



St. Paul's Catholic Primary School
Music - Cycle A
Progression of skills and knowledge

Yr	Autumn			Spring			Summer		
	Project	Skills	Knowledge	Project	Skills	Knowledge	Project	Skills	Knowledge
Year 1/2 Half Term 1	Unit 1 Sounds Interest (Exploring Sounds)	<i>Perform</i> <i>Listening</i> <i>Composing</i>	<u>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</u> <ul style="list-style-type: none"> I can explore different sound sources using voices, hands and bodies. <u>Play tuned and untuned instruments musically.</u> <ul style="list-style-type: none"> I can explore a range of classroom percussion instruments and name them. I can play instruments in different ways. I can handle and play instruments with control. 	Unit 3 Feel the Pulse (Exploring pulse and rhythm)	<i>Perform</i> <i>Listening</i> <i>Composing</i>	<u>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</u> <ul style="list-style-type: none"> I can perform rhythms to a given beat. <u>Play tuned and untuned instruments musically.</u> <ul style="list-style-type: none"> I can play simple untuned percussion to learn how to control and play a beat. I can accompany a song by playing the beat or rhythm. <u>Listen with concentration and understanding to a range of high-quality live and recorded music</u> <ul style="list-style-type: none"> I can identify the beat in different pieces of 	Unit 5 What's the Score? (Exploring instruments and symbols)	<i>Perform</i> <i>Listening</i> <i>Composing</i>	<u>Play tuned and untuned instruments musically.</u> <ul style="list-style-type: none"> I can identify instruments and the way their sound can be changed I can develop my control of instruments by playing slowly and quickly in contrast. I can perform using symbols as a support <u>Listen with concentration and understanding to a range of high-quality live and recorded music</u> <ul style="list-style-type: none"> I can identify instruments and the way their sound can be changed. I can identify the



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<p>Year 1/2 Half Term 1</p>	<p><u>Unit 1</u> Sounds Interest (Exploring Sounds)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p><u><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></u></p> <ul style="list-style-type: none"> • I can identify a variety of different sound sources and describe the sounds. • I can listen to a piece of recorded music and identify how the sounds are being made. • I can recognise the sounds of classroom percussion instruments and identify how they are being played. <p><u><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></u></p>	<p><u>Unit 3</u> Feel the Pulse (Exploring pulse and rhythm)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p>music</p> <ul style="list-style-type: none"> • I can identify the rhythm of words • I can begin to internalise and create rhythm patterns <p><u><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></u></p> <ul style="list-style-type: none"> • I can begin to internalise and create rhythm patterns 	<p><u>Unit 5</u> What's the Score? (Exploring instruments and symbols)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p>changes in volume in a piece of music.</p> <ul style="list-style-type: none"> • I can identify different sounds by matching movements to given sounds. <p><u><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></u></p> <ul style="list-style-type: none"> • I can develop my control of instruments by playing slowly and quickly in contrast. • I can choose sounds and instruments carefully. • I can make my own symbols as part of a score. • I can make improvements to my own and others' work.
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<p>Year 1/2 Half Term 1</p>	<p><u>Unit 1</u> Sounds Interesting (Exploring Sounds)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<ul style="list-style-type: none"> • I can create a piece of music using sounds made by my hands. • I can make and select sounds to reflect the mood of a story • I can select sounds and sound sources carefully in response to a story. 						
