

## MUSIC PROGRESSION OF SKILLS

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
A U T U M N  T E R M	Enquiry	What can I hear in this place?  Ourselves and Numbers	How long is that sound?  Ourselves and Toys	What music would we play if animals were on strictly?	Can you improvise a musical pattern?	What's that drumming sound?	How does it help if we repeat ourselves?
	NC link	English and Maths	English and Pshe	Geography	English and Science	History	PE
	Knowledge	<ul style="list-style-type: none"> <li>• Opportunities to research and discuss and research different places and their sounds.</li> <li>• Recording different sounds and hearing them back.</li> <li>• Describing sounds.</li> <li>• Copying sounds and rhythms using body percussion and percussion instruments.</li> <li>• Learning songs about transport and journeys.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing a range of instruments without the children being able to see them and ask them to identify the instrument and the sound it makes.</li> <li>• Sing song and perform on instruments with long and short sounds.</li> <li>• Accompanying a song by playing long and short sounds on percussion instruments.</li> <li>• Play a sequence and notate long and short sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining about Strictly Come Dancing and watching clip.</li> <li>• Watching and learning about wildlife documentaries. Listening to the background music and discussing why it was chosen. <ul style="list-style-type: none"> <li>• Can a song describe an animal in music and words?</li> <li>• Listening and learning about the Carnival of Animals orchestral piece.</li> <li>• Describing an animal and its movements.</li> <li>• Composing a piece of music based on the animal and how it moves.</li> <li>• Recording and simple notation of our music.</li> <li>• Asking the audience to work out which animal our piece of music was written about.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play body percussion games including copying and extending patterns.</li> <li>• Clapping different patterns that follow the rhythm.</li> <li>• Learning about an ostinato and how we can sing and play the ostinato.</li> <li>• How to invent an ostinato.</li> <li>• What is a musical phrase and how do we show this in notation.</li> <li>• Combing rhythm patterns in an ostinato accompaniment.</li> <li>• Identifying the rhythmic phrases in pieces of music.</li> <li>• Developing our own piece of music to include what we have learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a drumming group or drummer in to perform for the children or watch a video of drumming.</li> <li>• Cultures that have a musical tradition of drumming and which we can learn?</li> <li>• Has speech got a rhythm and can we follow the rhythm with body percussion?</li> <li>• Playing a variety of cyclic patterns on drums.</li> <li>• Rhythms that improvise using percussion instruments.</li> <li>• How we can develop and showcase a group drumming performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music with clear cyclic patterns and discuss the effect.</li> <li>• How many sound can one instrument produce?</li> <li>• Learning about a cyclic pattern.</li> <li>• Identifying cyclic patterns in different types of music.</li> <li>• How cyclic patterns are used in music from different traditions and cultures.</li> <li>• Composers that use different patterns to fit together in a piece of music.</li> <li>• Playing and developing accompaniments that are based on cyclic patterns.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Using their voices in different ways to speak/sing/chant.</li> <li>• Joining in to perform with singing and playing instruments.</li> <li>• Copying sounds and identifying change in sounds.</li> <li>• Choosing sounds to represent different things.</li> <li>• Following instructions to play and sing.</li> <li>• Increasing better aural skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and follow the melody and pitch.</li> <li>• Perform simple patterns and accompaniments keeping a steady pulse.</li> <li>• Performing with others vocally and with instruments.</li> <li>• Using sounds to create beginning, middle and end.</li> <li>• Use symbols to represent sounds and make connections between notation and musical sounds.</li> <li>• Can they improve on their own work?</li> </ul>	<ul style="list-style-type: none"> <li>• Playing clear notes on instruments.</li> <li>• Using different element in their composition.</li> <li>• Creating repeated patterns with different instruments and sounds to create a certain mood or feeling.