



Grange Primary Academy

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Part of United Learning

Music

End of Year

Expectations

Overview: Whole School

Main Resource: Kapow (Online). Supplementary units from Music Express (MEx)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Use of singing and rhyme resources to develop early music skills in line with Music Development Matters in the Early Years (2018) by Nicola Burke. Resources to include: Bobby Shaftoe, Clap Your Hands (Sue Nicholls), The Handy Band (Sue Nicholls) and Three Tapping Teddies (Kaye Umansky.) Opportunities for music development are provided through adult-focused activities as well as in the classroom continuous provision.	All About Me	Musical Me	Ancient Worlds MEx Y4	MEx Unit 11 – In the Past	NMPAT First Access	NMPAT First Access
Autumn 2		Fairy Tales	Traditional Stories	Ballads	South America	NMPAT First Access	NMPAT First Access
Spring 1		Superheroes	Myths and Legends	Chinese New Year	Hanami	Rivers	Dance Music (Y5)
Spring 2		Animals	Animals	Mountains	Rainforests		
Summer 1		Space	Space	Jazz	Rock and Roll	Musical Theatre	
Summer 2		By the Sea	On This Island	Around the World - India	Blues		Composing and Performing a Leavers Song
CULTURE WEEK		Choose a piece of music/ composer to focus on using the BBC Ten Pieces Resource					

KS1: 4.5 hours per term, KS2 3 hours per term (5x30mins Kapow lessons to be combined into 3 x 1 hour lessons), Year 5 and 6 - two terms of First Access led by NMPAT (10 hours) therefore other units may be moved. Blocked out terms allow for MFL to be taught to balance curriculum time from First Access Terms.

Where music units link to History/ Geography they have been coloured red so that teachers may move them to the appropriate term

Music National Curriculum Expectations

Teaching music effectively through the National Curriculum is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

	Performing (incl Singing)	Composing (incl Improvising)	Listening and Appraising
Nursery/ Reception	Sing familiar songs Move to the sound of instruments Move with a sense of pulse and can change movement to match music	Create rhythms using instruments and body percussion Create music on a theme Make up songs and tunes	Associate genres of music with characters and stories. Think abstractly about music and express it physically or verbally, e.g. 'This music sounds like floating on a boat.' Is able to talk about the pulse of a piece of music being like its heartbeat.
EYFS	Children sing songs, make music and dance and experiment with ways of changing them. Children represent their own ideas, thoughts and feelings through music and dance.		
Year 1	Use their voice expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. Follow a leader/conductor, joining in and stopping when appropriate responding to simple musical instructions such as tempo or dynamic changes as part of a class performance.	Select and create a short sequence of sounds using instruments and voices to represent a given idea or character. Combine instrumental and vocal sounds within a given structure. Create simple melodies using a few notes. Begin to make improvements to their work as suggested by the teacher. Choose dynamics, tempo and timbre for a piece of music.	Describe the character, mood or 'story' of a piece of music they listen to, both verbally and through movement. Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike & why) Listen and respond to other performers by playing as part of a group.
Year 2	Use their voices expressively when singing, including the use of basic dynamics (loud/ quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and play short melodic patterns from letter notation.	Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character. Successfully combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from 5 or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Begin to suggest improvements to their own work.	Begin to use musical vocabulary to describe music. Suggest improvements to their own and others' work.

NC KS1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music.
Year 3	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Compose a piece of music in a given style with voices and instruments. Combine melodies and rhythms to compose a multi-layered composition in a given style. Use letter name and rhythmic notation (graphic or stave) and key musical vocabulary to label and record their compositions. Suggest and implement improvements to their own work, using musical vocabulary.	Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understand that music from different parts of the world and different times, have different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
Year 4	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Sing and play in time with peers, with accuracy and awareness of their part in the group performance. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Compose a coherent piece of music in a given style, with voices, bodies and instruments. Begin to improvise musically within a given style. Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Suggest improvements to others work, using musical vocabulary.	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identify common features between different genres, styles and traditions of music. Recognise, name and explain the effect of the interrelated dimensions of music. Use musical vocabulary to discuss the purpose of a piece of music. Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
Year 5	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work.	Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time. Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Year 6	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Perform a solo or take a leadership role within a performance.</p>	<p>Improvise coherently within a given style.</p> <p>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p>	<p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Discuss musical eras in context, identifying how they have influenced each other and discuss the impact of different composers on the development of musical styles.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>
NC KS2	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand stave and other notation.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand stave and other notation.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
NC KS3	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>