<p>Year 1/2 Half Term 2</p>	<p><u>Unit 2</u> The Long and Short of It (Exploring Duration)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p><u>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</u></p> <ul style="list-style-type: none"> • I can make longer and shorter sounds with my voice. <p><u>Play tuned and untuned instruments musically.</u></p> <ul style="list-style-type: none"> • I can explore long and short sounds on classroom instruments. • I can create a sequence of long and 	<p><u>Unit 4</u> Taking Off (Exploring Pitch)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p><u>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</u></p> <ul style="list-style-type: none"> • I can use a high, low and middle voice. • I can sing a melody at my own pitch. • I can sing phrases from dot notation. <p><u>Play tuned and untuned instruments musically.</u></p> <ul style="list-style-type: none"> • I can play phrases from dot notation 	<p><u>Unit 6</u> Rain Rain Go Away (Exploring Timbre, Tempo and Dynamics)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p><u>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</u></p> <ul style="list-style-type: none"> • I can sing songs expressively. <p><u>Play tuned and untuned instruments musically.</u></p> <ul style="list-style-type: none"> • I can control sounds as part of a class performance. <p><u>Listen with concentration and understanding to a range of high-quality live and recorded music</u></p>



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<p>Year 1/2 Half Term 2</p>	<p>Unit 2 The Long and Short of It (Exploring Duration)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p>short sounds on instruments. <u>Listen with concentration and understanding to a range of high-quality live and recorded music</u> <ul style="list-style-type: none"> • I can recognise long and short sounds. • I can identify long and short sounds in music <u>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> • I can create a sequence of long and short sounds on instruments. </p>	<p>Unit 4 Taking Off (Exploring Pitch)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<p><u>Listen with concentration and understanding to a range of high-quality live and recorded music</u> <ul style="list-style-type: none"> • I can follow pitch movement with my hands <u>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> • I can create and choose sounds in response to a given stimulus </p>	<p>Unit 6 Rain Rain Go Away (Exploring Timbre, Tempo and Dynamics)</p>	<p><i>Perform</i> <i>Listening</i> <i>Composing</i></p>	<ul style="list-style-type: none"> • I can describe different images created by music. <u>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> • I can select appropriate instruments, choose and combine sounds carefully. • I can select appropriate combinations of sounds • I can choose and order sounds in response to a stimulus • I can control sounds as part of a class composition.
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Year 3/4 Half Term 1	Unit 1 Animal Magic (Exploring descriptive sounds)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can combine narration and movement to describe a chosen animal. I can combine narration, sounds and movement to describe a chosen animal. <u>Listen with attention to detail and recall sounds with increasing aural memory.</u> <ul style="list-style-type: none"> I can recognise how musical elements are used and combined. 	Unit 3 The Class Orchestra (Exploring arrangements)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can learn a song and sing it in an ensemble I can play melodic phrases by ear. I can perform rhythmic patterns. I can perform in different ways exploring the way that performers are a musical resource.. <u>Listen with attention to detail and recall sounds with increasing aural memory.</u> <ul style="list-style-type: none"> I can identify different ways sounds are used to 	Unit 5 Painting with sound (Exploring Sound colours)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can explore different combinations of pitched sounds. <u>Listen with attention to detail and recall sounds with increasing aural memory.</u> <ul style="list-style-type: none"> I can identify descriptive features in music. I can analyse and comment on how sounds are used to create different moods. <u>Appreciate and understand a wide range</u>



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<p>Year 3/4 Half Term 1</p>	<p><u>Unit 1</u> Animal Magic (Exploring descriptive sounds)</p>	<p>Listening Composing Notation Knowledge of Music</p>	<p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can explore and choose different movements to describe animals. • I can explore the use of Hasthas. • I can recognise 'Carnival of the Animals by Saint Saëns <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can create sequences of sound in response to movements. 	<p><u>Unit 3</u> The Class Orchestra (Exploring arrangements)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>accompany a song.</p> <ul style="list-style-type: none"> • I can identify melodic phrases. • I can identify rhythmic phrases.. <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can recognise an extract from "Ein Mädchen oder Weibchen from The Magic Flute' by Mozart. • I can identify phrases that could be used as an introduction (traditional Jamaican songs) 	<p>Painting with sound (Exploring Sound colours)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can recognise and explore different combinations of rhythmic sounds (Arabian, Chinese, Brazilian music) <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can select instruments and create sounds to describe visual images. • I can choose instruments on the basis of internalised sounds. • I can create textures by combining sounds in