</li> <li>• Recognising the work of at least one famous composer.</li> <li>• Using musical words to describe a piece of music.</li> <li>• Describing and understanding how their work can be improved.</li> <li>• Work with a partner or group to create music on more than one instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing a simple part rhythmically.</li> <li>• Improvising the repeated pattern.</li> <li>• Using standard notation.</li> <li>• Identifying the character of a piece of music. #</li> <li>• Can they explore and use sets of different pitches? 4 or 5 note scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining parts whilst others are performing their own part.</li> <li>• Performing by ear.</li> <li>• Improvising within a group using rhythmic phrases.</li> <li>• Changing sounds and organise them differently to change their effect.</li> <li>• Composing music which meets specific criteria.</li> <li>• Choosing the most appropriate tempo for a piece of music.</li> <li>• Describing, comparing and evaluating music using musical terms.</li> <li>• Explaining why the music is successful or unsuccessful.</li> <li>• Choosing the most appropriate tempo for a piece3 of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform parts by memory.</li> <li>• Perform using notations.</li> <li>• Taking the lead or a solo in a performance.</li> <li>• Provide rhythmic support.</li> <li>• Using a variety of different musical devices in composition (melody, rhythm etc.).</li> <li>• Combine groups of beats.</li> <li>• Analyse features within different types of music.</li> </ul>
	Vocabulary	Dynamics, pitch, tempo, percussion.	Pulse, Beat, Pattern.	Composing, composition, elements.	ostinato		Cyclic
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Enquiry	Can you hold a note?	Are we in time for this music?	Who will win our rap competition?	Could you cope if someone passed you the baton?	Why is there a harmony in my head?	Does this strike a chord with you?

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A U T U M N  T E R M		Machines and Seasons	Our land and our bodies	Geography and English			
	NC link	PSHE and Science	Geography and Mathematics		Science and Art	Science	PSHE
	Knowledge	<ul style="list-style-type: none"> <li>Children can explain what they have been learning to an audience.</li> <li>Learning how to make long and short sounds.</li> <li>Listening to instruments with long and short sounds.</li> <li>Singing long and short sounds.</li> <li>Accompanying songs with instruments.</li> <li>Performing a song for an audience that uses long and short sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Watching clips of different marching bands.</li> <li>Sing and follow the actions in a call and response song.</li> <li>What is the difference between beat and rhythm?</li> <li>Playing instruments in time to the beat and to follow the rhythm and then splitting children into 2 separate groups to represent both.</li> <li>Develop our own rhythms with body percussion and instruments.</li> <li>Invent our own notation to show rhythm and beat.</li> </ul>	<ul style="list-style-type: none"> <li>Invite a rapper to school, or show film clips of famous rappers.</li> <li>Copying patterns using body percussion and untuned instruments.</li> <li>Explaining how a rap follows the beat.</li> <li>How do we write a rap?</li> <li>How can we perform a rap to a backing track?</li> <li>Deciding which instruments we should use to accompany our rap and keep a steady rhythm.</li> <li>Deciding how and who will judge our rap contest.</li> </ul>	<ul style="list-style-type: none"> <li>Watching film clip if the orchestra and focus on the conductor.</li> <li>Watching famous composers to their well – known orchestral music.</li> <li>Which is easier? Playing tuned instruments by ear or by following notation.</li> <li>Identifying different accompaniments in music.</li> <li>Playing different simultaneous accompaniments to the same piece of music.</li> <li>What is the role of the conductor in the orchestra?</li> <li>Learning how to conduct and taking turns to conduct our class 'orchestra'.</li> </ul>	<ul style="list-style-type: none"> <li>Watching film clips of choirs performing songs in a round.</li> <li>Demonstrating harmonies vocally and on piano.</li> <li>How can we imitate a drum kit using our voices to beat box and using body percussion.</li> <li>Can we perform rhythmic patterns in a round?</li> <li>The meaning of harmony.</li> <li>The songs that work when we sing them in a round and why?</li> <li>Can we accompany a song played in a round?</li> <li>Can our whole class perform a song and accompany it with instruments?