

Music Progression of Knowledge and Skills

National curriculum		KS1 Pupils should be taught to: <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music	KS2 Pupils should be taught to: <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music					
EYFS: Children in the EYFS will be working across Development Matters depending on their individual stage of development and planning will be adapted to reflect this. Depending on the children’s interests and stages of development the time at which children present this learning may be different from that shown on this map.								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisation and composition	Performance	Sticky facts: Remember	Vocabulary
1	Me!	Skills: Listen with increased attention to sounds.	Skills: Sing the pitch of a tone sung by another person (‘pitch match’).	Skills: Play instruments with increasing control to express their feelings and ideas.	Skills: Create their own songs or improvise a song around one they know.	Skills: Explore and engage in music making and dance, performing solo or in groups.	Actions can help us to remember songs. Lots of songs tell stories.	Clap, tap, stamp, actions, nod
2	My Stories							
3	Everyone!							
4	Our World							
5	Big Bear Funk							
6	Reflect, review, rewind	Respond to what they have heard,	Sing the melodic shape					

		<p>expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>(moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><u>Knowledge:</u> Remember and sing entire songs.</p>		<p>Explore and engage in music making and dance, performing solo or in groups.</p>		<p>We can make different sounds with different instruments</p> <p>We can use songs we know and change the words</p> <p>Try your best when you perform and it's ok to make mistakes</p>	
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Term	Year 1 – based on the Model Music Curriculum								
	Unit	Musicianship	Listening and appraising	Singing	Playing instruments and notation	Improvisation and composition	Performance	Sticky facts: Remember	Vocabulary
1	Introducing beat	Use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern.	Move and dance with the music.	Sing, rap, rhyme, chant and use spoken word.	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.	Explore improvisation within a major and minor scale	Enjoy and have fun performing.	Find and keep a steady beat together. Move and dance with the music. Sing songs from memory. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation Explore and create graphic scores Create musical sound effects and short sequences of sounds	Beat, pulse, rhythm, loud, quiet, dynamics, unison, improvise, sing, rap, chant
2	Adding rhythm and pitch		Find the steady beat.	Demonstrate good singing posture.	Sing songs from memory.	Simple vocal patterns using 'Question and Answer' phrases.	Choose a song/songs to perform to a well-known audience.		
3	Introducing tempo and dynamics						Prepare a song to perform.		
4	Combining pulse, rhythm and pitch		Talk about feelings created by the music.	Copy back intervals of an octave and fifth (high, low).	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore and create graphic scores	Communicate the meaning of the song.		
5	Having fun with improvisation		Recognise some band and orchestral instruments.				Add actions to the song.		
6	Explore sound and create a story		Describe tempo as fast or slow.	Sing in unison.	Explore standard	Create musical sound effects and short sequences of sounds	Play some simple instrumental parts.	Explore and create graphic scores	
			Describe dynamics as loud and quiet.						
			Join in sections of the song, eg chorus.						

		<p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups</p>	<p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>		<p>notation, using crotchets, quavers and minims, and simple combinations of notes</p>	<p>Create a story, choosing and playing classroom instruments</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent your own symbols.</p> <p>Use simple notation to create a simple melody</p>		<p>Enjoy and have fun performing.</p>	
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Year 2								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisation and composition	Performance	Sticky facts Remember:	Vocabulary
1	Hands, feet, heart: South African styles	Skills: To improve their own work To listen out for particular things when listening to music (e.g. pitch or tempo) To learn how they can enjoy music by dancing, marching or being animals To learn how songs can tell a	Skills: To sing and follow the melody (tune) To learn about voices singing notes of different pitches and singing accurately at a given pitch (high and low) To learn that they can make different types of	Skills: To understand the need to treat instruments carefully and with respect To learn to play a tuned instrumental part To play the part in time with the steady pulse To listen to and follow musical	Skills: To be able to improvise rhythms and one or two notes To order sounds to create a beginning, middle and end To create music in response to different starting positions	Skills: To choose a song they have learnt and perform it To add their ideas to the performance To record the performance and say how they were feeling about it	To listen out for particular things when listening to music (e.g. pitch or tempo) To sing and follow the melody (tune) To play the part in time with the steady pulse To order sounds to create a beginning,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performer, audience, rap, Reggae, glockenspiel
2	Ho, Ho, Ho Motown/Elvis							
3	I wanna play in a band Rock							
4	Zootime Reggae							
5	Friendship Song Pop							
6	Reflect, Rewind, Replay Western Classical							

