





## Hyde Park Schools- Progression Map for Music

	Year 1								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
 <p><b>Key Vocabulary</b></p>	<p>Pitch - melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides  Tempo fast, (getting) faster slow, (getting) slower  Duration - pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm  Dynamics - loud, (getting) louder quiet, (getting) quieter  Timbre - descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping  Texture - solo duet ensemble few – many  Structure - beginning – middle – end, phrase, verse – chorus  Techniques - breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p> <p><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p><b>*bold are the fundamental elements of music</b></p>								
 <p><b>Skills (From progression map)</b>  <b>These are not specific to each term as the skills are repeated and built upon in each step.</b></p>	<p><b>Understanding music</b>  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.  Copy back simple rhythmic patterns using long and short.  Copy back simple melodic patterns using high and low.  Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p><b>Listening</b>  Move and dance with the music.  Find the steady beat.  Talk about feelings created by the music.  Recognise some band and orchestral instruments.  Describe tempo as fast or slow.  Describe dynamics as loud and quiet.  Join in sections of the song, eg chorus.  Begin to understand where the music fits in the world.  Begin to understand about different styles of music.</p>	<p><b>Singing</b>  Sing, rap, rhyme, chant and use spoken word.  Demonstrate good singing posture.  Sing songs from memory.  Copy back intervals of an octave and fifth (high, low).  Sing in unison.</p>	<p><b>Notation</b>  Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.  If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	<p><b>Playing Instruments</b>  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.</p>	<p><b>Playing the recorder</b>  N/A</p>	<p><b>Creating: improvising</b>  Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G  Improvise simple vocal patterns using 'Question and Answer' phrases.  Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><b>Creating: composing</b>  Explore and create graphic scores:  Create musical sound effects and short sequences of sounds in response to music and video stimulus.  Create a story, choosing and playing classroom instruments and/or soundmakers.  Recognise how graphic notation can represent created sounds.  Explore and invent your own symbols.  Use music technology, if available, to capture, change and combine sounds.  Use simple notation if appropriate:  Create a simple melody using crotchets and minims:</p>	<p><b>Performing</b>  Enjoy and have fun performing.  Choose a song/songs to perform to a well-known audience.  Prepare a song to perform.  Communicate the meaning of the song.  Add actions to the song.  Play some simple instrumental parts.</p>





									<p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p>
<p><b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b></p>	<p><u>Understanding music</u></p> <p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p>	<p><u>Understanding and using the language of music</u></p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition.</p>			<p><u>Developing performance awareness and skills</u></p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p> <p>I can introduce my performance(s)</p>				

	Year 2								
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6			
<p><b>Key Vocabulary</b></p>	<p>Pitch - melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides</p> <p>Tempo fast, (getting) faster slow, (getting) slower</p> <p>Duration - pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm</p> <p>Dynamics - loud, (getting) louder quiet, (getting) quieter</p> <p>Timbre - descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping</p> <p>Texture - solo duet ensemble few – many</p> <p>Structure - beginning – middle – end, phrase, verse – chorus</p> <p>Techniques - breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p> <p><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p><b>*bold are the fundamental elements of music</b></p>								
<p><b>Skills (From progression map)</b> These are not specific to each term as the skills are repeated and built upon in each step.</p>	<p><u>Understanding music</u></p> <p>Use body percussion, instruments, and voices</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p>	<p><u>Listening</u></p> <p>Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p>	<p><u>Singing</u></p> <p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts,</p>	<p><u>Notation</u></p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and</p>	<p><u>Playing Instruments</u></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>	<p><u>Playing the recorder</u></p> <p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.</p>	<p><u>Creating: improvising</u></p> <p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played</p>	<p><u>Creating: composing</u></p> <p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as</p>	<p><u>Performing</u></p> <p>Practise, rehearse, and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be</p>