</li> </ul>	<ul style="list-style-type: none"> <li>Play chords and single notes on the guitar and discuss the difference with the children.</li> <li>Encourage the use of music vocab in their responses.</li> <li>What is a chord, a discord and concord?</li> <li>Making our own chords on different instruments.</li> <li>Playing chords to accompany a song in a round.</li> <li>Playing an ostinato.</li> <li>Singing an ostinato.</li> <li>Combining our chords and singing to enhance a song.</li> <li>Present our performance and explain what we have learned.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Can children tell difference between long and short sounds?</li> <li>Do they join in singing and using instruments?</li> <li>Singing in pitch together.</li> <li>Do they look at the audience when they are performing?</li> <li>Making different sounds with the voice, instruments and identifying changes in sounds.</li> <li>Identifying 2 types of sound happening at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>Can the children perform simple patterns and accompaniments keeping the steady pulse with body and percussion?</li> <li>Can they perform with others?</li> <li>Singing and playing rhythmic patterns in contrasting tempo; keeping to the beat.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling their voices when singing and rapping.</li> <li>Playing clear notes on instruments.</li> <li>Composing melodies and songs.</li> <li>Creating accompaniments for tunes.</li> <li>How to improve their work?</li> <li>Being able to use musical terms and expressions to describe the work of composers and their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Listening with attention to detail and recalling sounds with increasing aural memory.</li> <li>Use and understand staff and musical notations.</li> <li>Develop an understanding of the history of music.</li> <li>Can children identify the style of famous composers such as Beethoven, Mozart and Elgar?</li> <li>Show how they can use dynamics to provide contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Correct breathing in the right places.</li> <li>Singing and using expression.</li> <li>Maintaining individual parts while others are performing their part.</li> <li>Recognising and using basic structure.</li> <li>Use a music diary to record aspects of the composition purpose.</li> <li>Suggesting improvements on their own work and critically evaluate the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>Perform parts from memory.</li> <li>Perform using notations.</li> <li>Take the lead and a solo in performance.</li> <li>Provide rhythmic support.</li> <li>Perform a piece of music which contains 2 or more distinct melodic parts and knowingly understanding how the parts fit together.</li> <li>Refine and improve their work.</li> <li>Analyse features within different pieces of music.</li> </ul>
	Vocabulary	Duration	Pulse, Beat, Rhythm and Tempo.	Metre, Rap, accompaniments.	Orchestra, conductor, contrast.	Round, Harmony, structure.	

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S P R I N G  T E R M	Enquiry	Have we got the rhythm....rhythm....rhythm?  Our School, Pattern.	Do we only use 'pitch' in PE?  Animals and Number	What is a Melody?  China and Time	Are we off the scale?	What is going next in the mix?	If I like a bit of a song, how can I use it?
	NC link	Geography and Maths	PE AND MATHS	Maths	PSHE and geography	Computing and PSHE	Geography
	Knowledge	<ul style="list-style-type: none"> <li>Play musical statues with music of different between each freeze.</li> <li>Clap to the beat of the music.</li> <li>How can we move to different beats?</li> <li>Clap to the rhythm of the music.</li> <li>Play instruments to the rhythm of the piece of music.</li> <li>Describe the rhythm of a piece of music.</li> <li>Identify difference between beat and rhythm and notate it in simple form.</li> </ul>	<ul style="list-style-type: none"> <li>High and low pitched melodies in songs.</li> <li>Singing high or low notes when the conductor signals that we should.</li> <li>Low and high pitched instruments.</li> <li>Can we play higher or lower notes on an instrument and follow simple notation?</li> <li>Matching simple notation to the melody we hear.</li> <li>Composers who use change pitch in their music and reasons why.</li> <li>Playing a piece of music which includes melodies of differing pitches.</li> </ul>	<ul style="list-style-type: none"> <li>How do different instruments accompany a song?</li> <li>Singing the melody to a song using call and response.</li> <li>Playing a simple melody on a tuned instrument.