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<p>Year 3/4 Half Term 1</p>	<p><u>Unit 1</u> Animal Magic (Exploring descriptive sounds)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<ul style="list-style-type: none"> I can create sequences of movements in response to sounds. <p><u>Develop an understanding of the history of music.</u> I can recognise 'Carnival of the animals' Saint-Saëns.</p>	<p><u>Unit 3</u> The Class Orchestra (Exploring arrangements)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> I can fit different rhythmic patterns together. <p><u>Develop an understanding of the history of music.</u> <ul style="list-style-type: none"> I can recognise an extract from 'Ein Mädchen oder Weibchen from The Magic Flute' by Mozart. I can appreciate that songs have different purposes. </p> </p>	<p><u>Unit 5</u> Painting with sound (Exploring Sound colours)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>different ways. <u>Develop an understanding of the history of music.</u> <ul style="list-style-type: none"> I can recognise and explore different combinations of rhythmic sounds (Arabian, Chinese, Brazilian music) </p>
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<p>Year 3/4 Half Term 2</p>	<p>Unit 2 Play it again (Exploring rhythmic pattern)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can repeat rhythmic patterns. • I can perform with awareness of different parts. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can recognise repeated rhythmic patterns. <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from</u></p>	<p>Unit 4 Dragon Scales (Exploring pentatonic scales)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can improvise simple tunes based on the pentatonic scale. • I can perform with others keeping a steady beat. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can identify pentatonic scales in songs. <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</u></p>	<p>Unit 6 Salt Pepper Vinegar Mustard (Exploring singing games)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can sing and play a range of singing games with confidence. • I can demonstrate the difference between pulse and rhythm. • I can create simple rhythmic ostinato and perform with others • I can perform their singing games for other people. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can identify different
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<p>Year 3/4 Half Term 2</p>	<p>Unit 2 Play it again (Exploring rhythmic pattern)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u><i>different traditions and from great composers and musicians.</i></u></p> <ul style="list-style-type: none"> • I can identify repeated patterns used in a variety of music. • I can recognise 'Polka' (Chopsticks) Alexander Borodin. <p><u><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></u></p> <ul style="list-style-type: none"> • I can compose music and make improvements to my own work. <p><u><i>Develop an understanding of the history of music.</i></u></p> <ul style="list-style-type: none"> • I can recognise 'Polka' (Chopsticks) Alexander Borodin. 	<p>Unit 4 Dragon Scales (Exploring pentatonic scales)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u><i>and from great composers and musicians.</i></u></p> <ul style="list-style-type: none"> • Chinese dragon song. <p><u><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></u></p> <ul style="list-style-type: none"> • I can create a class song. • I can create an accompaniment to a song. <p><u><i>Develop an understanding of the history of music.</i></u></p> <ul style="list-style-type: none"> • Chinese dragon song. 	<p>Unit 6 Salt Pepper Vinegar Mustard (Exploring singing games)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>actions and uses of singing games.</p> <ul style="list-style-type: none"> • I can identify different singing games. <p><u><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></u></p> <ul style="list-style-type: none"> • Playground singing games <p><u><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></u></p> <ul style="list-style-type: none"> • I can make up my own singing game with tunes and actions. <p><u><i>Develop an understanding of the history of music.</i></u></p> <p>Singing games being</p>
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Year 3/4 Half Term 2	<u>Unit 2</u> Play it again (Exploring rhythmic pattern)	Performing Listening Composing Notation Knowledge of Music					<u>Unit 6</u> Salt Pepper Vinegar Mustard (Exploring singing games)	Performing Listening Composing Notation Knowledge of Music	songs and games passed on through friends and families.