Music Subject Progression

Subject progression in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music. This focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It also involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
EYFS	Recognise the difference between high and low sounds.	Begin to understand and recognise sounds that last for different lengths of time, i.e. long and short. Tap rhythms to accompany words, e.g. syllables of words	Begin to understand that there are sounds that are loud/ soft and there is also silence.	Start to demonstrate the pulse of a piece of music. Begin to understand that music can be fast, slow or somewhere in between.	Begin to understand and be able to recognise that there are different types of sound, e.g. shakers, drums, chimes etc	Begin to recognise that there are different combinations of sound, e.g. 1 instrument, 2 instruments, 5 instruments.	Play instruments to match the structure of a piece, e.g. stopping when the music does	
Year 1	Recognise that sounds can be high or low. Recognise basic pitch changes. Begin to understand how a melody line can have different pitches (go up and down) Copy back short, melodic phrases on instruments.	Recognise and understand the difference between pulse and rhythm. Listen to and repeat short, rhythmic patterns. Maintain the pulse using body and instruments. Copy back short, rhythmic phrases on instruments. Begin to understand how to compose a	Recognise, choose and make sounds that are loud/ soft and that there is also silence. Recognise basic dynamic changes.	Demonstrate the pulse of a piece of music. Recognise basic tempo changes.	Understand that different types of sounds are called timbres. Understand that different kinds of sounds can be chosen for different things. Identify some of the instruments used in different pieces of music.	Recognise that there are different combinations of instruments, e.g. 1 instrument, 2 instruments, 5 instruments.		Represent sounds using pictures as a graphic score. Perform from graphic notation.

		rhythm using syllables of words.						
Year 2	Identify melodies that move in steps.	Copy longer rhythmic patterns, keeping a steady pulse.	Be able to get louder or quieter over a short piece of time. Choose appropriate dynamics for a piece of music.	To follow a given pulse that gradually gets faster or slower. Choose an appropriate tempo for a piece of music.	Recognise timbre changes in music listened to. Start to name instruments by the sound that they make. Choose appropriate instruments for a piece of music.	Start to pick out sounds in a texture, i.e. singer, drum kit.	Recognise structural features in music	Use letter name and graphic notation to represent the details of their composition.
Year 3	Develop an understanding of pitch using major and minor scales and introduce a pentatonic scale.	Begin to show an awareness of metre. Recognise and use a syncopated rhythm.	Select a sound for a reason, e.g. when to use a loud/soft/ gradual sound.	Understand that a musical tempo can be chosen for a reason, e.g. when to have a quick pulse v a slow pulse in a film	Further develop recognition of the names and sounds of different instruments, e.g. the instruments of a family in an orchestra	Further develop skills in recognising a solo, when a group of people sing the same 'tune' at the same time (unison). Start to recognise a musical ostinato (something that repeats) e.g. the rhythm in 'We Will Rock You' by Queen. Create layers within a composition.	Recognise and be able to say which part of a song is the intro, verse or chorus. Recognise the use and development of motifs in music.	Begin to use rhythmic notation and simplified traditional notation.
Year 4	Begin to understand that a musical scale goes either up or down and in	Continue to develop composition skills, extending to larger groups.	Identify gradual/ scaled dynamics (crescendo/ diminuendo)	Identify gradual tempo changes within a piece of music.	Develop skills in instrument recognition by sound and name	Recognise different combinations of layers in music.	Further develop an understanding of how music can be composed to	Use letter name, graphic and rhythmic notation and key musical