</li> <li>Following simple notation to play a melody.</li> <li>The importance of melody – activity speaking in monotone.</li> <li>Composing our own melody in a song.</li> <li>Identifying the beat, Rhythm and melody in a song.</li> </ul>	<ul style="list-style-type: none"> <li>Learning knew Major scales.</li> <li>Playing scales on tuned instruments.</li> <li>Does the pitch change in a melody?</li> <li>Composing and recording a melodic ringtone.</li> <li>What is a melodic interval and a scale passage in a melody?</li> <li>Playing a melody by ear and by following notation.</li> <li>Can we show notes by using hand gestures?</li> <li>Combing melodies in our singing.</li> </ul>	<ul style="list-style-type: none"> <li>Watch an interview with a famous producer.</li> <li>What is a cluster and what effect does it have in a piece of music.</li> <li>Instruments that we could use to compose a piece of music that uses clusters.</li> <li>Differences between a keyboard and a piano, guitar and electric guitar.</li> <li>Using software to add effects to sound recordings.</li> <li>What do a producer and sound engineer do in a recording studio?</li> <li>How will we record and mix our own tune?</li> </ul>	<ul style="list-style-type: none"> <li>Children to listen to an original song and then sample the original.</li> <li>How do musicians use sampling?</li> <li>Looping music and how we can record them?</li> <li>Recording our own samples and loops and using them in a piece of music.</li> <li>Composing a melody on a keyboard.</li> <li>Sequencing and how we can use it.</li> <li>Which sounds will we collect to use in our composition?</li> <li>Composing a piece of music using loops, samples and sequencing.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Using voices to speak/sing/chant.</li> <li>Use instruments to perform.</li> <li>Looking at the audience when performing.</li> <li>Clap short rhythmic patterns.</li> <li>Copy sounds and repeat patterns.</li> <li>Show sounds by using pictures.</li> <li>Follow instructions when singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and follow the melody.</li> <li>Sing accurately at a given pitch.</li> <li>Performing with others.</li> <li>Choosing sounds which can create an effect.</li> <li>Using symbols to represent sounds.</li> <li>Making connection between notations and musical sounds.</li> <li>Knowing how to improve their work.</li> <li>Listening out for particular things when listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in tune and using expression.</li> <li>Controlling their voice when singing.</li> <li>Playing clear notes on their instruments.</li> <li>Working with a partner to create a piece of music using a tuned instrument.</li> <li>Composing melodies and songs.</li> <li>Improving on their work.</li> <li>Using musical terms to describe music.</li> <li>Identify repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Performing a simple part rhythmically.</li> <li>Singing songs from memory and accurate pitch.</li> <li>Improvising using repeated patterns.</li> <li>Use notations to record and interpret sequences of pitches.</li> <li>Explaining the place of silence and what effect it has.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain their part while others are performing their part.</li> <li>Performing by ear and with simple notations.</li> <li>Improvise with a group using melodies and rhythmic phrases.</li> <li>Recognise and use basic structural forms.</li> <li>Compose music that meets specific criteria.</li> <li>Use their own notation to record groups of pitches (chords).</li> <li>Using a music diary to record aspects of the composition process.</li> <li>Choosing elements to suit the song.</li> <li>Describe, Compare and evaluate music using music vocab.</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of different musical devices in their composition including melody, rhythms and chords.</li> <li>Combining groups of beats.</li> <li>Refining and improving their work.</li> <li>Comparing and contrasting the impact that different composers from different times will have had on the people of the time.</li> <li>Show how a small change of tempo can make a piece of music more effective.</li> <li>Appraising the introductions, interludes and endings for songs and compositions they created.</li> </ul>
	Vocabulary		Melody.				Music technology vocab.
	Enquiry	How Low can you go? Animals and Weather	What's the symbol for that cymbal?  Storytime and seasons	What's so special about 5 notes? Past and Communication	Could we be soundtrack editors in the film industry?	What Makes a great song lyric?	Are words enough?