		<p>story or an idea</p> <p><u>Knowledge:</u> To know 5 songs off by heart</p> <p>To know that songs have a chorus or response/answer part</p> <p>To know that songs have a musical style</p>	<p>sounds with their voices</p> <p>To learn to find a comfortable singing position</p> <p>To learn to start and stop singing when following a leader</p> <p><u>Knowledge:</u> To know and sing five songs from memory</p> <p>To know that unison is everyone singing at the same time</p> <p>To know that songs include</p>	<p>instructions from a leader</p> <p>To play simple rhythmic patterns on an instrument</p> <p><u>Knowledge:</u> To learn the names of the notes in their instrumental part from memory or when written down</p> <p>To know the names of untuned percussion instruments played in class</p>	<p>To choose sounds which create an effect</p> <p>To use symbols to represent sounds, making changes to composition when necessary</p> <p>To make connections between notations and musical sounds</p> <p><u>Knowledge:</u> To understand that when someone improvises, they make</p>	<p>To perform simple patterns and accompaniments keeping a steady pulse</p> <p>To perform with others</p> <p>To sing/clap a pulse increasing or decreasing in tempo</p> <p><u>Knowledge:</u> To understand that a performance is sharing music with an audience</p>	<p>middle and end</p> <p>To perform simple patterns and accompaniments keeping a steady pulse</p>	
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			<p>other ways of using the voice</p> <p>To know why we need to warm up our voices</p>		<p>up their own tune that has never been heard before.</p> <p>To understand that composing is like writing a story with music</p>	<p>To understand that an audience can include your parents and friends</p>		
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Year 3								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisation and composition	Performance	Sticky facts Remember:	Vocabulary
1	Let your spirit fly! RnB/Soul	Skills: To improve their work explaining how it has improved	Skills: To sing in tune with expression To control their voice when singing	Skills: To play clear notes on instruments To play differentiated parts on a tuned instrument from memory or using notation	Skills: To create repeated patterns with different instruments To compose melodies and songs using 1, 3 or 5 different notes	Skills: To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit	To use musical words to describe what they like and dislike	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco
2	Glockenspiel stage 1 Learning basic instrumental skills by playing tunes in varying styles							
3	Three Little Birds Reggae							
4	The Dragon Song Music from around the World	To use musical words to describe a piece of music and things they like and dislike	To sing in unison and in simple two-parts				To control their voice when singing	
5	Bringing us together Disco							
6	Reflect, Rewind, Replay Western Classical	To identify and move to the pulse To think about what the	To demonstrate a good singing posture	To rehearse and perform their part Knowledge: To know and be able to	To combine different sounds to create a specific mood or feeling	To record the performance and say	To play clear notes on instruments To compose melodies and songs using one, three or	

		<p>words of a song mean To take it in turn to discuss how the song makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p><u>Knowledge:</u> To recognise the work of at least one famous composer</p> <p>To know five songs from memory and who sang or wrote them and their style</p>	<p>To follow a leader when singing To have an awareness of the pulse when singing</p> <p><u>Knowledge:</u> To know that singing in a group can be called a choir</p> <p>That a leader or conductor is a person who the choir or group follow</p> <p>That songs can make you feel different things e.g. happy, energetic or sad</p>	<p>talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p>To improvise using instruments</p> <p>To listen to and reflect upon a developing composition</p> <p>To record a composition using graphic/pictorial notation</p> <p><u>Knowledge:</u> A composition is music that is created by you and kept in some way.</p>	<p>how they were feeling, what they were pleased with what they would change and why</p> <p><u>Knowledge:</u> A performance can be to one person or to each other</p>	<p>five different notes</p> <p>To talk about the best place to be when performing and how to stand or sit</p>	
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			To know why you must warm up your voice					
Year 4								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisation and composition	Performance	Sticky facts Remember:	Vocabulary
1	Mamma Mia! Pop/Disco	Skills: To explain the place of silence and say what effect it has	Skills: To sing in unison and in two-parts	Skills: To treat instruments carefully and with respect	Skills: To plan and create a section of music that can be performed within the context of the unit song	Skills: To present a musical performance designed to capture the audience	To talk about the musical dimensions working together	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables,
2	Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles							
3	Stop! Grime, Classical, Bhangra, Tango, Latin Fusion	To start to identify the character of a piece of music	To demonstrate a good singing posture	To play up to four differentiated parts on a tuned instrument				
4	Lean on Me Gospel							
5	Blackbird Disco	To describe and identify the different purposes of music	To follow a leader when singing	To follow a leader when singing	To talk about the melody was created	Knowledge: Performing is sharing music with other people, an audience		
6	Reflect, Rewind, Replay Western Classical							
		To talk about the musical dimensions	To sing with awareness of being 'in tune'	To rehearse and perform their part	To listen to and reflect upon developing	A performance can be a	To play up to four differentiated parts on a tuned instrument from memory or using notation.	

