

Music Progression Document

Concept	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Term 1	<p>Me explore: growing, homes, colour, toys, how I look</p>	<p>My Musical Heartbeat <i>How can we make friends when we sing together?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>	<p>Pulse, Rhythm and Pitch <i>How does music help us to make friends?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>	<p>Writing music down <i>How does music bring us closer together?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>	<p>Musical Structures <i>How does music bring us together?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>	<p>Melody and harmony in music <i>How does music bring us together?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>	<p>Music and Technology <i>How does music bring us together?</i></p> <p>Pop, rap, and other musical styles to appraise and perform.</p>
Why here/Why now	<p>To learn to sing a variety of songs off by heart to help assist learning to count and colours, etc that are key learning for ELG's.</p>	<p>This unit starts with a baseline of musical knowledge assessment, it helps children to understand and find beat of the music, which is essential in their musical journey. Cross-curricular this unit has a broad social theme of friendship- which links to our church school values and British value of tolerance. There is also a 'shapes'</p>	<p>Children begin to learn about patterns - such as repeated rhythmic ideas, bass lines or melodies; or the fact that they can be structural, such as a chorus that keeps coming back. This is, again, related to the theme of friendship. As we become more familiar with other people, they can become our friends. This is related to how</p>	<p>Children take part in activities to support understanding of duration, pulse, rhythm and pitch. Children continue to play the Glockenspiels and recorders.</p>	<p>In this unit, children build on their knowledge of finding the pulse and then identifying the time signatures. Children learn that time signatures express the way that the pulse of a piece of music is organised into strong and weak beats.</p>	<p>In this unit the children focus on how music brings us together, there is the opportunity to baseline existing knowledge. Children will also learn more about different time signatures and explore improvising with different musical styles.</p>	<p>Opportunity to baseline. Pop songs with different instrumental parts to explore and challenge. Developing melodic phrases when composing tracks. Using the improvising and composing units to focus on this skill. Rehearse, perform their compositions. Thinking about performance skills. Thinking also about how music can bring</p>

		song to help with geometry in mathematics.	patterns can work in music. By the end of a song, we might know how to sing the chorus so well that it is already like an old friend – this is because it has been repeated – we come to recognise the pattern; we feel reassured and in good company.				us together- talok about songs written about love and relationships, personal growth and journey's etc.
Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Pulse, beat, rhythm, pitch, improvise, compose, instrument, lyrics perform	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, melody, keyboard, hook, synthesizer.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, , hook, riff, solo
Autumn Term 2	My Stories explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure,	Dance, Sing and Play <i>How does music tell stories about the past?</i>	Playing in an Orchestra <i>How does music teach us about the past?</i>	Playing in a band <i>What stories does music tell us about the past?</i>	Exploring Feelings when you Play <i>How does music connect us with our past?</i>	Emotions and musical styles <i>How does music connect us with our past?</i>	Developing Ensemble Skills <i>How does music connect us with our past?</i>

	Superheroes, Let's pretend, Once upon a time	Orchestral, pop, nursery rhymes					
Why here/Why now	To continue learning another 5 action songs and nursery rhymes by heart.	Building on musical knowledge of rhythm and pitch of basic music knowledge, understanding with the social theme that music tells stories and can connect us to the past. Helping to understand historical relevance of music. Starting to build on their understanding of improvisation, playing glockenspiel and musical performance.	In Unit 1, the children had a focus on patterns in music. Patterns are one way we can build structure into music, while balancing familiarity (in repeating things) with change and surprise (in introducing new things to the music, such as changes in tempo and dynamics). Children continue to build on dynamics and tempo. Children learn how music has helped us to tell stories from the past.	In previous units, children have learnt that improvisation is a great way to create music that belongs to you, and to express your feelings and ideas. In this unit, the children are going to enjoy improvising solo or as a group.	Children use all of the elements they have learnt about previously – pulse, rhythm, pitch, dynamics and combine them to create the foundations of music.	The children will use their knowledge of previous historical music activities and learn about how emotions effect musical styles as well as how to express themselves through music. They will explore a range of music and build on their existing skills of music composition, improvisation and performance.	Looking at three different songs and how they connect us to our past history with music. Talk about the themes of the songs (such as Roll Alabama Roll) how music can help us understand about the world around us and our past. Looking at older styles of Folk, Blues and Jazz. Perform and compose building on previous years existing knowledge.
Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap,	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm,	Blues, Jazz, Folk, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,

