



**St Francis Xavier Catholic Primary School Whole School Music Assessment Knowledge and Skills Progression Map – 2024 2025**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instrument taught by Peripatetic Music Teacher		Djembe drum (beginner)	Tin whistle	Ukulele	Recorder	Glockenspiel	Djembe drum (intermediate)
Charanga Units	Me! My Stories Everyone! Our Word Big Bear Funk Reflect, Rewind and Reply	Hey You Rhythm in the way we walk and Banana Rap In the Groove Round and Round (SPR2 – djembe drum) Your Imagination	Hands, Feet, Heart Ho, Ho, Ho (SPR1 – tin whistle) I Wanna Play in a Band (SUM1 – tin whistle) Zootime	(AUT1 – ukulele) Let Your Spirit Fly Glockenspiels Stage 1 Three Little Birds The Dragon Song (SUM2 – ukulele)	Mamma Mia Glockenspiels Stage 2 (SPR1 – recorder) Lean On Me (SUM1 – recorder) Blackbird	Livin’ on a Prayer (AUT1&2 MAC Pyramid Concert) Classroom Jazz 1 Make you feel my love (SPR2 – glockenspiels) Fresh Prince of Bel Air Dancing in the Street	(AUT1 – djembe drum) Classroom Jazz 2 A New Year Carol You’ve Got a Friend Music and Me (SUM1 – Leavers’ singing concert & djembe drum)
Substantive Knowledge: Listen and Appraise	-To know twenty nursery rhymes off by heart. -To know the stories of some of the nursery rhymes.	-To know 5 songs off by heart. -To know what the songs are about. -To know and recognise the sound and names of some of the instruments they use.	-To know five songs off by heart. -To know some songs have a chorus or a response/answer part. -To know that songs have a musical style.	To know five songs from memory and who sang them or wrote them. -To know the style of the five songs. -To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: -Some of the style indicators of that song (musical characteristics that give the song its style). -The lyrics: what the song is about. -Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). -Identify the main sections of the song (introduction, verse, chorus etc). -Name some of the instruments they heard in the song.	-To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? -To know the style of the five songs and to name other songs from the Units in those styles. -To choose two or three other songs and be able to talk about: o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time?	-To know five songs from memory, who sang or wrote them, when they were written and why? -To know the style of the songs and to name other songs from the Units in those styles. -To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity
Substantive Knowledge: Games	-To know that we can move with the pulse of the music. -To know that the words of songs can tell stories and paint pictures.	-To know that music has a steady pulse, like a heartbeat -To know that we can create rhythms from words, our names, favourite food, colours and animals.	-To know that music has a steady pulse, like a heartbeat -To know that we can create rhythms from words, our names, favourite food, colours and animals -Rhythms are different from the steady pulse. -We add high and low sounds, pitch, when we sing and play our instruments.	-Know how to find and demonstrate the pulse. -Know the difference between pulse and rhythm -Know how pulse, rhythm and pitch work together to create a song. -Know that every piece of music has a pulse/steady beat. -Know the difference between a musical question and an answer.	Know and be able to talk about: -How pulse, rhythm and pitch work together -Pulse: Finding the pulse – the heartbeat of the music -Rhythm: the long and short patterns over the pulse -Know the difference between pulse and rhythm -Pitch: High and low sounds that create melodies -How to keep the internal pulse -Musical Leadership: creating musical ideas for the group to copy or respond to	-Know and be able to talk about: -How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song -How to keep the internal pulse -Musical Leadership: creating musical ideas for the group to copy or respond to	-Know and be able to talk about: -How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music -How to keep the internal pulse -Musical Leadership: creating musical ideas for the group to copy or respond to
Substantive Knowledge: Singing	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	-To confidently sing or rap five songs from memory and sing them in unison.	-To confidently know and sing five songs from memory. -To know that unison is everyone singing at the same time. -Songs include other ways of using the voice e.g. rapping (spoken word). -To know why we need to warm up our voices.	-To know and be able to talk about: -Singing in a group can be called a choir -Leader or conductor: A person who the choir or group follow -Songs can make you feel different things e.g. happy, energetic or sad -Singing as part of an ensemble or large group is fun, but that you must listen to each other -To know why you must warm up your voice	-To know and be able to talk about: -Singing in a group can be called a choir -Leader or conductor: A person who the choir or group follow -Songs can make you feel different things e.g. happy, energetic or sad -Singing as part of an ensemble or large group is fun, but that you must listen to each other -Texture: How a solo singer makes a thinner texture than a large group -To know why you must warm up your voice	-To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse -To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice	-To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. -To know about the style of the songs so you can represent the feeling and context to your audience -To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice



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<p align="center"><b>Substantive Knowledge: Playing</b></p>		<p>Learn the names of the notes in their instrumental part from memory or when written down. -Learn the names of the instruments they are playing.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. - Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about -The instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about: -The instruments used in class (a glockenspiel, recorder or xylophone) -Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about -Different ways of writing music down – e.g. staff notation, symbols -The notes C, D, E, F, G, A, B + C on the treble stave -The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about -Different ways of writing music down – e.g. staff notation, symbols -The notes C, D, E, F, G, A, B + C on the treble stave -The instruments they might play or be played in a band or orchestra or by their friends</p>
<p align="center"><b>Substantive Knowledge: Improvisation</b></p>		<p>Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation: -Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To know and be able to talk about improvisation: -Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard in the Challenges in your improvisations -To know three well-known improvising musicians</p>	<p>To know and be able to talk about improvisation: -Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one, two or three notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations -To know three well-known improvising musicians</p>
<p align="center"><b>Substantive Knowledge: Composition</b></p>		<p>Composing is like writing a story with music - Everyone can compose.</p>	<p>Composing is like writing a story with music. - Everyone can compose</p>	<p>To know and be able to talk about -A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends -Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about: -A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Notation: recognise the connection between sound and symbol</p>	
<p align="center"><b>Substantive Knowledge: Performance</b></p>	<p>A performance is sharing music.</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience. -A performance can be a special occasion and involve a class, a year group or a whole school - An audience can include your parents and friends</p>	<p>To know and be able to talk about: -Performing is sharing music with other people, an audience -A performance doesn't have to be a drama! It can be to one person or to each other -You need to know and have planned everything that will be performed -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know -It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To know and be able to talk about: -Performing is sharing music with other people, an audience -A performance doesn't have to be a drama! It can be to one person or to each other -You need to know and have planned everything that will be performed -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know -It is planned and different for each occasion -It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To know and be able to talk about: -Performing is sharing music with other people, an audience -A performance doesn't have to be a drama! It can be to one person or to each other -Everything that will be performed must be planned and learned -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know -It is planned and different for each occasion -A performance involves communicating ideas, thoughts and feelings about the song/music</p>	