	<p>Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently.</p>	<p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>and with more pitching accuracy. Understand and follow the leader or conductor.</p> <p>Add actions to a song. Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>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).</p>	<p>simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>			<p>on untuned percussion, creating a musical conversation</p>	<p>appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate:</p> <p>Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F</p>	<p>practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>
<p><b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b></p>	<p><u>Understanding music</u></p> <p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p>		<p><u>Understanding and using the language of music</u></p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition.</p>		<p><u>Developing performance and awareness skills</u></p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p> <p>I can introduce my performance(s).</p>				

	Year 3								
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6			
 <p><b>Key Vocabulary</b></p>	<p>Pitch - melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale, note names A, B, C, etc.</p> <p>Tempo fast, (getting) faster slow, (getting) slower pulse different speeds</p> <p>Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato</p> <p>Dynamics loud – forte getting louder – crescendo quiet – piano getting quieter – diminuendo</p> <p>Timbre descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping</p> <p>Texture solo duet ensemble few – many combined</p> <p>Structure beginning – middle – end phrase verse – chorus round repetition introduction interlude, ostinato bass drone melodic ostinato</p> <p>Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p> <p>Processes composing arranging rehearsing performing</p> <p><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p><b>*bold are the fundamental elements of music</b></p>								
 <p><b>Skills (From progression map)</b> These are not specific to each term as the skills are repeated and built upon in each step.</p>	<p><b>Understanding music</b> Use body percussion, instruments, and voices. In the key centres of: C major, F major, G major and A minor.  In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B,</p>	<p><b>Listening</b> Share your thoughts and feelings about the music together. Find the beat or groove of the music.  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p>	<p><b>Singing</b> Sing as part of a choir.  Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture.  Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.</p>	<p><b>Notation</b> 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, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers.</p>	<p><b>Playing Instruments</b> 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. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p>	<p><b>Playing the recorder</b> Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.</p>	<p><b>Creating: improvising</b> Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D  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.  Compose over a simple groove.  Compose over a drone.  Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has</p>	<p><b>Creating: composing</b> Create music and/or sound effects in response to music and video stimulus.  Use music technology, if available, to capture, change and combine sounds.  Compose over a simple chord progression.  Compose over a drone.  Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.  Use simple dynamics.  Compose song accompaniments on tuned and untuned</p>	<p><b>Performing</b> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.  Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>



				Apply spoken word to rhythms, understanding how to link each syllable to one musical note.			a beginning, middle and end.	percussion, using known rhythms and note values.  Create a simple melody using crotchets, minims and perhaps paired quavers:  C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
<b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b>	<u>Understanding music</u> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. I can identify and describe feelings as they relate to music. I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	<u>Understanding and using the language of music</u> I can make an informed decision as to which notes to use when composing and improvising with the song. I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.			<u>Developing performance and awareness skills</u> I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. I can demonstrate an understanding of the importance of posture, diction and technique when performing. When planning, rehearsing, introducing and performing the song: I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections I can understand and make connections between the music encountered and the Social Theme. I can understand and apply learning from the Musical Spotlight.			

	Year 4					
	Aut 1	Aut 2	Spr 3	Spr4	Sum 5	Sum 6
	Pitch - melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale, note names A, B, C, etc. Tempo fast, (getting) faster slow, (getting) slower pulse different speeds Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato					