			improvise, dynamics, tempo			pitch, tempo, dynamics, riff, hook, solo	dimensions of music, hook, riff, solo
Spring Term 1	Everyone explore: family, friends, people and music from around the world	Exploring Sounds <i>How does music make the world a better place?</i>	Inventing a Musical Story <i>How does music make our world a better place?</i>	Composing using your imagination <i>How does music make our world a better place?</i>	Compose with your Friends <i>How does music improve our world?</i>	Exploring key and time signature <i>How does music improve our world?</i>	Creative Composition <i>How does music improve our world?</i>
Why here/Why now	To start learning listening skills and how to respond to different styles of music, whilst embedding foundations of the interrelated dimensions of music	Building on and understanding the terms tempo and dynamics. Also looks at how music brings about social change and can help express feelings and emotions. Introducing to new styles and building on listening to, understanding music and performing.	Music is related to storytelling and we discuss the importance of music in different ceremonies. However, music also communicates emotions and feelings. Children learn the powerful influence that music can have on mood and behaviour – which are not all positive. Children will continue to practice playing the Glockenspiel and the Recorder.	Children will build on the previous unit and will improvise in time with the music (keep the pulse) and feel the music by getting into the 'groove'. Children learn that the 'groove' is related to the rhythm section of the band (keyboard, guitar, bass, drums). This is also related to feeling the pulse.	Children continue to look at the foundational elements of music covered in the previous unit, with a focus on the pulse and groove when improvisation. As in year 3, children will improvise in time with the music (keep the pulse) and feel the music by getting into the groove.	Children will look at how to build their confidence through performance and presentation of music. There will be opportunities to build on previous music skills and knowledge and understand how music can support our mental well- being and growth as well as supporting others and making the world better through the existence of music. There are opportunities for assessment and build on previous weeks knowledge	Children have the opportunity to understand music from different cultures and musical styles (rock 'n' roll, pop and disco) they have chances to listen to and respond to orchestral and other cultures music. There are a choice of composing styles based on the children's ideas. They will continue to build on their musical performance skills and performing to one another and building on articulation and dynamics. Building on the idea of enjoying

						to lead to this point.	creating and performing music and expressing themselves.
Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
Spring Term 2	Our World explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Learning to Listen <i>How does music help my neighbour?</i>	Recognising Different Sounds <i>How does music help us get to know about our community?</i>	More Musical Styles <i>How does music help us get to know about our community?</i>	Feelings through Music <i>How does music teach us about our community?</i>	Introducing chords <i>How does music teach us about our community?</i>	Musical Styles Connect Us <i>How does music teach us about our community?</i>
Why here/Why now	To continue learning songs by heart and start to improvise leading to playing classroom instruments within a song	To build on musical skills adding a focus on pitch and rhythm whilst embedding previous skills learnt. Socially we will be	Children learn to sing a pop song, a marching band song and a gospel song. Themes of identity and culture are explored.	Children will continue to learn about the Foundational Elements of Music with a focus on creating melodies, while working with all	As in year 3, children continue to learn about creating melodies through improvisation, changing the pulse and therefore the	The children will build on their previous musical skills with a focus on chords (there are videos to support this on freestyle on musical apps)	Observe and engage in notation further, building on their understanding from previous units. Three songs will allow to sing songs

		<p>looking at how to care for others and love thy neighbour linking into our church school value of friendship and forgiveness.</p>	<p>Children build on the idea that music is all about storytelling. The discussions from Spring 1, about feelings and emotions are embedded. Throughout the unit children will be improvising and composing.</p>	<p>the other elements of music. In the previous unit, we were focusing on improvisation and particularly on developing a groove through our interplay with the pulse. Although this was a lot to do with rhythm, we were also changing the pitch of the notes as we played. In this sense, we were already creating melodies as we improvised. Children will use improvising to create a melody.</p>	<p>groove of the music.</p>	<p>using technical skills to build knowledge and understanding. The children will look at different styles of music with some orchestral skills. There is an opportunity for black history as one composer focused on is the first black woman to have an orchestral piece played in America and listen and appraise music they may be familiar with. There is the opportunity to sing three songs and build on their knowledge of chords and community. (Orchestras are a community as we are in a school- working together to achieve a common goal).</p>	<p>with different themes and to play different parts/ printing and looking at how notation looks. Build on musical knowledge and vocabulary. Rehearse and perform songs, paying attention to how notation looks to be able to help with their final unit compositions.</p>
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Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, pentatonic scales, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing, vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony
Summer Term 1	Big Bear Funk A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	Having fun with improvisation <i>What songs can we sing to help us through the day</i>	Exploring Improvisation <i>What songs make us happy?</i>	Enjoying Improvisation <i>How does music make a difference to us every day?</i>	Expression and Improvisation <i>How does music shape our way of life?</i>	Words meaning and expression <i>How does music shape our way of life?</i>	Improvising with Confidence <i>How does music shape our way of life?</i>
Why here/Why now	To revise songs learned so far and secure languages and understanding of	Using skills acquired over the previous units the children will build on their	To learn about the importance of vocal warmups and poise when singing	To continue to learn about parts and learn to play one or more of them continuing	To continue learning about singing from Year 3 units to sing confidently in unison and in	To start commenting on style indicators for songs when appraising, using prior knowledge	To start thinking how music is created, performed and structured and how music is

