



Music Curriculum Progression Map

		EYFS Early Learning Goals EYFS 2021	In Reception children should EYFS 2021	Knowledge	Skills	Vocabulary	Literacy/Wider Curricular Link
EYFS	<u>AUTUMN TERM</u> Unit Focus 1	Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses	Embedding foundations of the interrelated dimensions of music Understanding the ‘heartbeat’ of the music (pulse) and being able to tap, stomp, clap etc the rhythm. Sing Nursery Rhymes from memory. Experiment with the use of voice and understand which tone fits best with the music – chant, whisper, singing, talking.	To listen and be able to respond to a piece of music through knowledge of musical tone. To explore different ways the voice can be used to create differing pitches and tones. To create different tones using a range of different instruments in the classroom.	Pulse – the ‘heartbeat’ of the music. Tone – the mood and atmosphere the music is able to create. Pitch – the notes used within the music.	Charanga – Me and KUOW – How we’ve grown. Charanga – Our world and RHE – People who help us.
	<u>SPRING TERM</u> Unit Focus 2		Being Imaginative and Expressive Watch and talk about dance and performance art, expressing their feelings and responses.	To be able to use actions to create a sequence. To use a sequence to develop memory and the ability to recall through movement and voice. To understand how to move to differing rhythms to keep in time with the music. Have an understanding of the different movements that correspond with genres.	To be able to recall. To be able to produce a sequence of actions that show an understanding of context and fluency. To use a range of movements to create different rhythms and tone whilst exploring different musical genres.	Pulse – the ‘heartbeat’ of the music. Rhythm – the patterns, beats and sounds within the musical piece. Tone – the mood and atmosphere the music is able to create. Tempo – the speed of the music.	Times Tables sequences. Literacy – story telling, story writing, re-telling etc. P.E. – exploring dance through different rhythms and sounds.

	<p style="text-align: center;"><u>SUMMER</u> <u>TERM</u></p> <p style="text-align: center;">Unit Focus 3</p>		<p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Be able to use all prior learning throughout the year and knowledge of pitch, rhythm, pulse, dynamics and tone.</p> <p>Create and perform original sequences of music using choices of instruments to set a particular tone – dance and voice can also be embedded within.</p>	<p>To understand how to create a piece of music that matches their ideas and genre chosen.</p> <p>To be able to be fluent in their work.</p> <p>Learning tuned and Un-tuned percussion (e.g. drum /claves/ maraca / triangle / tambourine / wood block)</p>	<p>Pulse – the ‘heartbeat’ of the music.</p> <p>Rhythm – the patterns, beats and sounds within the musical piece.</p> <p>Tone – the mood and atmosphere the music is able to create.</p> <p>Tempo – the speed of the music.</p> <p>Dynamics – the volume of the music and the feeling from this – is it smooth like jazz or is it rough like heavy metal.</p>	<p>Our World - animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea, space.</p> <p>Can be linked to PSHE and ‘Our World’– cultural dances and songs.</p>

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Year 1	<u>AUTUMN TERM</u> Unit Focus 1	To understand the dimensions of music and characteristics that make up both rap and Hip-Hop music and the differences between the two.	How pulse, rhythm and pitch work together. To see the progression of music throughout time – what can the children notice that has changed? The tempo, the rhythm, the pulse...	Listen to a range of musical genres and understand what makes them different... <u>For example:</u> ‘Hey You!’ = rap song – rhyme, repetition, constant pulse, repeated rhythm throughout, electronic instruments. Vs. ‘In the Groove’ = Jazz – much slower tempo, smooth texture, woodwind instrument family. Focus on the corresponding genre for the term on Charanga to deep dive into the genre and its origins to cover and create a timeline of historical periods. For example; ‘Hey You!’ = rap most common within the 1970s Vs. ‘In the Groove’ = Jazz song most common from 1920s – 1940s.	To be able to understand the progression and regression in music throughout the decades. To identify the features and instruments within differing genres that make them ‘feel’ different and sound different.	name standard tuned and un-tuned percussion (e.g. drum / maraca / triangle / tambourine / wood block) identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration) Texture – the way that the song ‘feels’, is it rough or smooth?	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles. Wider link to P.E for the use of Jazz music – can the children create their own routine – link back to EYFS ability to create sequences.
	<u>SPRING TERM</u> Unit Focus 2	Learn to sing and to use their voices, to create music on their own. Have the opportunity to	Experience a range of different musical genres and understand the different tones used within. For example;	experience a live performance (musicians from music service / other children performing / theatre performances / concerts). Be able to identify the different movements to differing music to then create a performance	Explore different ways to play instruments. Create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse. Be able to understand the rhythm, pitch and tone of	Discussion points based on the way the music makes you feel or makes you want to move – explore why the children feel this way, is it the use of instruments, is it the pace?	different styles of music - Blues, Latin, Folk, - Countries from around the world. Film music. Children can create own lyrics for a song if able to – links to PSHE and expression.

