

Music Progression 2022 -2023

Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
EYFS	Me!	The Nativity or Autumn	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay
Music knowledge and skill	<p>Listen and Respond</p> <ul style="list-style-type: none">To know twenty nursery rhymes off by heart.To know the stories of some of the nursery rhymes <p>Explore and Create</p> <ul style="list-style-type: none">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. <p>Singing</p> <ul style="list-style-type: none">To sing or rap nursery rhymes and simple songs from memory.Songs have sections. <p>Share and Perform</p> <ul style="list-style-type: none">A performance is sharing music.			<p>Listen and Respond</p> <ul style="list-style-type: none">To learn that music can touch your feelings.To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Explore and Create</p> <ul style="list-style-type: none">There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to find and keep the pulse, copy rhythm and patterns of words, identify high and low pitched sounds. <p>Singing</p> <ul style="list-style-type: none">To sing along with a pre-recorded song and add actions.To sing along with the backing track. <p>Share and perform</p> <ul style="list-style-type: none">Perform any of the nursery rhymes by singing and adding actions or dance.Perform any nursery rhymes or songs adding a simple instrumental part.Record the performance to talk about.		
Early Learning Goals	<p>Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p>					

	Perform songs, rhymes with others and try to move in time with music.					
Vocab	Pulse Rhythm High sounds Low sounds	Pulse Rhythm High pitch Low pitch Pattern	Pulse Rhythm High pitch Low pitch Melodic Pattern	Pulse Rhythm High pitch Low pitch Melodic pattern Notes	Pulse Rhythm High pitch Low pitch Melodic pattern Beat Pitched note	Pulse Rhythm High pitch Low pitch Melodic pattern Pitched note Beat
Year 1 Unit Titles	How Can We Make Friends When We Sing Together?	How Does Music Tell Us Stories About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us Through the Day?	How Does Music Teach Us About Looking After Our Planet?
Music skill	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Improvisation	Exploring Sound and Creating a Story
Charanga Outcomes	<p>Area 1: Listening and Responding to Music</p> <p>1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.</p> <p>1c: Demonstrates some basic understanding of musical style.</p> <p>Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <p>2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.</p> <p>2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>2c: Demonstrates a basic understanding of the importance of posture and technique when performing.</p> <p>2d: Demonstrates an understanding of the basic concepts of improvisation and composition.</p> <p>2e: Introduces the performance (any connection to the Social Theme is an added bonus).</p>					
Curriculum outcomes	<p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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.</p>					
Vocab	Pulse	Pulse	Tempo	Pulse	Improvisation	Composition

	Rhythm	Rhythm Pitch	Dynamics	Rhythm Pitch		
Year 2 Unit Title	Help Us to Make Friends?	Nativity or How Does Music Teach Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After Our Planet?
Music skill	Exploring Simple Patterns	Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music that Makes You Dance	Exploring Improvisation
Charanga outcomes	Area 1: Listening and Responding to Music 1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. 1b: Demonstrates a basic understanding of how feelings can connect with/relate to music. 1c: Demonstrates some basic understanding of musical style. Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language 2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music. 2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short). 2c: Demonstrates a basic understanding of the importance of posture and technique when performing. 2d: Demonstrates an understanding of the basic concepts of improvisation and composition. 2e: Introduces the performance (any connection to the Social Theme is an added bon					
Curriculum outcomes	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.					
Vocab	Patters Rhythmic Melodies Bass Chorus	Patterns Tempo Dynamics Repetition	Feelings Emotions Creating Improvising	Improvising Composing Timbre	Dance Pulse Rhythm	Improvisation Expression Tune Performer
Year 3 Unit Title	How Does Music Bring Us Closer Together?	Carol Service or Enjoying Improvisation	How Does Music Make The World a Better Place?	How Does Music Help Us Get to	Learning More About Musical Styles	Recognising Different Sounds