<p><b>Key Vocabulary</b></p>	<p>Dynamics loud – forte getting louder – crescendo quiet – piano getting quieter – diminuendo</p> <p>Timbre descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping</p> <p>Texture solo duet ensemble few – many combined</p> <p>Structure beginning – middle – end phrase verse – chorus round repetition introduction interlude, ostinato bass drone melodic ostinato</p> <p>Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p> <p>Processes composing arranging rehearsing performing</p> <p><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p><b>*bold are the fundamental elements of music</b></p>								
<p></p> <p><b>Skills (From progression map)</b>  <b>These are not specific to each term as the skills are repeated and built upon in each step.</b></p>	<p><b>Understanding music</b>          Use body percussion, instruments, and voices.          In the key centres of: C major, F major, G major and A minor.          In the time signatures of: 2/4, 3/4 and 4/4.          Find and keep a steady beat.          Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.          Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>	<p><b>Listening</b>          Talk about the words of a song.          Think about why the song or piece of music was written.          Find and demonstrate the steady beat.          Identify 2/4, 3/4, and 4/4 metre.          Identify the tempo as fast, slow or steady.          Recognise the style of music you are listening to.          Discuss the structures of songs.          Identify:          • Call and response          • A solo vocal or instrumental line and the rest of the ensemble          • A change in texture          • Articulation on certain words          • Programme music          Explain what a main theme is and identify when it is repeated.</p>	<p><b>Singing</b>          Rehearse and learn songs from memory and/or with notation.          Sing in different time signatures: 2/4, 3/4 and 4/4.          Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.          Demonstrate good singing posture.          Demonstrate vowel sounds, blended sounds and consonants.          Sing 'on pitch' and 'in time'.          Sing expressively, with attention to breathing and phrasing.          Sing expressively, with attention to staccato and legato.          Talk about the different styles of singing used for different styles of song.          Talk about how the songs and their styles connect to the world</p>	<p><b>Notation</b>          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 semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E, F<math>\sharp</math> D, E, F<math>\sharp</math>, G, A, B, C          Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.          Identify:          • Stave          • Treble clef          • Time signature          Identify and understand the differences between minims, crotchets, paired quavers and rests.          Read and perform pitch notation within a range.          Follow and perform simple rhythmic</p>	<p><b>Playing Instruments</b>          Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>	<p><b>Playing the recorder</b>          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 and D major.</p>	<p><b>Creating: improvising</b>          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<math>\sharp</math>, A, B D, E, F, G, A          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.          Improvise over a simple chord progression.          Improvise over a groove.</p>	<p><b>Creating: composing</b>          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.          Compose over a simple chord progression.          Compose over a groove.          Create music in response to music and video stimulus.          Use music technology, if available, to capture, change and combine sounds.          Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.          Use simple dynamics.          Compose song accompaniments on tuned and untuned</p>	<p><b>Performing</b>          Rehearse and enjoy the opportunity to share what has been learned in the lessons.          Perform, with confidence, a song from memory or using notation.          Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.          Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.          Explain why the song was chosen, including its composer and the historical and cultural context of the song.          Communicate the meaning of the words and articulate them clearly.          Use the structure of the song to communicate its mood and meaning in the performance.          Talk about what the rehearsal and</p>



	<p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>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.</p>	<p>scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>			<p>percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>performance has taught the student. Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>
<p><b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b></p>	<p><u>Understanding music</u></p> <p>I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>I can identify and describe a variety of contrasting feelings as they relate to music.</p> <p>I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.</p>	<p><u>Understanding and using the language of music</u></p> <p>I can make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.</p>	<p><u>Developing performance and awareness skills</u></p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding of the importance of posture, diction and technique when performing.</p> <p>I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</p> <p>I can understand and make connections between the music encountered and the Social Theme.</p> <p>I can understand and apply learning from the Musical Spotlight.</p>			

		Year 5								
		Aut 1	Aut 2	Spr 3	Spr 4	Sum 5	Sum 6			
<p><b>Key Vocabulary</b></p>		<p>Pitch - melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord Tempo fast, (getting) faster slow, (getting) slower pulse different speeds</p> <p>Duration – steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve - four beats minim - two beats crotchet - one beat quaver - half-beat semiquaver - quarter-beat</p> <p>Dynamics (moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter – diminuendo</p> <p>Timbre descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent</p> <p>Texture solo duet ensemble few – many combined</p> <p>Structure beginning – middle – end phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato</p> <p>Techniques breathing posture singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming</p> <p>Processes improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing</p> <p>Contexts culture, venue, time and place intentions, purpose, intended effect repertoire</p> <p><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p><b>*bold are the fundamental elements of music</b></p>								
<p><b>Skills (From progression map)</b> These are not specific to each term as the skills are repeated and built upon in each step.</p>		<p><b>Understanding music</b></p> <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p>	<p><b>Listening</b></p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>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.</p> <p>Explain a bridge passage and its position in a song.</p>	<p><b>Singing</b></p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p>	<p><b>Notation</b></p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db</p> <p>Identify: • Stave • Treble clef • Time signature</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p>	<p><b>Playing Instruments</b></p> <p>Rehearse and learn to play a simple, melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p><b>Playing the recorder</b></p> <p>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, Eb major, C minor and D minor.</p>	<p><b>Creating: improvising</b></p> <p>Explore improvisation within a major scale using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p>	<p><b>Creating: composing</b></p> <p>Create music in response to video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p>	<p><b>Performing</b></p> <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the</p>



