

## Long Term Progression in Music Overview

### Reception – Expressive Arts & Design - Music

Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	I can use my voice in different ways and imitate sounds using my voice and instruments.	I can identify low and high pitch in music and recognise the difference between slow and fast.	I can use instruments and my voice to tell a story and recognise loud and quiet sounds.
<b>Key vocabulary</b>	Beat, mood, sound picture, pulse, rhyme.	High/low pitch, slow/fast tempo, happy/sad mood, beat, pulse, rhyme, percussion.	Pattern, loud/quiet sounds, high/low pitch, happy/sad mood, fast/slow tempo, beat, pulse, rhyme, story, percussion.
<b>Statutory Requirements (ELG)</b>	Feel the pulse in music, identify familiar sounds in their environment, identify happy/sad moods, imitate vocal and rhythmic phrases, accompany songs and rhymes with percussion instruments.	Select vocal sounds and body percussion to create simple patterns, explore vocal sounds to imitate sounds, perform using high/medium/low voices, show a steady beat using body percussion and instruments, identify sounds in songs and listening extracts.	Recognise gentle/quiet or loud/angry moods in music. Move and perform to a slow, steady beat which gradually increases in speed. Select percussion instruments to accompany a story.
<b>End Point</b>	<p>Children can perform on instruments in time to a beat.</p> <p>Children can move imaginatively to music.</p> <p>Children can explore sounds made using the body and create a sound picture based on a theme.</p>	<p>Children can explore and discuss sounds made by different percussion instruments.</p> <p>Children can perform on instruments in time to a beat.</p> <p>Children can recognise the difference between slow and fast speeds in music.</p>	<p>Children can create patterns of sounds to describe different environments.</p> <p>Children can select appropriate instruments to imitate different sounds.</p> <p>Children can make loud and quiet sounds using voices, body percussion and instruments.</p>

## Long Term Progression in Music Overview

Year 1 - Music			
Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	Themes: <i>Clocks, Halloween, People at Work, Christmas.</i>	Themes: <i>About the House, Numbers, High and Low, Fast and Slow.</i>	Themes: <i>Fast and Slow, It's a Wonderful World! The Sea.</i>
<b>Prior knowledge</b>	EYFS songs and nursery rhymes, tempo, pitch, loud/quiet in music.	An understanding of speed/tempo, mood, pitch, the names of percussion instruments and how to use their voices/instruments in different ways to suit a mood or purpose.	Recognising and performing crotchets and quavers and a steady beat, selecting the timbre of different instruments to suit a character or purpose, remembering the concept of fast and slow (tempo), high and low (pitch) and contrasting moods in music.
<b>Key vocabulary</b>	Song, rhyme, chant, speed, tempo, pitch, beat, pulse, rhythm, mood.	Symbol, pattern, rhyme, tempo, pitch, beat, pulse, rhythm, mood.	Melody, pattern, rhyme, tempo, pitch, beat, pulse, rhythm, mood, composition.
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
<b>End Point</b>	<p>Children can recognise and perform a regular beat from pictorial symbols.</p> <p>Children can perform percussion accompaniments to songs.</p> <p>Children can identify different sounds in listening extracts.</p>	<p>Children can recognise and perform from pictorial symbols that represent crotchets and quavers.</p> <p>Children can listen and appraise their compositions suggesting improvements.</p> <p>Children can discuss different moods in music.</p>	<p>Children can listen and appraise their compositions discussing successes and suggesting improvements.</p> <p>Children can recognise the difference between high/low pitch and fast/slow tempo.</p> <p>Children can recognise happy/sad qualities in music.</p>

## Long Term Progression in Music Overview

Year 2 - Music			
Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	Units: <i>Let's Begin, Halloween Sounds, Animals, Christmas.</i>	Units: <i>Cats, Food, Weather.</i>	Units: <i>Feet, Little and Large, The Sea.</i>
<b>Prior knowledge</b>	Recognising crotchet and quaver picture symbols, composing music using voices and instruments.	Becoming more familiar with notation (crotchets and quavers), discussing the mood, tempo, structure, dynamics and instrumentation of music.	Using graphic symbols to represent sounds, recognising and notating crotchets and quavers, discussing music with increasing confidence applying musical vocabulary.
<b>Key vocabulary</b>	Beat, rhythm, pattern, melody/tune, tempo, pitch, timbre, mood, graphic score.	Beat, rhythm, pattern, melody/tune, tempo, pitch, timbre, mood, graphic score, verse.	Ostinato, pattern, rhythm, pulse, beat, structure, texture, timbre, mood, verse, sound picture, graphic score, orchestra, tempo.
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
<b>End Point</b>	<p>Children can discuss different musical styles.</p> <p>Children can compose simple rhythmic and melodic patterns using percussion instruments and recognising crotchet and quaver rhythms.</p> <p>Children can use graphic symbols to represent different sounds.</p> <p>Children can create sounds using body percussion or instruments to accompany a story in pictures.</p> <p>Children can compose a lullaby using soothing sounds.</p>	<p>Children can create a class composition based on a theme.</p> <p>Children can make a line score showing the solo/duet structure of a piece.</p> <p>Children can draw crotchet and quaver rhythm patterns.</p> <p>Children can use percussion instruments to show the beat and rhythm of a song.</p> <p>Children can create sounds to illustrate a scene or tell a story.</p>	<p>Children can draw notes from a song on a three-line stave.</p> <p>Children can show the beat of a song using body percussion.</p> <p>Children can sing, play and draw the melodic pattern mi, re, soh and doh.</p> <p>Children can listen to a song and then draw the rhythm and melody.</p>