				Know our Community?		
Music skill	Developing Notation Skills	Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More About Musical Styles	Recognising Different Sound
Curriculum outcomes	<p>Area 1: Listening and Responding to Music 1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Can identify and describe feelings as they relate to music. 1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.</p> <p>Area 2: Understanding and Using the Language of Music 2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided. 2c: Can make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Area 3: Developing Performance Awareness and Skills 3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music. 3b: Demonstrates an understanding of the importance of posture, diction and technique when performing. 3c: When planning, rehearsing, introducing and performing the song: <ul style="list-style-type: none"> ● Makes connections between the music encountered and the Social Theme. ● Applies learning from the Musical Spotlight. ● Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections. </p>					
Curriculum outcome	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 					

	<ul style="list-style-type: none"> develop an understanding of the history of music. 					
Vocab	Notation Musicianship Rhythm Pitch	Improvising Solo Group Unplanned	Composition Unique	Experiencing music Musical cultures	Musical styles Categorise music	Sound recognition Instruments Timbre
Year 4 Unit Title	How does music bring us closer together?	Carol Service or What Stories Does Music Tell Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	How Does Music Connect Us with Our Planet?
Music skill	Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
Curriculum Outcomes	<p>Area 1: Listening and Responding to Music 1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Can identify and describe a variety of contrasting feelings as they relate to music. 1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</p> <p>Area 2: Understanding and Using the Language of Music 2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided. 2c: Can make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>Area 3: Developing Performance Awareness and Skills 3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music. 3b: Demonstrates an understanding of the importance of posture, diction and technique when performing. 3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> Makes connections between the music encountered and the Social Theme. Applies learning from the Musical Spotlight. 					

	<ul style="list-style-type: none"> Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections 					
Curriculum outcome	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 					
Vocab	Pulse Time signature Rhythmic pattern Time signatures	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure/form	Pulse Groove Improvisation Flow	Melodies Composing Improvise Note Phrase	Notes Impact Tempo Melodies Harmonies	Musical expression Identity Intention Purpose Responding
Year 5 Unit Title	How Does Music Bring Us Together?	Carol Service or How Does Music Connect Us to Our Past?	How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with Our Environment?
Music skill	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
Charanga Outcomes	<p>Area 1: Listening and Responding to Music</p> <p>1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>1b: Can identify and describe a variety of contrasting feelings as they relate to music.</p> <p>1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p>					

	<p>Area 2: Understanding and Using the Language of Music</p> <p>2a: Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).</p> <p>2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>Area 3: Developing Performance Awareness and Skills</p> <p>3a: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> • Makes connections between the music encountered and the Social Theme. • Applies learning from the Musical Spotlight. • Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections 					
Curriculum outcomes	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 					
Vocab	Music tech Electrified Digital sampling Composers	Musical styles Emotions Categorise	Key signatures Time signatures	Music culture Music structure Chords Scale Tonic triad	Expression of musical meaning Songwriting Composers	Composer Songwriter Performer Improviser Musical elements
Year 6 Unit Title	How does music bring us closer together?	Carol Service or What Stories Does Music Tell Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	End of Year Production or How Does Music Connect Us with Our Planet?

Music skill	Developing Melodic Phrases	Understanding Structure and Form	Exploring Key and Time Signatures	Exploring Notation Further	Using Chords and Structure	Respecting Each Other Through Composition
Charanga outcomes	<p>Area 1: Listening and Responding to Music 1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 1b: Can identify and describe a variety of contrasting feelings as they relate to music. 1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p> <p>Area 2: Understanding and Using the Language of Music 2a: Can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task. 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>Area 3: Developing Performance Awareness and Skills 3a: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. 3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing. 3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> • Makes connections between the music encountered and the Social Theme. • Applies learning from the Musical Spotlight. • Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections. 					
Curriculum outcomes	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 					

Vocab	Melodic phrases Composing Pitch Rhythm Improvise Melody Composer Notation	Structure Form Verse Chorus Exposition Development Recapitulation	Musical performance Confidence Musical practise	Notation Differentiated Instrumental Parts	Chords Structure Melody Repetition	Composition Respect Identity Lyrics Chord Melody
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