		<p>Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping.</p> <p>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.</p>	<p>Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.</p>	<p>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.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (eg C–C'/do–do).</p>				<p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:          F, G F, G, A F, G, A, Bb          F, G, A, Bb, C Start and end on the note F (F major)          G, A G, A, B G, A, B, C          G, A, B, C, D Start and end on the note G (G major)          G, A G, A, B G, A, B, D          G, A, B, D, E Start and</p>	<p>rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. 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</p>
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								end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)  Eb, F Eb, F, G Eb, F, G, Bb Eb, F, G, Bb, C Start and end on the note Eb (Eb major)
<b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b>	<u>Understanding music</u> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. I can identify and describe a variety of contrasting feelings as they relate to music. : I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.		<u>Understanding and using the language of music</u> I can make an informed decision as to which notes and expression to use when composing and improvising with the song. I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece).		<u>Developing performance and awareness skills</u> I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing. I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. I can understand and make connections between the music encountered and the Social Theme. I can understand and apply learning from the Musical Spotlight.			

	Year 6								
	Aut 1	Aut 2	Spr 3	Spr4	Sum 5	Sum 6			
 <b>Key Vocabulary</b>	Pitch - melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord Tempo fast, (getting) faster slow, (getting) slower pulse different speeds Duration – steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve - four beats minim - two beats crotchet - one beat quaver - half-beat semiquaver - quarter-beat Dynamics (moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter – diminuendo Timbre descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent Texture solo duet ensemble few – many combined Structure beginning – middle – end phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato Techniques breathing posture singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming Processes improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing Contexts culture, venue, time and place intentions, purpose, intended effect repertoire  <p style="text-align: center;"><b>rhythm, beat, pulse, pitch, tempo, dynamics, timbre, texture, structure, harmony, melody</b></p> <p style="text-align: center;">*bold are the fundamental elements of music</p>								
	<u>Understanding music</u> Talk about feelings created by the music.	<u>Listening</u> Sing as part of a choir	<u>Singing</u>	<u>Notation</u> Explore ways of representing high and	<u>Playing Instruments</u> Rehearse and learn to play one of four	<u>Playing the recorder</u> Rehearse and learn to play one of four	<u>Creating: improvising</u> Explore improvisation within a major scale	<u>Creating: composing</u> Create or compose an 8 or 16 beat melodic	<u>Performing</u> Create, rehearse and present a holistic





	<p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>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.</p>		<p>are to the music and songs, and how the songs and styles are connected to the world.</p>					<p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p>	
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<p><b>Skills Progression – defining the skill across the subject, how does it look different in one year group to another? How is it progressive?</b></p>	<p><b>Understanding music</b> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. I can identify and describe a variety of contrasting feelings as they relate to music. I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p>			<p><b>Understanding and using the language of music</b> I can make an informed decision as to which notes and expression to use when composing and improvising with the song. I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task. When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.</p>			<p><b>Developing performance and awareness skills</b> I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing. I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. I can understand and make connections between the music encountered and the Social Theme. I can understand and apply learning from the Musical Spotlight</p>	