	NC link	PE and Geography	English and Science	PE and Computing	History and Languages	English	English

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S P R I N G  T E R M	Knowledge	<ul style="list-style-type: none"> <li>Act out the story of Goldilocks and the 3 bears and ask the children to describe how they think each bear would speak.</li> <li>Can we hear high and low sounds in a song?</li> <li>Show low and high pitched notes with our hands and body.</li> <li>Speak, chant and sing a song with high, medium and low notes.</li> <li>Which are the high and low notes on Glockenspiel and can we recognise them.</li> <li>Playing tunes on the Glock.</li> <li>How do we show which notes we need to play.</li> <li>Playing a tune by following simple notation.</li> </ul>	<ul style="list-style-type: none"> <li>What sounds can children make with their voices?</li> <li>Making the right sound when we see a certain cymbal or picture.</li> <li>Sequence of sounds and what effect does it have.</li> <li>Making sure that someone else can copy our sequence later.</li> <li>Symbols that we can design to represent different instruments and voices as well as pauses and loudness.</li> <li>Telling a story with sounds and match the symbols we use to parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Things that are themed 5 eg. Pentagon, 5 x tables etc.</li> <li>What is a pentatonic scale and can we play it.</li> <li>Playing melodies using the notes of the c pentatonic scale.</li> <li>How we can combine rhythm and melodies.</li> <li>Writing our own lyrics to a melody.</li> <li>Including more in our pentatonic performance.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Play extracts of music well known films and ask the children to say which films they are from.</li> <li>How does different music make us feel and why?</li> <li>Composing music for different emotions using what we have learned this year in music.</li> <li>Recording elements of our music notation.</li> <li>What makes a good soundtrack for a film?</li> <li>Famous soundtrack composers and who do you like and why?</li> <li>Recording The Three Little Pigs for younger children and compose and perform the soundtrack.</li> </ul>	<ul style="list-style-type: none"> <li>Read and share lyrics from famous songs from a range of time periods and discuss the messages and purpose of the words.</li> <li>What are Lyrics?</li> <li>The structure of songs and how do lyrics normally fit that structure.</li> <li>The most famous lyrists.</li> <li>How does the melody affect the lyrics of a song?</li> <li>Writing lyrics for a piece of music.</li> <li>Instruments we can use to accompany a song.</li> <li>Writing a 'Guide to writing lyrics'.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to 'We don't need no education' by Pink Floyd and asking the children to discuss the lyrics of the music.</li> <li>How does the melody reflect the lyrics in the song?</li> <li>What can lyrics tell us about when and where the song was written?</li> <li>The great song writers from different periods in history.</li> <li>Song structure.</li> <li>Writing our own lyrics and singing ostinato for a piece of music.</li> <li>Using notation to help us compose.</li> <li>Evaluating our songs and lyrics.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Using voices to sing and join others.</li> <li>Using instruments to perform.</li> <li>Make, identify and change sounds using voice and instruments.</li> <li>Show sounds with pictures.</li> <li>Responding to different musical moods and say how it makes them feel.</li> <li>Like or dislike a piece of music.</li> <li>Telling the difference between high and low notes.</li> </ul>	<ul style="list-style-type: none"> <li>Singing and following the melody.</li> <li>Performing simple patterns and accompaniments keeping the steady beat by singing and on an instrument.</li> <li>Performing as a group.</li> <li>Choosing sounds which create an effect.</li> <li>Making connections between notations and musical sounds.</li> <li>Improving their own work.</li> <li>Listen out for particular thing in music.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in tune and using expression.</li> <li>Controlling their voice when singing.</li> <li>Playing clear notes on their instruments.</li> <li>Working with a partner to create a piece of music using a tuned instrument.</li> <li>Composing melodies and songs.</li> <li>Improving on their work.</li> <li>Using musical terms to describe music.</li> <li>Identify repetition, contrast and variations.</li> </ul>	<ul style="list-style-type: none"> <li>Performing a simple part rhythmically.</li> <li>Singing songs from memory and accurate pitch.</li> <li>Improvising using repeated patterns.</li> <li>Use notations to record and interpret sequences of pitches.</li> <li>Explaining the place of silence and what effect it has.</li> <li>Show how they can use dynamics to provide contrast.</li> <li>Identify how a change in timbre can change the effect of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Do we breathe in the correct places when singing?</li> <li>Singing with an understanding of the meaning of a song and adding expression.</li> <li>Maintaining their own part whilst others are singing or playing their part.</li> <li>Performing by ear and by notation.</li> <li>Describing, comparing and evaluating music using vocab.</li> <li>Suggesting improvements on their own work and critically evaluate the work of others.</li> <li>Can they contrast the work of famous composers and show preferences?</li> </ul>	<ul style="list-style-type: none"> <li>Performing parts by memory and by notation.</li> <li>Taking the lead and a solo in a performance.</li> <li>Providing rhythmic support.</li> <li>Using a variety of musical devices in their compositions.</li> <li>Using different forms of notation.</li> <li>Refining and improving their work.</li> <li>Comparing and contrasting the impact that different composers from different times will have had on the people of the time.</li> <li>Appraising the introductions, interludes and endings for songs and compositions they created.</li> </ul>
	Vocabulary	Pitch					

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
s u m m e r	Enquiry	Can you picture that instrument? Storytime and Our Bodies	Does music always make us feel happy?	What was the Composer thinking?	Can we be musical code breakers?	What makes a great performance?	Where can we get inspiration from our music?