Year 3 - Music			
Term & theme	Autumn	Spring	Summer



## Long Term Progression in Music Overview

<b>Big question/key concept</b>	Units: <i>Exploration and Volcanoes, Magic, Marches, Christmas.</i>	Units: <i>Machines, Birds, Trains.</i>	Units: <i>The Willow Pattern, Sea Creatures, The Jungle.</i>
<b>Prior knowledge</b>	Composing verses to songs, graphic scores, exploring timbres of instruments, reading and notating crotchet and quaver rhythms, understanding musical vocabulary.	Developing an understanding of tempo, timbre, dynamics, pitch, structure, melody, rhythm, beat and notation – crotchets, quavers and rests.	Discussing music with increasing confidence applying musical vocabulary to their responses,
<b>Key vocabulary</b>	Ostinato, tempo, structure, verse, chorus, rhythm, structure, mood, texture.	Crotchet rest, percussion, dynamics, tempo, structure, verse, chorus, rhythm, structure, mood, texture, pattern.	Vocal chant, melody, pattern, verse, chorus, rhythm, structure, tempo, dynamics, beat, rest, mood.
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations e.g. graphic scores, sound pictures</li> <li>• Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>		
<b>End Point</b>	<p>Children can draw pictures in response to music.</p> <p>Children can create sounds using the body or instruments to describe a story or character.</p> <p>Children can identify instruments, changes and the main theme in music giving an emotional response.</p>	<p>Children can create rhythm patterns using words, writing the stick notation for them.</p> <p>Children can create sounds to represent a machine and draw a picture in response to music.</p> <p>Children can create sounds using the body or instruments to accompany a story in pictures.</p> <p>Children can perform a canon and use rhythm patterns to create a short piece of music.</p>	<p>Children can compose a vocal chant based on a theme.</p> <p>Children can sign and do hand signs for the solfa names – doh, re, mi, soh and la.</p> <p>Children can notate a familiar melodic pattern on a stave.</p> <p>Children can identify instruments in songs and listening extracts and identify the rising and falling contour of a melody.</p>

### Year 4 - Music

Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	Learning the recorder.	Themes: <i>Waltzing and Marching, Stories, Jigs and Reels</i>	Themes: <i>Sailing, Europe, America</i>

## Long Term Progression in Music Overview

<b>Prior knowledge</b>	Understand the note values of crotchets and quavers, compose, sing and perform as an ensemble, discuss and evaluate extracts of music and their own performances.	Composing, singing and playing phrases by reading and understanding notation, performing as an ensemble, discussing and evaluating their own and others' work referring to the interrelated dimensions of music.	Composing music with a greater understanding of dynamics, timbre and texture, reading and understanding traditional notation, discussing and evaluating their own and others' work referring to the interrelated dimensions of music.
<b>Key vocabulary</b>	Pitch, pulse, rhythm, tempo, timbre, dynamics, structure, duration, notes B, A and G, woodwind, string, brass, percussion, orchestra, ensemble.	Pitch, pulse, rhythm, tempo, timbre, dynamics, structure, duration, verse, chorus, accompaniment, melody, beat.	Ostinato, mood, pitch, pulse, rhythm, tempo, timbre, dynamics, structure, duration, verse, chorus, accompaniment, melody, beat.
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations e.g. graphic scores, sound pictures</li> <li>• Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>		
<b>End Point</b>	<p>Children can read the notes B, A, G and F on the staff understanding crotchets, quavers, minims and crotchet rests.</p> <p>Children can discuss and evaluate performances commenting on the interrelated dimensions of music.</p> <p>Children can compose simple 2-bar phrases using crotchets, quavers, minims and rests.</p> <p>Children know how to produce a good quality sound on the recorder and where to place their fingers on the finger holes to achieve different notes.</p>	<p>Children can read and understand the rhythm patterns of well-known rhymes.</p> <p>Children can explore the dynamics in songs and pieces to best portray the elements of a story.</p> <p>Children can identify instruments and describe tempo and dynamics in Irish dance music.</p> <p>Children can compose additional song verses and use dynamics, texture and sound pictures to structure a composition.</p>	<p>Children can improvise a simple ostinato to accompany a song.</p> <p>Children can compose 4-beat phrases using crotchets, quavers, minims and crotchet rests and writing them on a staff.</p> <p>Children can identify and discuss verse-chorus structure, musical styles, instruments, mood and changes in music e.g. tempo and dynamics.</p> <p>Children can maintain a steady beat using body percussion and instruments and showing an awareness of dynamics.</p>