	steps and recognise when it is going up or down in pitch and introduce a blues scale.	Recognise and play on the on and off beat. Recognise and use a syncopated rhythm.	within a piece of music.			Start to understand different types of harmony, e.g. simple parts, use of chords. Play a simple chord progression with accuracy and fluency. Create a piece of music with at least 4 different layers and a clear structure.	different structures.	vocabulary to label and record compositions.
Year 5	Begin to identify steps, leaps and repeated notes.	Recognise rhythmic ostinato (something that repeats). Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Understand that dynamics can be selected for a purpose. Adjust dynamics according to a graphic score.	Understand the impact that tempo of music can have on a piece	Recognise that certain groups generally have the same kind of sound/ instruments, e.g. orchestra, brass band, samba band, folk etc	Start to understand different types of harmony, e.g. simple parts, use of chords, a capella.	Start to learn about leitmotiv and how it is used by composers in film music, e.g. Jaws (shark) and Star Wars (different characters)	Perform with accuracy and fluency from graphic and simple stave notation. Use staff notation to record rhythms and melodies.
Year 6	Identify steps, leaps and repeated notes. Use pitch knowledge to recreate a piece				Further develop an understanding and recognition of the kinds of sounds in	Further develop composing simple harmony, using a well-known tune and composing an	Further develop skills in understanding musical structure by composing a song to a recipe,	Recognise notes on the stave and note values of semiquaver, quaver, crotchet,

	<p>on tuned instruments. Develop melodies using rhythmic variation, transposition, inversion and looping.</p>				<p>different groups of instruments, particularly world music.</p>	<p>accompaniment using chords</p>	<p>e.g. it must have an introduction, repeated section, loud/soft dynamics</p>	<p>minim and semibreve. Use graphic/traditional/ other notation to develop a deeper understanding of the shape/form of melodies. Record own composition using appropriate forms of notation and/or technology.</p>
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Overview: EYFS

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
End of Nursery Expectations	<ul style="list-style-type: none"> • Matches music to pictures/visual resources. • Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. • Describes the sound of instruments e.g. scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> • Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end. • Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. • Merges elements of familiar songs with improvised singing. • Creates sounds in vocal sound games. • Changes some or all of the words of a song. • Has strong preferences for songs he or she likes to sing and/or listen to. 	<ul style="list-style-type: none"> • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. • Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar. 	<ul style="list-style-type: none"> • Adds sound effects to stories using instruments. • Leads or is led by other children in their music making, i.e. being a conductor. • Listens and responds to others in pair/group music making. • Operates equipment such as CD players, MP3 players, handheld devices, keyboards. • Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). • Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.
End of Reception Expectations	<ul style="list-style-type: none"> • Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." • Distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only 	<ul style="list-style-type: none"> • Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups. 	<ul style="list-style-type: none"> • Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in 	<ul style="list-style-type: none"> • Creates music based on a theme e.g. creates the sounds of the seaside. • Finds and records sounds using recording devices. • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.

	<p>had voices.” “This music was spiky and this music was smooth.”</p> <ul style="list-style-type: none"> • Associates genres of music with characters and stories. • Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower. 	<ul style="list-style-type: none"> • Internalises music, e.g. sings songs inside his or her head. 	<p>the music, e.g. jumps in response to loud/sudden changes in the music.</p> <ul style="list-style-type: none"> • Replicates familiar choreographed dances e.g. imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 	<ul style="list-style-type: none"> • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to.
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Overview: Year 1

		Subject Progression		National Curriculum Expectations	Style/ Composer Focus
Autumn 1	All About Me	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Listen to and repeat short, rhythmic patterns.</p> <p>Copy back short, rhythmic phrases on instruments.</p> <p>Begin to compose a rhythm using syllables of words.</p> <p>Maintain the pulse using body and instruments.</p> <p>Demonstrate the pulse of a piece of music.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Use their voice expressively to speak and chant.</p> <p>Select and create a short sequence of sounds using instruments and voices to represent a given idea or character.</p> <p>Listen and respond to other performers when playing as part of a group.</p>	<p>Contemporary</p> <p>Songs:</p> <p>Happy</p> <p>You've Got a Friend</p> <p>I'll Be There for You</p>
Autumn 2	Fairy Tales	<p>Understand that different types of sounds are called timbres.</p> <p>Understand that different kinds of sounds can be chosen for different things.</p> <p>Identify some of the instruments used in different pieces of music.</p> <p>Begin to compose a rhythm using syllables of words.</p> <p>Listen to and repeat short, rhythmic patterns.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Use their voice expressively to speak and chant.</p> <p>Select and create a short sequence of sounds using instruments and voices to represent a given idea or character.</p> <p>Describe the character, mood or 'story' of a piece of music they listen to, both verbally and through movement.</p>	<p>Peter and the Wolf (Prokofiev)</p>