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Year 5/6 Half Term 1	Unit 1 Cyclic Patterns (Exploring rhythm and pulse)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can explore and perform a cyclic pattern I can identify and control different ways percussion instruments make sounds I can keep a steady pulse and improvise rhythmic patterns <u>Listen with attention to detail and recall sounds with increasing aural memory.</u> <ul style="list-style-type: none"> I can identify 	Unit 3 Journey into Space (Exploring sound sources)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can explore different textures using tuned sounds. I can explain how sounds can create different intended effects <u>Listen with attention to detail and recall sounds with increasing aural memory.</u> <ul style="list-style-type: none"> I can identify contrasting moods and sensations <u>Appreciate and understand a wide range</u>	Unit 5 Stars, Hide Your Fires (Performing together)	Performing Listening Composing Notation Knowledge of Music	<u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u> <ul style="list-style-type: none"> I can learn a new song quickly and sing it confidently from memory. I can play accompaniments with control and accuracy, using notation as a support. I can contribute creatively to a group performance. I can present performances effectively with awareness of audience, venue and



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<p>Year 5/6 Half Term 1</p>	<p><u>Unit 1</u> Cyclic Patterns (Exploring rhythm and pulse)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>different aspects of pulse by clapping and moving.</p> <ul style="list-style-type: none"> • I can identify rhythmic patterns, instruments and repetition <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can perform African greetings. <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can invent simple rhythmic patterns. 	<p><u>Unit 3</u> Journey into Space (Exploring sound sources)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can describe the sounds in 'Atmosphères' by György Ligeti. • I can compare 'Départ' by Wolfgang Rihm with other musical pieces. • I can explore the attack and decay sounds in 'Stripsody' by Cathy Berberian. • I can discuss moods and feelings created by 'Mare Tranquillitatis' by Vangelis. <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can create different 	<p><u>Unit 5</u> Stars, Hide Your Fires (Performing together)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>occasion.</p> <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can identify how a mood is created by music and lyrics <p><u>Use and understand staff and other musical notations.</u></p> <ul style="list-style-type: none"> • I can play accompaniments with control and accuracy, using notation as a support.
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				<p><u>Unit 3</u></p> <p>Journey into Space (Exploring sound sources)</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Notation</p> <p>Knowledge of Music</p>	<p>sound effects using combinations of pitched sounds</p> <ul style="list-style-type: none"> • I can explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space. <p><i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> • I can describe the sounds in 'Atmosphères' by György Ligeti. • I can compare 'Départ' by Wolfgang Rihm with other musical pieces. • I can explore the attack and decay sounds in 'Stripsody' by Cathy Berberian. • I can discuss moods and feelings created by 'Mare Tranquillitatis' by Vangelis. 			
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<p>Year 5/6 Half Term 2</p>	<p>Unit 2 Roundabout (Exploring Rounds)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can sing a round in two or more parts and identify how the parts fit together • I can sing a round with confidence and accompany my singing with a repeated chord. • I can accompany my singing with a simple chord structure. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can describe the effect of different combinations of 	<p>Unit 4 Songwriter (Exploring lyrics and melody)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can perform my song with expression, in tune to a simple accompaniment. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can evaluate and improve their work through discussion <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p>	<p>Unit 6 Who knows? (Exploring Music Processes)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</u></p> <ul style="list-style-type: none"> • I can choose instruments and control a range of sounds • I can use my voice confidently and descriptively in response to given images. • I can change metre within a piece of music. <p><u>Listen with attention to detail and recall sounds with increasing aural memory.</u></p> <ul style="list-style-type: none"> • I can listen to melodic improvisations and notice how these are organised with the rhythm into a structure.
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<p>Year 5/6 Half Term 2</p>	<p><u>Unit 2</u> Roundabout (Exploring Rounds)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p>pitched notes using the terms tense, tight, relaxed, loose and comfortable</p> <ul style="list-style-type: none"> • I can improve my performance through listening, internalising and analysing what changes need to be made. <p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can learn a traditional Hungarian folk song. • I can learn a Calypso round from Trinidad. <p><u>Improvise and compose music for a range of purposes</u></p>	<p><u>Unit 4</u> Songwriter (Exploring lyrics and melody)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<ul style="list-style-type: none"> • I can identify how lyrics can be used to convey mood, attitude or tell a story • I can recognise that lyrics reflect the time and place in which they were composed. <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can create my own lyrics based on headlines and common phrases • I can compose a short song to my own lyrics <p><u>Develop an understanding of the history of music.</u></p> <ul style="list-style-type: none"> • I can recognise how lyrics often have cultural historical and social meaning (protest songs) 	<p><u>Unit 6</u> Who knows? (Exploring Music Processes)</p>	<p>Performing Listening Composing Notation Knowledge of Music</p>	<p><u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></p> <ul style="list-style-type: none"> • I can learn about a composer's starting points for a particular composition ('Rhapsody in Blue' by Gershwin) • I can explain the inspiration for Messiaen's inspiration for writing 'le réveil des oiseaux.' <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> • I can identify different starting points for composing music.
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