	NC link	English and Science		Languages and Science	English and Maths	English	Cross - curricular
	Knowledge	<ul style="list-style-type: none"> <li>Play a slide show of road signs and other symbols and ask the children what they might mean and why we use them.</li> <li>Looking at different instruments in pictures and physically.</li> <li>Looking and listening to different composers and music</li> </ul>	<ul style="list-style-type: none"> <li>Can our voices show different moods and feelings when we sing or chant?</li> <li>Instruments that we might choose when describing moods or emotions.</li> <li>How do composers use different instruments to create moods and feelings?</li> </ul>	<ul style="list-style-type: none"> <li>Children close their eyes and imagine scenes while different styles of music are being played.</li> <li>Discuss their responses and why they felt as they did.</li> <li>Describe a piece of music using the correct musical vocab.</li> <li>Compare 2 pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play a series of sound clips such as a police siren, reversing lorry, alarm clock, doorbell etc. and ask the children to identify and discuss the sounds using musical terms and vocab.</li> <li>Direct someone around the school using musical notes and symbols as directions.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a live performance from professional singer/singing group and band.</li> <li>What can we learn from professional singers about breathing and singing?</li> <li>All about diction and explaining why it is important when we sing.</li> </ul>	<ul style="list-style-type: none"> <li>Watch a clip of a composer talking about the process. (Alicia Keys, The Beatles)</li> <li>What could inspire us to write music and what inspired the great composers?</li> <li>Using music to describe a place, mood or person.</li> </ul>



## MUSIC PROGRESSION OF SKILLS

s u m m e r		<ul style="list-style-type: none"><li>and deciding if we like or dislike them.</li><li>Identifying different instruments in the music.</li><li>Can we play instruments in time to the music?</li><li>Designing simple symbols for different pictures.</li><li>Design symbols for dynamics.</li><li>Put our symbols together to play our music.</li></ul>	<ul style="list-style-type: none"><li>Tempo and Timbre.</li><li>Instruments you might choose to accompany different pieces of music and why.</li><li>Developing music to accompany a characters feelings in a story or the mood of the story.</li><li>Use a range of instruments that we can improvise pieces of music to describe places and settings.</li></ul>	<ul style="list-style-type: none"><li>What sort of music do they like and why?</li><li>Making a moo – o – meter and include appropriate music for each mood.</li><li>Producing a sound track for a show of contrasting photos from local news of the month.</li><li>Can we research the life of a famous composer and include extracts from their work in the presentation.</li></ul>	<ul style="list-style-type: none"><li>How can one instrument instruct the other instruments in a piece of music?</li><li>Can we communicate with instruments sing Morse code?</li><li>Read notation when we play.</li><li>Combine instruments and singing in a call and response piece of music.</li></ul>	<ul style="list-style-type: none"><li>Singing a song in 2 parts.</li><li>Variations and rondo forms.</li><li>What should we remember when we rehearse?</li><li>What should we remember when we perform to an audience.</li><li>Making sure that the audience enjoys our performance.</li></ul>	<ul style="list-style-type: none"><li>How does a change in tempo affect the feel/vibe of music?</li><li>Fitting the chords, bass line and melody together.</li><li>Composing our own piece of music.</li><li>How will we record our composition so we can play it again?</li><li>How to take our composition home with us?</li></ul>