		<p>working together</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To use musical words when discussing a piece of music</p> <p><u>Knowledge:</u> To choose one song and be able to talk about:</p> <p>Lyrics Musical dimensions Structure Instruments</p>	<p>To re-join the song if lost</p> <p>To listen to the group when singing</p> <p>To perform a simple part rhythmically</p> <p>To sing songs from memory with accurate pitch</p> <p><u>Knowledge:</u> That a solo singer makes a thinner texture than a large group</p> <p>That singing as part of an ensemble or large group is fun, but that you must</p>	<p>To listen to and follow musical instructions from a leader</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song</p> <p><u>Knowledge:</u> The name of some instruments they might play or be played in a band or orchestra or by their friends</p>	<p>composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To record a composition using graphic/pictorial notation</p> <p><u>Knowledge:</u> Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>special occasion and involve an audience including of people you don't know</p>	<p>To plan and create a section of music that can be performed within the context of the unit song</p> <p>To present a musical performance designed to capture the audience</p>	<p>synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>
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			listen to each other					
Year 5								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisation and composition	Performance	Sticky facts Remember:	Vocabulary
1	Livin' on a prayer Rock	<u>Skills:</u> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful	<u>Skills:</u> To breathe in the correct place when singing To sing and use their understanding of meaning to add expression	<u>Skills:</u> To play a musical instrument with the correct technique To select and learn an instrumental part from memory or using notation	<u>Skills:</u> To change sounds or organise them differently to change the effect To compose music which meets specific criteria	<u>Skills:</u> To record the performance and compare it to a previous performance <u>Knowledge:</u> Everything that will be performed must be planned and learned You must sing or rap the words	To compare two songs in the same style To recognise and use basic structural forms e.g. rounds, variations, rondo form To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff,
2	Classroom Jazz 1 Jazz							
3	Make you feel my love Pop ballad							
4	Fresh Prince of Bel-Air Hip-Hop							
5	Dancin' in the Street Motown							
6	Reflect, Rewind, Replay Western Classical	To suggest improvements to their own or others' work To contrast the work of famous composers and	To recognise and use basic structural forms e.g. rounds, variations, rondo form	To rehearse and perform their part To listen to and follow	To use notation to record chords			

		<p>show preferences</p> <p>To think about the message of songs and likes/dislikes</p> <p>To compare two songs in the same style</p> <p><u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and why.</p> <p>To be able to discuss</p> <p>Lyrics Musical dimensions Structure</p>	<p>To sing in unison and to sing backing vocals</p> <p>To experience rapping and solo singing</p> <p><u>Knowledge:</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>To know and explain the importance of warming up your voice</p>	<p>musical instructions from a leader</p> <p><u>Knowledge:</u> Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To choose the most appropriate tempos for a piece of music</p> <p>To explain the keynote or home note and the structure of the melody</p> <p><u>Knowledge:</u> A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics,</p>	<p>clearly and play with confidence</p>	<p>To change sounds or organise them differently to change the effect</p> <p>To record the performance and compare it to a previous performance</p>	<p>synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>
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		Instruments Historical Context			texture and structure			
Year 6								
Term	Unit	Listening and appraising	Singing	Playing instruments	Improvisati on and compositio n	Performanc e	Sticky facts Remember:	Vocabulary
1	Happy Motown/pop	<u>Skills:</u> To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created	<u>Skills:</u> To sing a harmony part confidently and accurately	<u>Skills:</u> To play a musical instrument with the correct technique	<u>Skills:</u> To be able to use a variety of different musical devices in their compositio n	<u>Skills:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To be able to compare and contrast the impact that different composers from different times will have had on the people of the time	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improv
2	Classroom Jazz 2 Jazz/Latin/Blues							
3	A New Year Carol Bhangra/Gospel							
4	You’ve Got a Friend Pop							
5	Music and Me Female Composers							
6	Reflect, Rewind, Replay							
		To be able to analyse features within different pieces of music	To maintain their part whilst others are performing their part	To select and learn an instrumental part using notation	To use different forms of notation	<u>Knowledge:</u> A performanc e involves communica ting ideas, thoughts and feelings	To sing a harmony part confidently and accurately, performing parts from memory	isolation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban
		To be able to compare and	<u>Knowledge:</u> To know and confidently sing five songs and	To rehearse and perform their part	To be able to combine groups of beats			

		<p>contrast the impact that different composers from different times will have had on the people of the time</p> <p>To talk about the musical dimensions working together</p> <p><u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and why.</p> <p>To choose three or four other songs</p>	<p>their parts from memory, and to sing them with a strong internal pulse</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p>	<p>musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p><u>Knowledge:</u> Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B, C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or</p>	<p>To create simple melodies using up to five different notes and simple rhythms</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To record the composition in any way appropriate that recognises the connection between</p>	<p>about the song/music</p>	<p>To know and be able to talk about the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</p> <p>To discuss and talk musically about a performance – “What went well?” and “It would have been</p>	<p>Gospel, civil rights, gender equality, unison, harmony</p>
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		and be able to talk about: Style Lyrics Musical dimensions Structure Instruments context Musical Identity		by their friends	sound and symbol <u>Knowledge:</u> Notation: recognise the connection between sound and symbol		even better if...?"	
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