		learn a musical instrument.	<p>Rock and Roll – louder voices, much ‘rougher’ sound. Experiment with some chanting and crescendo (gradually getting louder).</p> <p>Jazz – smoother tone with quieter, more mellow use of voice. Experiment with whispers and diminuendo (gradually getting quieter).</p>	including movement, voice and instrument.	certain genres looked at within Music lessons. Have a preferred style to perform.		
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	Understand and explore how music is created, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure	Revision of prior genres and vocab within the year – understand what genre the children were more engaged with.	To begin to identify simple repeated patterns and follow basic musical instructions. recognise the beginning, middle and end or a repeated refrain (e.g. chorus)	Start to compose a simple piece with a beginning, middle and end. Children choose own lyrics and what the sound is about – this can be individual or whole-class set topic linked to cross-curricular.	Children can begin to self-assess their work and/or improve certain areas. For example, a change of pace, do the instruments flow together, does it match what we have learnt about the genre?	<p>Overview of the year and the differing musical styles throughout the year.</p> <p>Ability to link with cross-curricular and use knowledge from other subjects to create a song based on their learning.</p>

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Year 2	<u>AUTUMN TERM</u> Unit Focus 1	Perform, listen to, review and evaluate music across a range of genres and styles.	Celebrate and learn about South African Music. Continue to embed the interrelated dimensions of music through games, singing and playing.	To understand the different instruments used within different cultural music. Understand the different use of voice and traditional use of call and response most often found in South African music.	To be able to use call and response affectively. To look at and understand the typical features of South African Music – acapella, call and response style, smooth texture, use of drums to keep steady rhythm, large choirs of voice.	Pulse – the heartbeat. Rhythm – the patterns and melody within. Pitch – high or low sounds. Duration – the length of music. Dynamics – the textures. Tempo – the speed. Timbre – the quality of the sound. Texture - the way that the song ‘feels’, is it rough or smooth? Structure – the layout of the song. Acapella – the use of voice only.	Exploration into freedom songs. Influential South African Christmas. Literacy - Christmas vocabulary. Link to topic ‘The Place Where I Live’ – the similarities and differences in both musical culture and the way in which South Africans live vs English.
	<u>SPRING TERM</u> Unit Focus 2	Use voice to create and compose music on their own and with others, have the opportunity to learn a musical instrument.	Sing, play, improvise and compose own music. Listen and appraise classic rock songs. singing and playing together in an ensemble.	To be able to use music vocabulary to understand the new focus of genre and the features most commonly found within whilst using musical terminology to discuss this throughout the term – ‘I wanna play in a band!’ – Rock Vs. ‘Zootime’ – reggae (can the children recognise similarities between South African instruments used and reggae?)	Ability to self-assess and improve upon work independently or in group. Ability to show an understanding of musical intuition and be able to identify the instruments needed for the genre they are creating.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	Teamwork, listening skills, communication skills. Links to PSHE/R.E. – understanding and respecting different cultures.

