



### Year Reception (FS2)

Unit of work	Knowledge progression
Me!	Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.
My Stories	Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.
Everyone	Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes.
Our World	Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes.
Big Bear Funk	Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.
Reflect, Rewind and Replay	Consolidate learning and contextualise the history of music.

Year 1

Unit of work	Knowledge progression
My Musical Heartbeat	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.</li> <li>• Find and keep a steady beat together.</li> <li>• Complete vocal warm-ups with a copy back option to use Solfa.</li> <li>• Find the steady beat.</li> <li>• Play some simple instrumental parts.</li> </ul>
Dance, Sing and Play	<ul style="list-style-type: none"> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.</li> <li>• Find and keep a steady beat together</li> <li>• Sing in unison.</li> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Move and dance with the music.</li> </ul>
Exploring Sounds	<ul style="list-style-type: none"> <li>• Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud and quiet.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</li> </ul>
Learning to Listen	<ul style="list-style-type: none"> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Find and keep a steady beat together</li> <li>• Talk about feelings created by the music.</li> <li>• Communicate the meaning of the song.</li> <li>• Add actions to the song.</li> </ul>
Having Fun with Improvisation	<ul style="list-style-type: none"> <li>• Playing Instruments</li> <li>• Begin to understand about different styles of music.</li> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Improvising Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</li> <li>• Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Enjoy and have fun performing.</li> <li>• Prepare a song to perform.</li> </ul>
Let's Perform Together!	<ul style="list-style-type: none"> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>• Enjoy and have fun performing.</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Move and dance with the music.</li> <li>• . Begin to understand where the music fits in the world.</li> <li>• Begin to understand about different styles of music.</li> </ul>

Year2

Unit of work	Knowledge progression
Pulse, Rhythm and Pitch	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• Find and keep a steady beat.</li> <li>• Walk in time to the beat of a piece of music.</li> <li>• Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>• Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Describe tempo as fast or slow.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</li> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes</li> <li>• Identify hand signals as notation, and recognise music notation on a staff of five lines.</li> <li>• Use notation if appropriate: Create a simple melody using crotchets and minims</li> </ul>
Playing in an Orchestra	<ul style="list-style-type: none"> <li>• Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>• Find different steady beats.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Understand and follow the leader or conductor.</li> </ul>
Inventing a Musical Story	<ul style="list-style-type: none"> <li>• Talk about how the music makes you feel.</li> <li>• Start to talk about where music might fit into the world.</li> <li>• Sing to communicate the meaning of the words.</li> <li>• Talk about feelings created by the music/song.</li> <li>• Talk about what the song means and why it was chosen to share</li> <li>• Create a story, choosing and playing classroom instruments.</li> </ul>
Recognising Different Sounds	<ul style="list-style-type: none"> <li>• Recognise some band and orchestral instruments.</li> </ul>
Exploring Improvisation	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> </ul>
Our Big Concert	<ul style="list-style-type: none"> <li>• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>• Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture</li> <li>• Move and dance with the music confidently.</li> <li>• Move confidently to a steady beat.</li> <li>• Add actions to a song.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• Talk about the difference between rehearsing a song and performing it</li> </ul>

Year 3

Unit of work	Knowledge progression
Writing Music Down	<ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes</li> <li>• Read and respond to semibreves, minims, crotchets and paired quavers.</li> <li>• Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> </ul>
Playing in a Band	<ul style="list-style-type: none"> <li>• Singing Sing as part of a choir.</li> <li>• Sing a widening range of unison songs, of varying styles and structures.</li> <li>• Demonstrate good singing posture.</li> <li>• Perform actions confidently and in time to a range of action songs.</li> <li>• Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> <li>• Sing with attention to clear diction.</li> <li>• Sing expressively, with attention to the meaning of the words.</li> <li>• Sing in unison.</li> </ul>
Compose using your imagination	<ul style="list-style-type: none"> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> <li>• Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</li> <li>• Composing Create music and/or sound effects in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Compose over a simple chord progression.</li> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a simple melody using crotchets, minims and perhaps paired quavers</li> </ul>
More Musical Styles	<ul style="list-style-type: none"> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> <li>• Share your thoughts and feelings about the music together.</li> <li>• Talk about what the song or piece of music means.</li> <li>• Talk about the style of the music. Invent different actions to move in time with the music.</li> <li>• Identify if it's a male or female voice singing the song.</li> </ul>
Enjoying Improvisation	<ul style="list-style-type: none"> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Explore improvisation within a major scale</li> <li>• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>• Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>• Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</li> </ul>
Opening Night	<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</li> <li>• Rehearse and learn a simple instrumental part by ear or from notation</li> <li>• Understand and follow the leader or conductor.</li> </ul>

