

Subject Progression- Music 2022-2023



Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Style of main songs		Nursery rhymes Traditional songs	Old school Hip-Hop, Reggae Blues, Baroque, Latin, Bhangra,Folk, Funk, Bossa Nova, Pop, Classical	Afropop Rapping and improvising Rock, Reggae, pop, classical	RnB, Reggae, Pop song, Disco, history of music	Pop, mixed styles, Grime, Gospel, The Beatles, Classical	Rock, Bossa Nova and swing, Pop Ballads, Old school Hip hop, Motown, Classical.	Pop/Neo Soul, Bacharach and blues, classical or urban gospel, 70s ballad/pop, create own music inspired your identity and women in music industry, classical
Unit themes		Pulse, rhythm, pitch, voices and classroom instruments	How pulse, rhythm and pitch work together, rapping, dancing, singing, how to be in the groove with different styles of music	South African music Festivals and Christmas Playing in a band History of music	RnB Exploring and developing playing skills Music from around the world – celebrating differences & being kind to one another Disco, friendship, hope and unity History of music	ABBA's music Exploring and developing playing skills using Glockenspiel Writing lyrics linked to theme Soul/Gospel music and helping one another The Beatles, equality and civil rights.	Rock Anthems, Jazz and improvisation, Pop Ballads Old school Hip hop, Motown, The history of music, learn some of the language of music.	Being happy, jazz improvisation and composition, Benjamin Britten's music and cover versions, music of Carole King, The history of music, learn some of the language of music.
Musical Progression								
Playing		Play single note to keep the beat	Treat instruments carefully Learn the names of the instrument they are playing Play a tuned instrumental part with the song they perform Listen to and follow musical instructions from a leader.	Treat instruments carefully Learn the names of the instrument they are playing Play the part in time with a steady beat. Listen to and follow musical instructions from a leader.	Treat instruments carefully Play one of the tuned instrument parts from memory or using notation Rehearse and perform their part within context of the song. Listen to and follow musical instructions from a leader.	Treat instruments carefully Play one of the tuned instrument parts from memory or using notation Rehearse and perform their part within context of the song. Listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique. Play one of the tuned instrument parts from memory or using notation Rehearse and perform their part within context of the song. Listen to and follow musical instructions from a leader. To lead a rehearsal session.	Play a musical instrument with the correct technique. Select and learn an instrumental part from memory or using notation Rehearse and perform their part within context of the song. Listen to and follow musical instructions from a leader. To lead a rehearsal session.
note range		C D	C,D,F,G	C,D,E,G,A,C	C,D,E,F,G,C,	C,D,E,F,G,C,A	C,D,E,F,G,A,B F#	C,D,E,F,G,A,B,C Bb
Note Values			Crotchets, Minims Semibreves,	Crotchets, Minims dotted minims Rest	Crotchets, Minims Semibreves, Rests, minim rests	Quavers Crotchets, Minims Semibreves, Rests Dotted minims	Crotchets Rests Minims Semibreve	Minims Rests Crotchets Quavers
Listen and appraise		Music can touch your feelings Enjoy moving to music To know nursery rhymes	Enjoy moving to music To know 5 songs from memory. To know what songs are about Recognise the sound and names of some of the instruments they heard.	Enjoy moving to music To know 5 songs from memory. Learn how songs can tell a story or describe an idea. Know that some songs have a chorus or a response/answer part. Know that songs have a musical style. Recognise the sound and names of some of the instruments they heard	To know 5 songs from memory and who sang them or wrote them. To know the style of the song. Talk about .. <ul style="list-style-type: none"> The lyrics Musical dimension features in the song Identify the main sections of the song Name some of the instruments heard in the song. Identify and move to the pulse Discuss how the song makes them feel. Listen respectfully to other people's thoughts about the music.	To know 5 songs from memory and who sang them or wrote them. To know the style of the song. Talk about .. <ul style="list-style-type: none"> The lyrics Musical dimension features in the song Identify the main sections of the song Name some of the instruments heard in the song. Identify and move to the pulse Discuss how the song makes them feel. Listen respectfully to other people's thoughts about the music. Use musical words when talking.	To know 5 songs from memory and who sang them or wrote them, when they were written and why? Talk about .. <ul style="list-style-type: none"> The lyrics Musical dimension features in the song Identify the main sections of the song Name some of the instruments heard in the song. The historical context of the songs. Identify and move to the pulse Know the message of songs Compare 2 songs in sae style – musical similarities and differences. Listen respectfully to other people's thoughts about the music. Use musical words when talking.	To know 5 songs from memory and who sang them or wrote them, when they were written and why? Talk about .. <ul style="list-style-type: none"> The lyrics Musical dimension features in the song Identify the main sections of the song Name some of the instruments heard in the song. The historical context of the songs. Identify and move to the pulse Know the message of songs Compare 2 songs in sae style – musical similarities and differences. Listen respectfully to other people's thoughts about the music. Use musical words when talking. Talk about the music and how it makes you feel, using musical language to describe the music.
Singing		Singing with a pre- recorded songs and add actions. Sing along with a backing track	Learn about voices singing notes of different pitches –high and low	Learn about voices singing notes of different pitches –high and low	Sing in unison and in simple two-parts Demonstrate a good singing posture Listen to the group when singing	Sing in unison and in simple two-parts Demonstrate a good singing posture Listen to the group when singing	Sing in unison and to sing backing vocals. Enjoy exploring singing solo Listen to the group when singing	Sing in unison and to sing backing vocals. Demonstrate a good singing posture Follow the leader when singing