		Share and perform using own compositions to aid performance opportunities.	Ability to link back to historical music and the differences in classical 'traditional' music to historic south African 'traditional' music.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To confidently be able to compose their own piece of music whilst considering tone, rhythm, pace and dynamics through choice of instrument.	When looking at the friendship song, unpick and look at the vocabulary within the song – what is it telling us? What messages do we get from this song?	PSHE – values throughout the school could be used to create our own class friendship song – this could follow the same rhythm as Charanga version and try to recreate with same instruments or be autonomous.
<u>Summer Term</u>	Unit Focus 3		Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Play instruments within the song Improvisation using voices and instruments Composition	Ability throughout the term to focus on more than one of the genres explored to show wider understanding.	To be able to create and remember a set of lyrics that follow a structure. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary... For example, when looking at 'Anitra's dance', show video on YouTube with Volker Hartung as the composer – children can spot it is in a grand hall, very formal, they can see the instruments, can see the people listening etc.	Anitra's dance – look at the family of instruments used...what does this mean?	History link of 'Victorian seaside' – would have listened to classical music – what type of people were fortunate enough to visit the beach and visit music halls? – both events far easier for wealthier families.

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<p style="text-align: center;"><u>AUTUMN TERM</u></p> <p style="text-align: center;">Unit Focus 1</p>	Play a simple melody on tuned percussion and more complex rhythms on un-tuned percussion.	<p>To create simple patterns within compositions that show an understanding of rhythm and beat.</p> <p>To begin to join multiple layers of sound effectively, for example, a steady melody with the use of voice to create another melody over the top.</p>	<p>Listen to a range of genres and begin to identify them based on prior learning.</p> <p>Ability to clarify and give reasons using musical terminology to express whether or not they like the song.</p> <p>To be able to listen to music and identify how the tempo, instruments used, lyrics and dynamics make them feel.</p> <p>Identify the structure of songs when listening to it, how do they know this? For example, the chorus mostly repeats the same lyrics, can the children identify this?</p> <p>Introduction of Glockenspiel and identifying notes and scales.</p>	<p>Compose and perform their own melodies that can be layered over the top of another melody to further gain knowledge of what blends together musically.</p> <p>Be able to understand the notes they are using and record this.</p> <p>Be able to read simple music and understand <i>how</i> to site read music– glockenspiel music notation.</p>	<p>Notation – where the notes are on the page and what this represents.</p> <p>Semibreve – whole note (4 beats) “Coca-Cola”</p> <p>Minim – half note (2 beats) “coffee”</p> <p>Crotchet – quarter note (1 beat) “tea”.</p>	R.E –focus on light of the world... looking into the meaning of spirit in both R.E. and music focus on the song ‘Let your spirit fly’, how would Christians perceive this song?
	<p style="text-align: center;"><u>SPRING TERM</u></p> <p style="text-align: center;">Unit Focus 2</p>	<p>Sing with expression, good diction and a growing sense of pitch</p> <p>Sing songs with more than one part (e.g. rounds / call and response songs)</p>	<p>Sing in unison, understanding where to pitch.</p>	<p>Begin to understand how different musical elements are combined and used to create an effect.</p> <p>Understand the way the different genres can make you feel – Bob Marley Reggae style very relaxed use of voice</p> <p style="text-align: center;">Vs.</p>	<p>Understand how different pitches, tones, rhythms, patterns, structures etc equal different genres based on prior learning.</p> <p>Understand how to use lyrics to express a story and unpick lyrics to understand the musician’s feelings – explore how this in turn makes children feel.</p>	<p>Comment on the effectiveness of own work, identifying and making improvements.</p>

				The Dragon Song (Spring 2), very bright dynamics compared to reggae.			
	<u>Summer Term</u> Unit Focus 3	Perform in groups of a variety of sizes. Gain an understanding of how technology is used to produce music and begin to explore this.	To perform compositions and be able to replicate a melody from a song shown – 'Bringing us together'.	To listen and discuss genres of music in detail whilst discussing the features of the song. To be knowledgeable about the elements of music in order to create a melody and composition using technology that can be developed over the term.	Starting to compose one element of a song at a time, for example, focus on a verse, then chorus, 2 nd verse etc	Compose Genre Melody	Link to 'Romans' topic Learn 'like a Roman' song and recreate with knowledge they have on the topic.