Unit of work	<ul style="list-style-type: none"> <li>Knowledge progression</li> </ul>
Musical Structures	<ul style="list-style-type: none"> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Sing in different time signatures: 2/4, 3/4 and 4/4.</li> <li>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes</li> <li>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</li> <li>. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a range.</li> <li>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Identify major and minor tonality.</li> <li>Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> <li>Describe legato and staccato.</li> </ul>
Exploring Feelings When You Play	<ul style="list-style-type: none"> <li>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>Demonstrate good singing posture.</li> <li>Demonstrate vowel sounds, blended sounds and consonants.</li> <li>Sing 'on pitch' and 'in time'.</li> <li>Sing expressively, with attention to breathing and phrasing.</li> <li>Sing expressively, with attention to staccato and legato.</li> <li>Use simple dynamics.</li> </ul>
Compose with Your Friends	<ul style="list-style-type: none"> <li>Compose over a simple chord progression.</li> <li>Compose over a groove.</li> <li>Create a melody using crotchets, minims, quavers and their rests.</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>Create music in response to music and video stimulus.</li> <li>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>
Feelings Through Music	<ul style="list-style-type: none"> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Talk about the different styles of singing used for different styles of song.</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Communicate the meaning of the words and articulate them clearly.</li> </ul>
Expression and Improvisation	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</li> <li>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> <li>Improvise over a simple chord progression. Improvise over a groove.</li> <li>Use the structure of the song to communicate its mood and meaning in the performance.</li> </ul>
The Show Must Go On	<ul style="list-style-type: none"> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>Talk about what the rehearsal and performance has taught the student.</li> <li>Understand how the individual fits within the larger group ensemble.</li> <li>Reflect on the performance and how well it suited the occasion.</li> <li>Discuss and respond to any feedback; consider how future performances might be different</li> <li>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</li> <li>Perform, with confidence, a song from memory or using notation.</li> <li>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups</li> <li>. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> </ul>

## Unit of work

Knowledge progression

## Melody and Harmony in Music

- Use full scales in different keys
- Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.
- Perform simple, chordal accompaniments.
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.
- Use major and minor tonality.
- Use chords to compose music to evoke a specific atmosphere, mood or environment.
- Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.

## Sing and Play in Different Styles

- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Explain rapping.
- Sing in 2/4, 3/4, 4/4 and 6/8 time
- Sing in unison and parts, and as part of a smaller group.
- Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time.
- Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.
- Develop confidence as a soloist.
- Talk about the different styles of singing used for different styles of song.

## Composing and Chords

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes
- Identify: • Stave • Treble clef • Time signature
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.

## Enjoying Musical Styles

- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- Use a pentatonic and a full scale.
- Talk about feelings created by the music.
- Talk confidently about how connected you feel to the music and how it connects in the world.
- Use simple dynamics.
- Justify a personal opinion with reference to Musical Elements.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

## Freedom to Improvise

- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes
- Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

## Battle of the Bands!

- A student leads part of the rehearsal and part of the performance.
- Read and perform pitch notation within an octave (eg C-C'/do-do).
- Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.
- Discuss and talk musically about the strengths and weaknesses of a performance.
- Collect feedback from the audience and reflect how future performances might be different.
- Performing Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.
- Perhaps perform in smaller groups, as well as the whole class.
- Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.
- Perform from memory or with notation, with confidence and accuracy
- Singing Rehearse and learn songs from memory and/or with notation.
- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Creating: Composing Create music in response to music and video stimulus
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.

Year 6

Unit of work	Knowledge progression
Music and Technology	<ul style="list-style-type: none"> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</li> </ul>
Developing Ensemble Skills	<ul style="list-style-type: none"> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing in parts where appropriate.</li> <li>Sing with and without an accompaniment.</li> <li>Sing syncopated melodic patterns.</li> <li>Demonstrate and maintain good posture and breath control whilst singing.</li> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>Perform from memory or with notation.</li> </ul>
Creative Composition	<ul style="list-style-type: none"> <li>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of notes</li> <li>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</li> <li>Use major and minor tonality</li> <li>Recognise how notes are grouped when notated.</li> <li>Use full scales in different keys.</li> <li>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>Recall by ear memorable phrases heard in the music.</li> <li>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> <li>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>Use a pentatonic and a full scale.</li> <li>Create music in response to music and video stimulus.</li> <li>Compose song accompaniments, perhaps using basic chords.</li> </ul>
Musical Styles Connect Us	<ul style="list-style-type: none"> <li>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music</li> <li>Use rhythmic variety.</li> <li>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>Talk about the different styles of singing used for the different styles of songs sung in this year.</li> <li>Explain the role of a main theme in musical structure.</li> <li>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</li> </ul>
Improvising with Confidence	<ul style="list-style-type: none"> <li>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.</li> <li>Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> <li>Use simple dynamics.</li> <li>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</li> <li>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</li> </ul>
Farewell Tour	<ul style="list-style-type: none"> <li>Lead a singing rehearsal.</li> <li>Understand the importance of the performing space and how to use it</li> <li>Record the performance and compare it to a previous performance.</li> <li>Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> <li>A student or a group of students rehearse and lead parts of the performance.</li> <li>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</li> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</li> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</li> <li>Improvising Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B<math>\flat</math>, C, D, G, A, B, C, D, F, G, A, C, D</li> </ul>