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			Make different types of sound with voices rap, say words in rhythm Begin to start and stop singing when following a leader.	Make different types of sound with voices rap, say words in rhythm Learn to find a comfortable singing position Begin to start and stop singing when following a leader.	Explore singing solo Sing with awareness of being in tune An awareness of pulse internally when singing	Explore singing solo Sing with awareness of being in tune Rejoin the song if lost Listen to the group when singing	Demonstrate a good singing posture Follow the leader when singing Experience rapping and solo singing. Sing with awareness of being in tune Listen to each other and be aware the group when singing	Experience rapping and solo singing. Sing with awareness of being in tune Listen to each other and be aware the group when singing
Composition		Invent a pattern using one or two pitched notes.	Know composing is like writing a story with music Help to create a simple melody using 1,2,3, notes Learn how the notes of the composition can be written down and changed.	Know composing is like writing a story with music Help to create a simple melody using 1,2,5, notes Learn how the notes of the composition can be written down and changed.	Help to create a simple melody using 1,3,5, notes Plan and create a section of music that can be performed within the unit song, Talk about how it was created. Listen to / reflect on developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way that recognises the connection between sound and symbol	Help to create a simple melody using 1,3,5, notes Plan and create a section of music that can be performed within the unit song, Talk about how it was created. Listen to / reflect on developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way that recognises the connection between sound and symbol	Create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and structure of the melody Listen to / reflect on developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way that recognises the connection between sound and symbol	Create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and structure of the melody Listen to / reflect on developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way that recognises the connection between sound and symbol
Improvising		Copy cat clapping games Voice response to pitch – high and low Invent musical patterns,	Know improvisation is about making up their own tunes on the spot. Improvise 1 clap and improvise Listen and clap back, listen and clap own answer. 2 sing play and improvise Use voices and instruments listen 3 improvise take turns to improvise using 1 or 2 notes.	Know improvisation is about making up their own tunes on the spot. Improvise 1 clap and improvise Listen and clap back, listen and clap own answer. 2 sing play and improvise Use voices and instruments listen 3 improvise take turns to improvise using 1 or 2 notes.	Improvise using instruments in the context of a song they learning to perform Copy back – listen and sing back Play and improvise – using instruments, listen and play own answer using 1 note. Improvise take it in turns to improvise using 1 note.	Improvise using instruments in the context of a song they learning to perform Copy back – listen and sing back melodic pattern Play and improvise – using instruments, listen and play own answer using 1 or 2 notes. Improvise take it in turns to improvise using 1 to 3 notes.	Improvise using instruments in the context of a song they learning to perform Copy back – listen and sing back melodic pattern Play and improvise – using instruments, listen and play own answer using 1 or 2 notes. Improvise take it in turns to improvise using 1 to 3 notes. Classroom Jazz improvise feeling for the style of Bossa Nova and swing using notes D E G A+B	Improvise using instruments in the context of a song they learning to perform Play and copy back – copy back using instruments. Use 1 note Play and improvise – upto 3 notes Question and answer using instruments use 1 note Improvise take it in turns to improvise using 1 to 3 notes
Performance		Nursery rhymes by singing and adding actions or dance. Perform nursery rhyme or song adding simple instrumental part. Record the performance to talk about	Perform a song Add their own ideas to a performance Record the performance and say how they are feeling about it.	Performance is sharing music with an audience Add their own ideas to a performance Record the performance and say how they are feeling about it.	To choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing & how to stand or sit. Record the performance and say how they are feeling, what they were pleased with what they would change.	To choose what to perform and create a programme. Musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing & how to stand or sit. Record the performance and say how they are feeling, what they were pleased with what they would change.	To choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance Discuss and talk musically about – what went well? And it would have been better if	To choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance Discuss and talk musically about – what went well? And it would have been better if
Games		Find the pulse, copy a rhythm Explore pitch	Music has a steady beat Create rhythms from names etc Pulse Explore pitch	Music has a steady beat Create rhythms from names etc Rhythms are different from the steady pulse. High and low sound, pitch, when we sing and play instruments.	Find the pulse Rhythm copy back Pitch copy back using 2 notes. Pitch copy back and vocal warm ups.	Find the pulse Rhythm copy back Pitch copy back using 2 notes.	Find the pulse Rhythm copy back –include syncopation/ off beat Copy back one-note riffs using simple and syncopated rhythm patterns	Find the pulse Rhythm copy back –include syncopation/ off beat Copy back one-note riffs using simple and syncopated rhythm patterns