	<p>the dimensions of music</p>	<p>improvisation skills. To help toward children's mental and physical health. Each song has a theme of self-care with life skills such as 'brushing teeth' and 'getting dressed'.</p>		<p>on from the units in Year 2.</p>	<p>simple two-parts, demonstrating a good singing posture.</p>	<p>of musical vocabulary learned from YrR and building through Yr1,2,3 and 4.</p> <p>Children will look at different musical styles (Korean pop, orchestral, pop orchestral) there are skat, singing and rap styles of vocals to learn and perform. There are opportunities to improvise and perform. The children will sing a song 'breathe' which talks about using breathing and how this can help keep us calm. Can discuss favourite songs and how they keep us happy and calm are they cathartic? Can discuss the meaning of the word and</p>	<p>influenced by different artists, histories and cultures.</p> <p>Learning different vocal skills for different styles of music as well as building on learning and improvising instrumentals on differentiated levels. Also have the opportunity to build on composing skills from previous years.</p>
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						possibly, create a display of favourite songs and how they help with our well-being.	
Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scales, pulse, rhythm, pitch, tempo, dynamic, texture, structure, hook, riff, melody.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, hip hop, salsa, gospel, time signature, key signature, tempo
Summer Term 2	Reflect Rewind Replay Consolidation of learning and contextualising the history of music	Let's Perform Together <i>How can music teach us about looking after our planet?</i>	Our Big Concert <i>How does music teach us about looking after our planet?</i>	Opening Night <i>How does music connect us with our planet?</i>	The Show Must Go On <i>How does music connect us with the environment?</i>	Identifying important musical elements <i>How does music connect us with the environment?</i>	Farewell Tour <i>How does music connect us with the environment?</i>
Why here/Why now		Using skills learnt throughout the year, the children look at exploring composing based on the theme of caring for our planet. Cross-curricular links with forest school and geography.	Cross curricular links with this unit include geography as children explore themes of the environment, outdoor learning and Forest School as well as climate change.	Children will continue to learn about all the Foundational Elements of Music, with a focus on sounds and sound recognition. Children will recap the musical	In the previous unit, we saw how music is linked to our feelings, and how it can be linked with any kind of occasion or emotion. We have also learnt about how music	Learn three different songs- a pop song (with competition), an orchestral song with improvising activity and a rhythm and blues song. Can discuss different sounds and musical	Practice, improvise and compose with a range of songs all based on our environment. Thinking about if we can we use music to raise awareness for the planet. Links to

		As well as our church school values of compassion and thankfulness of our earth.	As introduced in previous units, music is all about emotions and what it means to be human.	element called 'timbre'. Each voice and instrument has its own distinct sonic 'fingerprint' that allows a trained ear to distinguish between them. Children have a chance to practise this during all the Listen and Respond activities.	is culturally variable. Activities in this unit continue to build upon this.	elements within the world around us. Have the opportunity to build on both vocals and instrumental skills (Glockenspiels and recorders). Cross curricular opportunities with forest school, how do we hear sounds from nature? What materials are instruments made from? Can we use music to raise awareness for the planet? Have the opportunity to compose using the music builder and creating a simple lyric.	Geography, Science and Forest School. Have the opportunity to compose using the music builder, instruments and all other musical knowledge learnt in order to compose and perform their own songs about the environment, saving the planet and climate change. Links with English in writing for an audience, song lyrics- talking about form and how it is poetic in style. Final song can be performed as part of year 6 leavers.
Key Vocabulary	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Beat, clapping, performing, listening, vocal patterns, tune, recorder, glockenspiel, composing, improvising.	Perform, share, compose, clapping, pulse, listening, improvising, playing, rapping, recorder, glockenspiel, vocal patterns.	Minim, crotchet, quaver, 2/4 time signature, key signature, rhythmic patterns, pop, hip hop, gospel,	Emotions, expression, improvisation, dynamics, pitch, unison	Listen, appraise, dynamics, improvisation, environment, theme, issue, cover, sing, perform, compose, improvise,	Listen, appraise, dynamics, lyrics, music, improvisation, composition, environment, understanding, impact, texture, pitch, vocal,

						dynamics, pitch, tone, texture, pulse, timbre	glockenspiels, recorder, vocals.
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