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Year 4	<u>AUTUMN TERM</u> Unit Focus 1	Sing and play musically with increasing confidence and control whilst being given the opportunity to play a musical instrument.	Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Increase confidence in using voice and understanding how vocal chords are used most effectively by the use of warm up. Introduce a range of vocal warmups and the different ways voice is used within song – head voice vs chest voice.	To sing in unison maintaining the correct pitch and using increasing expression that fits with the emotion and intent of the song and its lyrics. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about the use of voice, does the song fit having a strong belted chest voice, or is more of an angelic head voice?	Head voice – often a much higher pitch that is sung using the ‘throat’ more so than the diaphragm. Chest voice – using breathing techniques to project the vocal chords whilst maintaining excellent pitch through control of the diaphragm.	Autumn 1 focus; Looking into the popular genres within the 1970’s and understanding why Abba and their songs such as Mamma Mia were so influential and revolutionary to music.
	<u>SPRING TERM</u> Unit Focus 2	Develop an understanding of musical genres and how they differ (rap and gospel) using musical vocabulary.	Playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes.	To be able to understand the use of pulse and the effect this can have on the genre and intent of a song. Be introduced to new genres of music – ‘Stop!’ is a grime genre and therefore the elements of this genre must be explored and understood vs soul song ‘Lean on me’ in Spring 2..	To be able to confidently use musical notation in compositions of their preferred genre whilst incorporating the elements of chosen genre.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome whilst referring to musical vocabulary.	Both songs to be used in PSHE so children can understand the message and discuss the meaning – incorporate into school life. When looking into compositions throughout, deep dive into baroque period and to have children include these into their compositions such as; Long melodic lines / contrast in dynamics / most use from the string family.

	<p style="text-align: center;"><u>Summer Term</u></p> <p style="text-align: center;">Unit Focus 3</p>	<p>Play and perform in solo and ensemble contexts, using voice and expression with good control whilst being able to incorporate different elements of genres and musical period studies when required.</p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians and understand the effectiveness this can have on their work.</p>	<p>Become confident in music ability to be able to perform independently, whether this be voice or instrument of choice.</p> <p>Be able to understand the influence of composers and periodic focusses to the progression of music.</p>	<p>Understand the elements of music that have been embedded over time to understand the progression of music.</p>	<p>Expect musical terminology to flow within discussions regarding different genres and historical periods of music.</p>	<p>Link to PSHE likes and dislikes and how far we have come when referring to the song 'Black bird' which centres around civil rights – have children gain an understanding of how different their life would have been during this era.</p>
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Year 5 <u>AUTUMN</u> <u>TERM</u> Unit Focus 1	To understand how interrelated dimensions of music change dependent on the style of music. Be able to identify these and tell the difference between rock and jazz.	Continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	Listen to 'Living on a Prayer' and have the children discuss what genre it is and why they think this and therefore allow them to show their knowledge of music. Allow discussions of what makes the two pieces of music 'Living on a Prayer' and 'Classroom Jazz' so different. Understand the use of classical music and how this is vital to the revolution and development of music – what key elements can we still see in today's music?	Consider 'Classroom Jazz' and the ability to create a melody using only 3 notes. Children to identify what 3 notes work together due to prior knowledge of scales, major, minor, semibreve, minim and crotchet to create their own melody. Be able to identify the use of octaves due to the octave change in Living on a Prayer.	Identify musical families within differing genres of music and understand what musical families most are commonly used in different eras. Have children understand that within classical music, the instruments within the Bon Jovi song would not have been used as they were not around but were not appropriate for the reasoning behind music during that time. Reading notes accurately recognise more complex changes in duration, dynamics, pitch, tempo, timbre, structure and texture and use these in my own work.	Despite 'living on a prayer' being a rock song, the lyrics still hold meaning that can be unpicked by the children especially within Upper KS2. Do the children know any other songs that include faith and reaching goals? If they were to write a song about reaching a goal what would it be? Do they have a goal in a particular subject and how can they achieve this?

