemblies.		<p>sequences of 2, 3 or 4 beat phrases, arranged into bars.</p> <ul style="list-style-type: none">• Explore developing knowledge of musical components by composing music to create a specific mood.• Introduce major and minor chords.• Include instruments played in whole class group, individual teaching to expand the scope and range of the sound palette available for composition work.• Capture and record creative ideas using graphic symbols, rhythm notation and time signatures and staff notation.	ensemble.
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Year 5	Singing	Listening	Composing	Performing – Instrumental performance/Reading notation
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. • Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<p>Improvise:</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo) very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano) <p>Compose:</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the difference between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C-C/do-do) • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C-C/do-do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire

			<ul style="list-style-type: none">• Working in pairs, compose a short ternary piece.• Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.• Capture and record creative ideas using graphic symbols, rhythm notation and time signatures and staff notation.	<p>pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <ul style="list-style-type: none">• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
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Year 6	Singing	Listening	Composing	Performing – Instrumental performance/Reading notation
<p><u>Knowledge and Skills</u></p>	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, 	<ul style="list-style-type: none"> • Develop shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to, singing and playing. • Listening to recorded performances with be complemented by opportunities to experience live music making in and of school. 	<p>Improvise:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Compose:</p> <ul style="list-style-type: none"> • Compose an 8 or 16 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/ or orchestral instruments. Notate this melody. • Compose melodies made from parts of phrases in either G major or E minor 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range., make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. • Further understand the difference between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.

	<p>balance between parts and vocal independence.</p> <ul style="list-style-type: none">• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.		<p>or a key suitable for the instrument chosen.</p> <ul style="list-style-type: none">• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.	<ul style="list-style-type: none">• Read and play from notation a four bar phrase, confidently identifying note names and durations.
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