Spring 1	Superheroes	<p>Recognise that sounds can be high or low.</p> <p>Recognise basic pitch changes.</p> <p>Recognise basic tempo changes.</p> <p>Recognise music that is fast/ slow or somewhere in the middle.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Follow a leader/conductor, joining in and stopping when appropriate, responding to simple musical instructions such as tempo or dynamic changes as part of a class performance.</p> <p>Create simple melodies using a few notes. Choose dynamics, tempo and timbre for a piece of music.</p> <p>Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike/why)</p>	Film/ TV themes
Spring 2	Animals	<p>Recognise and make sounds that are loud/ soft and that there is also silence.</p> <p>Recognise basic dynamic changes.</p> <p>Recognise tempo changes.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Understand that different kinds of sounds can be chosen for different things.</p> <p>Begin to compose a rhythm using syllables of words.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Select and create a short sequence of sounds using instruments and voices to represent a given idea or character. Choose dynamics, tempo and timbre for a piece of music.</p> <p>Describe the character, mood or 'story' of a piece of music they listen to, both verbally and through movement. Listen and respond to other performers when playing as part of a group.</p>	<p><u>Orchestral music:</u> Vivaldi Beethoven Holst Prokofiev Rimsky Korsakov Saint-Saens</p>
Summer 1	Space	<p>Identify some of the instruments used in different pieces of music.</p> <p>Understand that different kinds of sounds can be chosen for different things.</p> <p>Recognise that sounds can be high or low.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Use their voice expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Create simple melodies using a few notes.</p> <p>Describe the character, mood or 'story' of a piece of music they listen to, both verbally and through movement. Listen and respond to other performers when playing as part of a group.</p>	<p>Ilias Sounas</p> <p>Strauss (Sprach Zarathrostra)</p>

		Begin to understand how a melody line can have different pitches (go up and down).			
Summer 2	By the Sea	<p>Identify some of the instruments used in different pieces of music.</p> <p>Understand that different kinds of sounds can be chosen for different things.</p> <p>Recognise and make sounds that are loud/ soft and that there is also silence.</p> <p>Represent sounds using pictures as a graphic score.</p> <p>Perform from graphic notation.</p> <p>Copy back short, melodic phrases on instruments.</p> <p>Recognise that there are different combinations of instruments, e.g. 1 instrument, 2 instruments, 5 instruments.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Use their voice expressively to speak and chant. Follow a leader/conductor, joining in and stopping when appropriate, responding to simple musical instructions such as tempo or dynamic changes as part of a class performance.</p> <p>Combine instrumental and vocal sounds within a given structure. Select and create a short sequence of sounds using instruments and voices to represent a given idea or character. Choose dynamics, tempo and timbre for a piece of music.</p> <p>Begin to make improvements to their work as suggested by the teacher. Express a basic opinion about music (like/dislike & why)</p>	<p>Benjamin Britten – ‘Storm’</p> <p>Ronald Binge – ‘Sailing’</p>