	<p><u>SPRING TERM</u></p> <p>Unit Focus 2</p>	<p>Play a musical ostinato (repeated phrase) confidently on instrument of choice whilst incorporating the above and singing with correct pitch and experimenting with use of voice for effectiveness.</p>	<p>Sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Be able to understand the elements of the romantic genre of music... Although 'make you feel my love' has romantic lyrics, it does not fall under the genre, they have developed from the romantic period that was created to discover emotion through music.</p> <p>Ostinato can be explored through 'Fresh Prince of Bel Air' and the repeated phrases constant throughout.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures that include ostinato effectively.</p>	<p>Ostinato – a repeated musical phrase. Phrase – 1 or more counts of 4 within written music.</p>	<p>Look into rap culture within art – graffiti for example to link to Spring Term 2.</p>
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p>Perform with good understanding of the mood to be created practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience. reflect on and refine my work</p>	<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>To understand and identify patterns and characteristics of Motown and church music and the contrast in them both, but also the similarities.</p> <p>To become confident and fluent in discussing and describing musical elements within new genres.</p>	<p>To perform a traditional song sung by a choir of people to incorporate church music and compose their own piece to recreate a piece that identifies with Motown music to show a sound understanding of both genres.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p>	<p>The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p>Links to RE – church music huge within Christianity.</p>

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Year 6	<u>AUTUMN TERM</u> Unit Focus 1	Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context.	Understand the pulse and its role as the foundation of music within the differing genres. Use correct musical terminology to discuss the elements of music whilst giving reasonings for their opinions on the style.	To be able to identify music genres and musical periods based on prior knowledge of common instruments, rhythmic patterns and meaning behind songs to create a musical timeline. To be able to create musical pieces that follow the intent of both 'Happy' and create a Jazz number that includes the same instruments that the children identify.	To be able to identify the characteristics typical of historical periods, traditions and instruments. To be able to replicate the styles within this term – pop vs jazz.	All musical terminology to be fluent within the classroom.	Lovely link with Art – drawing alongside music. Can the children experiment with colour when listening to music? For example, a slow contemporary piece may have children see the colour blue and aint / draw a calming lake / field Vs A pop song may have children see very bright colours and draw / paint a party or a firework display based on what the music makes them think of. Synaesthesia (being able to see colours when listening to music, people such as Beyoncé have this) useful for art discussions.
	<u>SPRING TERM</u> Unit Focus 2	Confidently identify different styles of music and the instruments involved to create this. Continue to use glockenspiels, recorders, band instruments to play melodies,	Sing in an ensemble whilst incorporating solo elements to create the required effect. Be able to use a different range of voice from prior learning (head / chest) to fit the brief of the genre	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material in order to create a well-rounded composition. (COVID spring 1 can't use instruments during closure). Be able to recreate the hymn in Spring Term 1 – identify the chords used through listening	To sing in solo, unison and in parts with clear diction especially within the hymn, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To be able to create a personal composition when listening to the progression and lyrics to	All music terminology expected to be fluent at this stage.	The look into carols and how they would have been used to 'lift spirits' during wars that have taken place – WW1 Sainsburys advert and the power of music and carol in this

		tunes and accompaniments to improvise and compose the genre required.	in order to make the music sound effective whilst also including appropriate instruments.	whilst piano chords are played to them to thus understand their ability to pitch and identify notes just through sound.	'You've got a friend' that can fit with PSHE – being my best.		
	<p><u>Summer Term</u></p> <p>Unit Focus 3</p>	<p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression whilst maintaining a pulse.</p> <p>Demonstrate knowledge of a fluent structure to a song – introduction to middle 8's and pre-chorus'.</p>	<p>Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate</p>	<p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>Look into 'modern' this term as this aid the 2016 song 'Something helpful' that can be compared to 'O' and the contrast between modern songs.</p>	<p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <p>.</p>	<p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.</p>	<p>A look into the influential women of music throughout the year in which a new timeline can be created.</p>