Year 5 - Music			
Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	Themes: <i>Film Music, Halloween, the Sea, Winter Wonderland</i>	Themes: <i>What a Wonderful World, Music from Around the World</i>	Themes: <i>Morning, Noon and Night, Birds of the Air, Sounds of Summer</i>
<b>Prior knowledge</b>	A knowledge of the interrelated dimensions of music, musical styles and the great composers. Singing and performing with confidence and	Creating original compositions based on a theme, developing a sense of musical style through comparing and contrasting, listening and describing the musical elements.	Composing and performing their own compositions understanding notation and graphic scores. Describing music and the great composers with increasing confidence.

## Long Term Progression in Music Overview

	expression and an awareness of dynamics, structure and other performers.		
<b>Key vocabulary</b>	Pitch, tempo, structure, timbre, style, rhythm, dynamics, texture, duration, tuned and untuned percussion.	Pitch, tempo, structure, timbre, style, rhythm, dynamics, texture, duration	Pitch, tempo, structure, timbre, style, rhythm, dynamics, texture, duration
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations e.g. graphic scores, sound pictures</li> <li>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>		
<b>End Point</b>	<p>Children can listen and respond imaginatively to excerpts of music.</p> <p>Children can say and clap rhythms in one and two parts and compose rhythm patterns and a melody using notation.</p> <p>Children can create and perform original compositions using Halloween and winter wonderland as themes.</p> <p>Children can perform, record, discuss and evaluate their compositions.</p>	<p>Children can create short compositions based on syllabic rhythm patterns and perform them in groups/pairs.</p> <p>Children are developing their sense of musical styles having explored traditional music of Ireland, South Africa and southern India.</p> <p>Children can recognise a range of traditional musical instruments.</p> <p>Children have an improved awareness of texture (layers of the music).</p>	<p>Children can create a composition based on a journey in summer and perform it as part of a group.</p> <p>Children can recreate their own sounds using carefully chosen instruments.</p> <p>Children can match musical excerpts with illustrations giving reasons for their choices.</p> <p>Children can copy melodic and rhythmic phrases through singing and playing instruments.</p> <p>Children can compose a short melody on a staff.</p>

Year 6 - Music			
Term & theme	Autumn	Spring	Summer
<b>Big question/key concept</b>	Learning the ukulele	Jazz and Blues	Samba Music
<b>Prior knowledge</b>	Performing using their voices and instruments with increasing confidence and expression, reading and understanding traditional notation and discussing the musical elements.	Singing from memory in tune and with expression, performing accurately and in time on instruments. Listening to a wide range of musical extracts to accurately describe and appraise music (commenting on the interrelated dimensions of music).	Evaluating their own and others' work taking into consideration tempo, maintaining their own part, achieving smooth transitions and leading or following other performers. Notating words and phrases with appropriate rhythm patterns or graphic scores.

## Long Term Progression in Music Overview

<p><b>Key vocabulary</b></p>	<p>Chord, tuning pegs, fret, melody, technique, strum, structure, verse, chorus, bridge, pitch, rhythm, pattern, tempo, dynamics, duration, texture, timbre, structure, silence, round, performance, ostinato.</p>	<p>New Orleans, Jazz, improvisation, solo, Ella Fitzgerald, Louis Armstrong, Duke Ellington, verse, chorus, structure, timbre, tempo, dynamics, texture, duration, pitch, scat singing, solo, syncopation, melody.</p>	<p>Pitch, rhythm, tempo, dynamics, duration, texture, structure, round, call and response, ostinato, agogo, apito, tambourim, surdo, ganza, caixa, cue, break, solo, improvisation, semibreve, semiquaver, quaver, crotchet, rest, minim, bar, phrase, intro, main groove.</p>
<p><b>Statutory Requirements</b></p>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations e.g. graphic scores, sound pictures</li> <li>• Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>		
<p><b>End Point</b></p>	<p>Children can perform chords (C, A minor, F, G, D minor and D) and know and understand how to tune a ukulele.</p> <p>Children can copy upwards and downwards strumming patterns in time to a beat.</p> <p>Children can sing and perform songs on the ukulele moving fluently between different chords and showing an awareness of beat and other performers.</p>	<p>Children can maintain a part within a round and improvise within a group setting.</p> <p>Children can compose and arrange a 12-bar blues song with verses and a chorus.</p> <p>Children can describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Children recognise jazz as a popular genre of music and can describe stylistic features.</p>	<p>Children can perform a samba batacada.</p> <p>Children understand polyrhythms and other samba vocabulary e.g. break, cue, main groove.</p> <p>Children know about the history of samba and its importance in Brazilian culture.</p> <p>Children can compose rhythm patterns and perform them from memory on samba percussion instruments.</p>