Overview: Year 2

		Subject Progression		National Curriculum Expectations	Style/Composer Focus
Autumn 1	Musical Me	<p>Be able to get louder or quieter over a short piece of time.</p> <p>Choose appropriate dynamics for a piece of music.</p> <p>Recognise timbre changes in music.</p> <p>Recognise structural features in music.</p> <p>Use letter name and graphic notation to represent the details of their composition.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Use their voices expressively when singing.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Choose appropriate dynamics tempo and timbre for a piece of music.</p> <p>Create simple melodies from 5 or more notes.</p> <p>Suggest improvements to their own and others' work.</p>	
Autumn 2	Traditional Stories	<p>Start to pick out sounds in a texture.</p> <p>Start to name instruments by the sound that they make.</p> <p>Understand that a musical pulse is a 'musical glue' that needs everybody to stick together and follow the pulse in order to be successful</p> <p>Choose appropriate instruments, dynamics and tempo for a piece of music.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Begin to use musical vocabulary to describe music.</p>	
Spring 1	Myths and Legends	<p>Use letter name and graphic notation to represent the details of their composition.</p> <p>Recognise structural features in music listened to.</p> <p>Copy and create longer rhythmic patterns, keeping a steady pulse.</p>	<p>Performing</p> <p>Composing</p>	<p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p> <p>Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character.</p>	<p>Arthur Bax 'Tintagel'</p> <p>Gluck 'Orfeo' Opera</p> <p>Offenbach 'Orpheus in the Underworld'</p>

			Listening	Choose appropriate dynamics, tempo and timbre for a piece of music. Begin to use musical vocabulary to describe music.	
Spring 2	Animals	Copy and create longer rhythmic patterns, keeping a steady pulse. Follow a pulse that gradually gets faster or slower. Choose appropriate instruments for a piece of music. Use letter name and graphic notation to represent the details of their composition.	Performing Composing Listening	Use their voices expressively when singing including the use of dynamics. Perform expressively using dynamics and timbre to alter sounds as appropriate. Successfully combine instrumental and vocal patterns within a given structure. Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character. Choose appropriate dynamics, tempo and timbre for a piece of music. Suggest improvements to their own and others' work.	African Music
Summer 1	Space	Choose appropriate instruments for a piece of music. Use letter name and graphic notation to represent the details of their composition. Recognise timbre changes in music. Identify melodies that move in steps.	Performing Composing Listening	Use their voices expressively when singing, including the use of basic dynamics. Perform expressively using dynamics and timbre to alter sounds as appropriate. Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character. Begin to use musical vocabulary to describe music.	Mars/Venus/Uranus – Holst Star Wars Theme Beethoven 5 th Symphony 007 Theme Ghostbusters
Summer 2	On this Island	Identify melodies that move in steps. Copy and create rhythmic patterns, keeping a steady pulse. Choose appropriate instruments, tempo and dynamics for a piece of music. Recognise structural features in music.	Performing Composing Listening	Sing short songs from memory, with melodic and rhythmic accuracy. Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character. Suggest improvements to their own and others' work. Begin to use musical vocabulary to describe music.	Arnold Bax 'Tintagel' Ralph Vaughan Williams 'The Lark Ascending' Eric Coates 'The London Suite'

Overview: Year 3

		Subject Progression		National Curriculum Expectations	Style/ Composer Focus
Autumn 1	Egyptians (Y5)/ Ancient Worlds MEx Y4	<p>Recognise and be able to say which part of a song is the intro, verse or chorus.</p> <p>Create layers within a composition.</p> <p>Start to recognise a musical ostinato (something that repeats) e.g. the rhythm in 'We Will Rock You' by Queen</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p><u>Gospel Music</u> Oh Happy Day Aretha Franklin Hezekiah Walker</p>
Autumn 2	Ballads	<p>Further develop skills in recognising a solo, when a group of people sing the same 'tune' at the same time (unison).</p> <p>Understand that a musical tempo can be chosen for a reason, e.g. when to have a quick pulse v a slow pulse in a film</p> <p>Recognise and be able to say which part of a song is the intro, verse or chorus.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique.</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Compose a piece of music in a given style with voices and instruments.</p> <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understand that music from different times have different features.</p>	<p><u>Ballads</u> 20th/21st century ballads <u>Romantic Period</u> Tchaikovsky Chopin Grieg Dvorak Wagner Strauss</p>
Spring 1	Chinese New Year	<p>Develop an understanding of pitch using major and minor scales and introduce a pentatonic scale.</p> <p>Select a sound for a reason, e.g. when to use a loud/soft/ gradual sound.</p> <p>Create layers within a composition</p> <p>Begin to use rhythmic notation and simplified traditional notation.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Discuss the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p>	<p><u>Popular Music</u> – compare and contrast including cover versions</p> <p>The Beatles The Monkees Elton John</p>

