ST CATHERINE'S CE PRIMARY SCHOOL
MUSIC CURRICULUM PROGRESSION



At St Catherine's, music is a powerful expression of our vision to love like Jesus with our heads and our hearts. It brings together love, wisdom, community, dignity, and hope — creating space for emotional connection, creativity, and shared joy.

From daily whole-school singing to reflective listening experiences, music encourages children to connect deeply with their feelings and the world around them. The Charanga scheme nurtures creativity and self-expression through opportunities to compose, perform, and explore music from diverse cultures and styles.

Through the Music Heads initiative, children listen to and reflect on a wide range of musical genres, fostering appreciation, critical thinking, and the belief that everyone can be a musician — regardless of background or experience.

Beyond the classroom, children have rich opportunities to share their musical gifts. Our school choir performs in the community, including for the Mayor, KEMP Hospice, and during acts of worship — placing music at the heart of service and celebration.

Specialised programs such as Rocksteady, Young Voices, and 1:1 instrumental tuition allow children to grow in confidence, skill, and joy. Bursaries and subsidies ensure that music is inclusive and accessible to all, reflecting our commitment to dignity and opportunity for every child.

Music at St Catherine's is a joyful, inclusive journey — where children are empowered to grow in head and heart, and to use their gifts to bring beauty, connection, and hope to others.

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Music Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary	Speak, happy, instrument, sing, sad, create, soft, loud, high, rhyme, voice, low, music, quiet, sound	Speak, happy, instrument, sing, sad, create, soft, loud, high, rhyme, voice, low, music, quiet, sound Rhythms, pitch, pulse,	Speak, happy, instrument, sing, sad, create, soft, loud, high, rhyme, voice, low, music, quiet, sound Rhythms, pitch, pulse, tone, unison.	Rhythms, pitch, pulse, tone, unison, dynamics, texture, tempo. Verse, chorus, introduction.	Rhythms, pitch, pulse, tone, unison, dynamics, texture, tempo. Verse, chorus, introduction. Composition. Quaver, crotchet, minim, rest.	Rhythms, pitch, pulse, tone, unison, dynamics, texture, tempo, style. Solo, lead, backing. Quaver, crotchet, minim, rest, bar. Verse, chorus, bridge, introduction. Composition. Stave, cleff, time signature.	Rhythms, pitch, pulse, tone, unison, dynamics, texture, tempo, style. Solo, lead, backing. Quaver, crotchet, minim, rest, bar. Verse, chorus, bridge, introduction. Composition. Stave, cleff, time signature.
Singing Knowledge	Nursery rhymes 2 Songs from memory	5 Songs from memory. Singing 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: 1. Its main features 2. Singing in unison, the solo, lead vocal, backing vocals or rapping 3. To know what the song is about and the meaning of the lyrics 4. 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: 1. Its main features 2. Singing in unison, the solo, lead vocal, backing vocals or rapping 3. To know what the song is about and the meaning of the lyrics. 4. To know and explain the importance of warming up your voice

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Singing Skills	Begin to respond verbally and with movement. Learn to sing cohesively as a group.	Learn to sing at different pitches. How to make different types of sound with their voice. Learn to sing cohesively as a group.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Playing Knowledge	Learn the some names of instruments they are playing during child initiated	Learn the names of instruments they are playing. To identify tuned and untuned instruments.	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.	To know and be able to talk about: ● The instruments used in class (a glockenspiel.)	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.	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	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
Playing Skills	Start to respond to simple musical cues such as starting and stopping etc	Treat instruments carefully. Play a tuned instrument within a song. Learn to play a part in a song with varying difficulty (single note or multiple notes).	Treat instruments carefully and with respect. 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). Play the part in time with the steady pulse.	To treat instruments carefully and with respect. 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.	To treat instruments carefully and with respect. Play any one, or all 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.	● Play a musical instrument with the correct technique within the context of the Unit song. ● 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. ● To rehearse and perform their part within the context of the Unit song.	Play a musical instrument with the correct technique within the context of the Unit song. 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.

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			Listen to and follow musical instructions from a leader.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation Knowledge	Copy back improvised clapping – know teacher or adult is making up tune/rhythm	Learn that improvising is about making up your own tunes and rhythms.	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.	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 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 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	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

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Improvisation Skills	Clap and improvise (simple rhythmic patterns).	Create rhythms through clapping and untuned instruments. Create rhythms and tunes using their voices. Take it in turns to improvise.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing,Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Play and Copy Back **Bronze** Copy back using instruments. Use one note. **Silver** – Copy back using instruments. Use the two notes. **Gold** – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: **Bronze** – Question and Answer using instruments. Use one note in your answer. **Silver –** Question and Answer using instruments. Use two notes in your answer. Always start on a G. **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: **Bronze** – Improvise using one note. **Silver** – Improvise using two notes. **Gold** – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Play and Copy Back **Bronze** Copy back using instruments. Use one note. **Silver** – Copy back using instruments. Use the two notes. **Gold** – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: **Bronze** – Question and Answer using instruments. Use one note in your answer. **Silver –** Question and Answer using instruments. Use two notes in your answer. Always start on a G. **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: **Bronze** – Improvise using one note. **Silver** – Improvise using two notes. **Gold** – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

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Composition Knowledge	Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	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.)	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.)	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	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
Composition Skills	Help create simple melodies	Help create simple melodies within the context of the song that is being learnt.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

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Performance Knowledge	A performance is sharing music with other people, called an audience.	A performance is sharing music with other people, called an audience. An audience can include your parents and friends	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.	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	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	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	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
Performance Skills	Start to perform together in an ensemble/band	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	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.)	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

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Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an 'it'!
Every child has at least one 'it' – we need to find it!