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Listening, Aural Memory and Appraising	<p>Listen and repeat simple lyrics and rhythm patterns.</p>	<p>Listen to music with sustained concentration.</p> <p>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Learn how songs can tell a story or describe an idea.</p>	<p>Listen with direction to a range of high quality music.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>To confidently identify and move to the pulse.</p> <p>Think about what the words of a song mean.</p> <p>Take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p>	<p>Listen to and recall sounds with increasing aural memory.</p> <p>Confidently identify and move to the pulse.</p> <p>Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>When you talk try to use musical language.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Singing and Playing (with technical accuracy, expression and control)	<p>Sing and chant as part of a group and on own.</p>	<p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p>	<p>Sing a song in two parts.</p> <p>Use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Play instruments using the correct techniques with respect.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Find the pulse within the context of different songs/music with ease.</p> <p>Sing in unison and in simple two-parts.</p> <p>Demonstrate a good singing posture.</p> <p>Follow a leader when singing.</p> <p>Enjoy exploring singing solo.</p> <p>Sing with awareness of being ‘in tune’.</p> <p>Have an awareness of the pulse internally when singing.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>Rehearse and perform their part within the context of the Unit song.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Rejoin the song if lost.</p> <p>Listen to the group when singing.</p> <p>Experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Sing in unison and to sing backing vocals.</p> <p>Experience rapping and solo singing.</p> <p>Listen to each other and be aware of how you fit into the group.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Rehearse and perform their part within the context of the Unit song.</p> <p>To lead a rehearsal session.</p>	



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<b>Rehearsing and Performing</b>	<p>Begin to build a repertoire of songs and dances.</p> <p>Sing songs, make music and dances and experiment with ways of changing them.</p>	<p>Learn and perform chants, rhymes, raps and songs.</p> <p>Learn to follow the music leader. Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>	<p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes which growing confidence.</p> <p>Practise, rehearse and present performances to audiences with growing awareness of the people watching.</p>	<p>Sing songs with multiple parts with increasing confidence.</p> <p>Play or perform in solo or ensemble contexts with confidence.</p> <p>To choose what to perform and create a programme.</p> <p>Communicate the meaning of the words and clearly articulate them.</p> <p>Talk about the best place to be when performing and how to stand or sit.</p> <p>Record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Present a musical performance designed to capture the audience.</p>	<p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Talk about the venue and how to use it to best effect.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Sing as part of an ensemble with full confidence and precision.</p>
<b>Improvisation and Composition</b>	<p>Represent his/her ideas, thoughts and feelings through music.</p>	<p>Respond imaginatively to music.</p> <p>Choose particular movements, instruments/sounds for their own imaginative purposes</p> <p>Explore &amp; engage in music making</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>		<p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Create a simple composition and record using formal notation.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<b>Elements of Music (Pulse, Rhythm, Dynamics, Pitch, Structure, Timbre, Tempo, Musical Instruments)</b>	<p>Explore different sounds of instruments.</p>	<p>Use the correct musical language to describe a piece of music.</p> <p>Recognise different musical instruments.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that the dynamics describe how loud or quiet the music is.</p> <p>Begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p>	<p>Understand that timbre describes the character or quality of a sound.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Begin to describe a piece of music using developing understanding of the interrelated musical dimensions.</p> <p>Build an understanding of pulse and internalise it when listening to a piece of music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Experience with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Confidently recognise a range of musical instruments.</p>	<p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p>	<p>Understand how pulse, rhythm and pitch work together.</p>	<p>Appropriately discuss the dimensions of music and recognise them in music heard.</p>



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<p align="center">Knowledge of musical notation through instruments</p>		<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Tin whistle – to know and play the notes - B, A, G</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Ukulele – to know and play the strings – A, E, C and G</p> <p>To know and play the chords – C, F, G and Cm</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>	<p>Recorder – to know and play the notes – B, A, G, E</p> <p>Develop an understanding of formal, written notation which included minims and quavers.</p> <p>To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Glockenspiel – to know and play the notes C, D, E, F, G, A and B</p> <p>Use and develop an understanding of formal, written notations which includes staff, semibreves and dotted crotchets.</p> <p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave.</p>	<p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets, sharp and flat notes.</p>
	<p align="center">Musical History – listen and appraise</p>	<p>Develop an increasing understanding of the history and context of music.</p>	<p>Develop an increasing understanding of the history and context of music through a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians.</p>	<p>Develop an increasing understanding of the history and context of music through a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians.</p>	<p>Develop an increasing understanding of the history and context of music through a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians.</p>	<p>Develop an increasing understanding of the history and context of music through a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians.</p>	<p>Develop an increasing understanding of the history and context of music through a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians.</p>