<p>Spring 2</p>	<p>Mountains</p>	<p>Begin to use rhythmic notation and simplified traditional notation.</p> <p>Create layers within a composition</p> <p>Understand that a musical tempo can be chosen for a reason, e.g. when to have a quick pulse v a slow pulse in a film</p> <p>Select a sound for a reason (e.g. when to use loud/ soft).</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Compose a piece of music in a given style with voices and instruments</p> <p>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Combine melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Discuss the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p> <p>Recognise and begin to discuss changes within a piece of music.</p>	<p><u>Classical</u></p> <p>Mussorgsky Mozart Beethoven Hayden</p>
<p>Summer 1</p>	<p>Jazz</p>	<p>Recognise and use a syncopated rhythm.</p> <p>Begin to show an awareness of metre.</p> <p>Further develop recognition of the names and sounds of different instruments, e.g. the typical instruments used in jazz/ swing music.</p> <p>Start to recognise a musical ostinato (something that repeats) e.g. the rhythm in 'We Will Rock You' by Queen</p> <p>Recognise the use and development of motifs in music.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Compose a piece of music in a given style with voices and instruments.</p> <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Discuss the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p> <p>Understand that music from different times have different features</p>	<p><u>Jazz</u></p> <p>Ragtime The Entertainer The Bare Necessities Dixieland Scat singing</p> <p><i>Other notable artists:</i> <i>Duke Ellington</i> <i>Louis Armstrong</i> <i>Miles Davies</i></p>

<p>Summer 2</p>	<p>Around the World - India</p>	<p>Begin to use rhythmic notation and simplified traditional notation.</p> <p>Further develop recognition of the names and sounds of different instruments, e.g. the typical instruments used in Indian music.</p> <p>Create layers within a composition.</p> <p>Select a sound for a reason.</p> <p>Begin to show an awareness of metre.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Compose a piece of music in a given style with voices and instruments. Suggest and implement improvements to their own work, using musical vocabulary.</p> <p>Understand that music from different parts of the world have different features. Recognise and explain the changes within a piece of music using musical vocabulary. Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p><u>World Music</u> Compare and contrast instruments/ style</p>
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Overview: Year 4

		Subject Progression		National Curriculum Expectations	Style/ Composer Focus
Autumn 1	MEx Unit 11 – In the Past	<p>Further develop an understanding of how music can be composed to different structures.</p> <p>Start to understand different types of harmony, e.g. simple parts, use of chords.</p> <p>Begin to understand that a musical scale goes either up or down and in steps and recognise when it is going up or down in pitch.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Identify common features between different genres, styles and traditions of music.</p>	<p><u>Baroque Music</u></p> <p>Handel Vivaldi Bach</p>
Autumn 2	South America	<p>Recognise and play on the on and off beat.</p> <p>Recognise and use a syncopated rhythm.</p> <p>Create a piece of music with at least 4 different layers and a clear structure.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Begin to improvise musically, within a given style.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music, using musical vocabulary.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p>	<p><u>Samba/Latin Music</u></p>
Spring 1	Hanami	<p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions.</p> <p>Identify gradual/ scaled dynamics within a piece of music.</p> <p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique</p> <p>Sing and play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music.</p>	<p><u>Disco Music</u></p> <p>Abba Chic The Bee Gees</p>