	Skills	<ul style="list-style-type: none"><li>Use instruments to perform, copy sounds and make a sequence.</li><li>Show sounds by using pictures.</li><li>Make loud and soft sounds.</li><li>Understand that the chorus repeats.</li><li>Tell the difference between fast and slow tempo and loud and soft.</li></ul>	<ul style="list-style-type: none"><li>Order sounds to create a beginning, a middle and an end.</li><li>Create music in response to different starting points.</li><li>Sin/clap a pulse increasing and decreasing the tempo.</li><li>Recognising sounds that move by steps and by leaps.</li><li>Using simple structures in a piece of music.</li></ul>	<ul style="list-style-type: none"><li>Combine different sounds to create specific moods and feelings.</li><li>Use musical terms to describe a piece of music and compositions.</li><li>Like and dislike music and why?</li><li>Recognise at least the work of at least one composer.</li></ul>	<ul style="list-style-type: none"><li>Performing a simple part rhythmically.</li><li>Singing songs from memory and accurate pitch.</li><li>Improvising using repeated patterns.</li><li>Use notations to record and interpret sequences of pitches.</li><li>Explaining the place of silence and what effect it has.</li><li>Show how they can use dynamics to provide contrast.</li><li>Identify how a change in timbre can change the effect of a piece of music.</li><li>Use standard notation.</li></ul>	<ul style="list-style-type: none"><li>Do we breathe in the correct places when singing?</li><li>Singing with an understanding of the meaning of a song and adding expression.</li><li>Maintaining their own part whilst others are singing or playing their part.</li><li>Performing by ear and by notation.</li><li>Recognising the use of basic structural forms.</li><li>Describing, comparing and evaluating music using vocab.</li><li>Suggesting improvements on their own work and critically evaluate the work of others.</li><li>Can they contrast the work of famous composers and show preferences?</li></ul>	<ul style="list-style-type: none"><li>Performing using notation</li><li>Taking the lead and a solo in a performance.</li><li>Providing rhythmic support.</li><li>Using a variety of musical devices in their compositions.</li><li>Using different forms of notation and recognising their purpose.</li><li>Refining and improving their work.</li><li>Comparing and contrasting the impact that different composers from different times will have had on the people of the time.</li><li>Appraising the introductions, interludes and endings for songs and compositions they created.</li></ul>
	Vocabulary	Tempo, composer.				Rondo	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we accompany a song? Travel and Water	What can we re-use and recycle in music?  Water and Travel	How musical is our playground?	Does it really sound like a zoo in our classroom?	How can we be like the great composers?	How can we show our class has the X –Factor?	
NC link	PE and Art	Science and English	History and DT	PE, Geography and DT	English and History	Computing	
Knowledge	<ul style="list-style-type: none"><li>Accompanying a piece of music with body percussion.</li><li>What instrument would they choose and why?</li><li>Developing our own accompaniments for the music using instruments and body percussion.</li></ul>	<ul style="list-style-type: none"><li>Play clip of Stomp performance.</li><li>Instruments we can make from junk.</li><li>Accompanying a piece of music with our junk instruments.</li><li>Following sequences of symbols to play a pattern with our junk instruments.</li></ul>	<ul style="list-style-type: none"><li>Outside playground music lesson.</li><li>Singing games that we know, our parents and our grandparents know.</li><li>What makes a singing game different from a choral piece or a pop piece of music?</li></ul>	<ul style="list-style-type: none"><li>Children can listen to a range of animal and bird calls and describe the sounds they hear.</li><li>Research pieces of music that have been inspired by animals and birds.</li><li>Find out about music from other cultures and traditions that</li></ul>	<ul style="list-style-type: none"><li>Play a clip from a documentary about, or an interview with a famous composer.</li><li>Pulse and metre and how they are associated with the rhythm.</li><li>Pitched notes and how they can be organised into a melodic phrase.</li></ul>	<ul style="list-style-type: none"><li>Watch films clip of professional singers and musicians and The X – Factor show.</li><li>How to decide what song we will sing or perform?</li><li>Learning from professional singers to help us practice and perform.</li><li>Singing in 2 parts and harmonising.</li></ul>	