Spring 2	Rainforests	Identify gradual tempo/ dynamic changes within a piece of music.	Performing	Play in time with peers, with accuracy and awareness of their part in the group performance. Recognise, name and explain the effect of the interrelated dimensions of music.	<u>Body Percussion</u> <i>Also use:</i> <i>Stomp</i> <i>Body Beats</i>
		Create a piece of music with at least 4 different layers and clear structure.	Composing	Compose a coherent piece of music in a given style with voices, bodies and instruments. Suggest improvements to others work using musical vocabulary.	
		Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions.	Listening	Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	
Summer 1	Rock and Roll	Develop skills in instrument recognition by sound and name.	Performing	Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique Sing and play in time with peers, with accuracy and awareness of their part in the group performance. Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	<u>Rock and Roll</u> Bill Haley Elvis Presley Everly Bros Chuck Berry Buddy Holly
		Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions.	Listening	Recognise and discuss the stylistic features of different genres, styles and traditions of music, using musical vocabulary. Use musical vocabulary to discuss the purpose of a piece of music. Identify common features between different genres, styles and traditions of music.	
Summer 2	Blues	Identify gradual tempo and/ or dynamic changes within a piece of music.	Performing	Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique	<u>Blues</u> BB King WC Handy Little Walter Eric Clapton
		Start to understand different types of harmony, e.g. simple parts, use of chords.	Composing	Begin to improvise musically, within a given style.	
		Play a simple chord progression with accuracy and fluency.	Listening	Recognise and discuss the stylistic features of different genres, styles and traditions of music, using musical vocabulary. Use musical vocabulary to discuss the purpose of a piece of music. Identify common features between different genres, styles and traditions of music.	
		Begin to understand that a musical scale goes either up or down and in steps and recognise when it is going up or down in pitch and introduce a blues scale.			
		Recognise and play on the off beat.			
		Recognise and use a syncopated rhythm.			

Overview: Year 5

		Subject Progression		National Curriculum Expectations	Style/ Composer Focus
Autumn 1	NMPAT First Access	Start to understand different types of harmony, e.g. simple parts, use of chords, a capella.	Performing	Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	<u>UK Folk Music</u> (linked with Ukuleles/ Guitars)
Autumn 2	NMPAT First Access	Recognise that certain groups of instruments generally have the same kind of sound/ instruments, e.g. orchestra, brass band, samba band, folk etc	Listening	Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time. Develop confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work	<u>African/ Samba Music</u> (linked with drumming)
Spring 1	Rivers	Recognise rhythmic ostinato (something that repeats). Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add interest. Begin to identify steps, leaps and repeated notes. Understand that dynamics can be selected for a purpose Understand the impact that tempo of music can have on a piece	Performing Composing Listening	Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work	<u>Reggae</u> Bob Marley
Spring 2					

<p>Summer 1</p>	<p>Musical Theatre</p>	<p>Start to learn about leitmotiv and how it is used by composers in film music, e.g. Jaws (shark) and Star Wars (different characters) Perform with accuracy and fluency from graphic and simple stave notation.</p> <p>Use stave notation to record rhythms and melodies.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency and expression. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work.</p> <p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time.</p>	<p><u>Musical Theatre/ Opera/ Film</u></p> <p>Notable artists: John Williams Hans Zimmer James Horner</p>
<p>Summer 2</p>					

Overview: Year 6

		Subject Progression		National Curriculum Expectations	Style/ Composer Focus
Autumn 1	NMPAT First Access	Use pitch knowledge to recreate a piece on tuned instruments	Performing	Work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Perform a solo or take a leadership role within a performance.	UK Folk Music (linked with Ukuleles/ Guitars) African/ Samba Music (linked with drumming)
Autumn 2	NMPAT First Access	Identify steps, leaps and repeated notes. Further develop an understanding and recognition of the kinds of sounds in different groups of instruments, particularly world music.	Listening	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	
Spring 1					
Spring 2	Dance Music (Y5)	Use graphic/ traditional/ other notation to develop a deeper understanding of the shape/form of melodies. Recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve. Record own composition using appropriate forms of notation and/or technology. Develop melodies using rhythmic variation, transposition, inversion and looping.	Performing Composing Listening	Work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Improvise coherently within a given style. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluate how the venue, occasion and purpose affects the way a piece of music sounds. Confidently use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Electronic Music The Robots Skrillex Crazy Frog (Axel F)
Summer 1					

<p>Summer 2</p>	<p>Composing and Performing a Leavers Song</p>	<p>Further develop skills in understanding musical structure by composing a song to a recipe, e.g. it must have an introduction, repeated section, loud/soft dynamics.</p> <p>Further develop composing simple harmony, using a well-known tune and composing an accompaniment using chords</p> <p>Identify steps, leaps and repeated notes.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Perform a solo or take a leadership role within a performance.</p> <p>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect. Discuss musical eras in context, identifying how they have influenced each other and discuss the impact of different composers on the development of musical styles.</p>	<p>Compare and contrast many artists and genres and discuss their historical context</p>
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Progression in Vocabulary

(Whilst each year group has new vocabulary, the vocabulary of previous year groups should be reviewed and used). This is not an exhaustive list!

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General Vocab		Improvise, compose, composition	Call and response, soundscape, conductor				Looping, inversion
Pitch High and low sounds and everything in between	High/ low sounds	Pitch, melody, pattern		Scale, pentatonic, steps, leaps, repeated notes			
Duration Sounds and silences of different lengths. Rhythm comes from grouping of sounds and silences of different lengths. Another aspect is pulse.	Long/ short sounds	Pulse, syllables, rhythm		Syncopation, ostinato, pulse, rhythm	On/ off beat	Rhythmic ostinato	
Dynamics Variations in volume of sound from very quiet to very loud	Loud/ soft sounds, silence	Dynamics		Loud (forte)/ soft (piano)	Crescendo (getting gradually louder) Diminuendo (getting gradually softer)		
Tempo The speed of the music	Fast/ slow, pulse,	Tempo		Use a variety of words to describe the speed			
Timbre Different types of voice or sound.	Start to name instruments	Timbre, glockenspiel	Brass/ woodwind/ strings/ percussion - families and	Increasing naming of instruments	Staccato, glissando, pizzicato	Brass band, samba band, folk band instruments	World music instruments

The different instrument sounds.			instruments of the orchestra.				
Texture One or more parts used separately or together			Texture, thick, thin, layers of sound		Solo, unison, harmony, chords	A cappella	
Structure The organisation of music into a coherent whole, using repetition (e.g. chorus) and contrast.		Organise	Order, structure, motif	Intro/ introduction, verse, chorus		Leitmotiv	
Notation The link between sound and symbol			Notation, letter names (A-G)	Stave	Notes of the stave (A-G), quaver, crotchet, minim	Bar lines, time signature	Semiquaver
History/ Genre of Music		Orchestral music, Film and TV	African Music British Folk Music	Gospel, ballads, romantic period, contemporary, classical, jazz, world music	rock and roll, blues, baroque, samba/Latin/ rock	Reggae, folk music, African/ samba	Electronic music, folk music, African/ samba

Progression in Talking about Music

(use alongside Vocabulary Progression)

Questions/ activities from previous year groups to also be revisited as recall/ retrieval exercises

	Example questions to ask	
Nursery and Reception	<p>What does the music sound like/ make you think of? What was the same/ different about these pieces of music? Describe the sound of the instruments.</p>	<p>Can you match the sound to the instrument? Are the sounds high/ low/ long/ short/ loud/ soft/ fast/ slow? Can you find the pulse of the music?</p>
Years 1 and 2	<p>What instruments can you hear? Can you find the pulse of the music? What is the tempo? Does it change through the piece? What are the dynamics in the music? Do they change? Did you like the piece? Why/why not? What does the music make you think of?</p>	<p>What is the same/ different about these pieces of music? What family of instruments does ____ belong to? What is the texture of the piece of music? What is the structure of the piece of music? Are there repeating motifs?</p>
Years 3 and 4	<p>Does the music move in steps or leaps? Are there repeating ostinatos during the piece? What style is the music? How do you know? What time period is the music from? How do you know? What is the timbre of the piece? What are the dynamics in the piece? What is the texture of the piece?</p>	<p>Describe the changes in tempo/ dynamics/ texture/ timbre throughout the piece. What effect does the dynamics/ tempo/ timbre/ texture have on the piece? What is the purpose of the piece of music? What could the purpose of this piece of music be? Who do you think would like this piece? Why? What do you notice that is the same/ different about the styles/ traditions/ genres of music?</p>
Years 5 and 6	<p>What are the stylistic features of this piece of music? How has the style/ tradition of this type of music developed over time? Compare these pieces of music and evaluate them using musical vocabulary. Describe and evaluate the features of the music.</p>	<p>How does the venue/ occasion/ purpose affect the way that the music sounds? How do features of a song complement each other to create a coherent overall effect? How have musical eras influenced each other? How did ____ (composer) impact the development of different musical styles?</p>