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	<ul style="list-style-type: none"> <li>• Write a score for our accompaniments using our own notation.</li> <li>• Singing to our music and do we all have to sing the words?</li> <li>• How can we record music digitally?</li> <li>• Perform our piece of music for other classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music with our junk instruments and use symbols.</li> <li>• How many ways can we follow the beat and follow the rhythm of a song or piece of music using our body percussion.</li> <li>• Organise our sound clips to make sequences and repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• The singing games we like or dislike.</li> <li>• Adapting a singing game and changing the lyrics.</li> <li>• Developing our own class singing game.</li> <li>• Teaching the singing games to children in our school.</li> </ul>	<ul style="list-style-type: none"> <li>• have been inspiring or associated with living creatures.</li> <li>• How do words and music help us imagine the animal or bird?</li> <li>• Sing songs about animals and play instruments to accompany the music.</li> <li>• Compose our own music to describe a certain animal.</li> <li>• Present our own carnival of animals.</li> </ul>	<ul style="list-style-type: none"> <li>• What inspired famous composers in the past?</li> <li>• Composing music based on a theme.</li> <li>• Musical structures we can include in our own composition.</li> <li>• How can our music note book and notation help us to compose and record our music?</li> </ul>	<ul style="list-style-type: none"> <li>• The instruments we should choose to accompany our song.</li> <li>• What else makes a great performance?</li> <li>• How to evaluate our performance.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Using their voices expressively and creatively by singing songs, playing tuned instruments and untuned instruments musically.</li> <li>• Performing using both voices and instruments for an audience.</li> <li>• Being able to clap a rhythmic pattern.</li> <li>• Making sounds change both dynamically, in tempo and in pitch and recognising when it happens within a piece of music.</li> <li>• Recognise when 2 sounds are being played simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>• Order sounds to create a beginning, a middle and an end.</li> <li>• Create music in response to different starting points.</li> <li>• Sin/clap a pulse increasing and decreasing the tempo.</li> <li>• Recognising sounds that move by steps and by leaps.</li> <li>• Using simple structures in a piece of music.</li> <li>• Can they improve on their own work?</li> <li>• Perform with others and keep the steady beat and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune and with expression.</li> <li>• Understanding how we use tempo to provide contrast in music.</li> <li>• How we can improve our work.</li> <li>• Use musical terms to describe the music.</li> <li>• Telling whether a change is gradual or sudden.</li> <li>• Creating a new idea from an old idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs from memory and accurate pitch.</li> <li>• Use notations to record and interpret sequences of pitches.</li> <li>• Show how they can use dynamics to provide contrast.</li> <li>• Identify how a change in timbre can change the effect of a piece of music.</li> <li>• Use standard notation.</li> <li>• Use selected pitches together to produce simple harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising within a group using melodic and rhythmic phrases.</li> <li>• Recognising basic structural forms e.g. round, rondo and variations.</li> <li>• Composing music that fits a certain criteria.</li> <li>• Using notation to record groups of pitches (chords).</li> <li>• Using their diaries to record aspects of the composition process.</li> <li>• Choosing the most appropriate tempo for a piece of music.</li> <li>• Explaining why they believe the music is successful or unsuccessful.</li> <li>• Improving on their own work.</li> <li>• Contrasting the work of famous composers and giving preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing a harmony part confidently and accurately.</li> <li>• Performing using notation</li> <li>• Taking the lead and a solo in a performance.</li> <li>• Providing rhythmic support.</li> <li>• Using a variety of musical devices in their compositions.</li> <li>• Using different forms of notation and recognising their purpose.</li> <li>• Refining and improving their work.</li> <li>• Comparing and contrasting the impact that different composers from different times will have had on the people of the time.</li> <li>• Appraising the introductions, interludes and endings for songs and compositions they created.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music is created.</li> </ul>
Vocabulary	Pitch, tempo, dynamics, beat, rhythm.					