Music Progression Map - 2024 to 25 - (detailing links to National Curriculum and Tier 3 Vocabulary)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Me!** - Be introduced to a wide variety of musical styles. - Find the pulse. - Copy and clap the rhythm of names. - Explore high and low sounds using voices and glockenspiels. - Learn a variety of nursery rhymes.	**My Stories** - Be introduced to a wide variety of musical styles. - Find the pulse as one of the characters from the song. - Copy and clap the rhythm of small phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Invent a pattern to go with a song using one note. - Learn a variety of nursery rhymes.	**Everyone!** - Be introduced to a wide variety of musical styles. - Invent ways to find the pulse. - Copy and clap some rhythms of phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Use the starting note to explore melodic patterns using one or two notes. - Learn a variety of nursery rhymes.	**Our World** - Be introduced to a wide variety of musical styles. - Find the pulse and show others your ideas. - Copy and clap some rhythms of phrases from the songs. - Explore high pitch and low pitch using the images from the songs. - Use the starting note to explore melodic patterns using one or two notes. - Learn a variety of nursery rhymes.	**Big Bear Funk** - Explore Funk music. - Find a funky pulse. - Copy and clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song. - Enjoy playing patterns using a combination of any of the 3 notes C, D and E. - Learn a variety of nursery rhymes.	**Reflect, Rewind & Replay** - Explore Classical music. - Revision and consolidation of all previously taught knowledge and skills. - Know 20 nursery rhymes off by heart and know the stories of some of them.
Development Matters	Expressive Arts and Design - Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.	Expressive Arts and Design - Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.	Expressive Arts and Design - Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.	**Expressive Arts and Design - Being Imaginative and Expressive:** - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.	**Expressive Arts and Design - Being Imaginative and Expressive:** - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.	**Expressive Arts and Design - Being Imaginative and Expressive:** - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and try to move in time with music.
Vocabulary	song, rhyme, melody, pitch, nursery rhymes, action songs, instruments, share, explore, learn, listen, respond	sing, play, learn, beat, pulse, rhythm, perform, audience, group, solo	pitch, high, low, long, short, sounds, play, stop, move, listen, actions	pitch, high, low, long, short, sounds, play, stop, move, listen, actions	voice, soft sounds, loud sounds, soft, medium, hard, solo, group, shake, tap, ring.	voice, soft sounds, loud sounds, soft, medium, hard, solo, group, shake, tap, ring.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Hey You** - Explore Old School Hip-Hop music. - How pulse, rhythm and pitch work together to create music. - Follow and play instrumental parts on a glockenspiel using the notes C and G. - Listen to and clap back rhythms. - Listen to a rhythm and then clap back own response (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play back your own answer using two notes (C and D). - Improvise using the note C or the notes C and D. - Compose using the five notes of C, D, E, F and G.	**Rhythm In The Way We Walk / The Banana Rap** - Explore a variety of different styles of music, including Reggae music. - How pulse, rhythm, pitch, rapping and/or singing work together to create music. - Learn to sing and rap the songs accurately. - Perform songs to an audience. **Christmas Performance** - Prepare 5 songs to perform from memory. - Perform songs as part of a group ensemble to an audience.	**In the Groove** - Explore a variety of different styles of music, including Blues, Latin and Folk music.. - How to be in the groove with different styles of music. - Follow and play instrumental parts on a glockenspiel using the notes C, G and A. - Listen to and clap back rhythms. - Listen to a rhythm and then clap back own response (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play back your own answer using two notes (C and D). - Improvise using the note C or C and D. - Compose using the five notes of C, D, E, F, and G.	**Round and Round** - Explore a variety of different styles of music, including Latin Bossa Nova music. - Explore the pulse, rhythm and pitch in different styles of music. - Follow and play instrumental parts on a glockenspiel using the notes D, F, G, A and C. - Listen to and clap back rhythms. - Listen to a rhythm and then clap back own response (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play back your own answer using two notes (D and E). - Improvise using the note D or D and E.	**Your Imagination** - Explore Pop music.. - Use imagination to create own music. - Follow and play instrumental parts on a glockenspiel using the notes E, G and A. - Listen to and clap back rhythms. - Listen to a rhythm and then clap back own response (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play back your own answer using two notes (E and D). - Improvise using the note D or D and E. - Compose using the five notes of C, D, E, F and G.	**Reflect, Rewind & Replay** - Explore a variety of different styles of music, including Classical music. - Explore the history of music. - Revision and consolidation of all previously taught knowledge and skills. - Confidently sing or rap five songs from memory and sing them in unison.
National Curriculum Objectives	- Use 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.	- Use 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.	- Use 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.	- Use 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.	- Use 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.	- Use 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.
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, listen, glockenspiel, notes, melody.	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, listen, glockenspiel perform, melody, Reggae, singers, percussion, notes, melody..	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, listen, glockenspiel, Latin, Folk, Blues, groove, singing, chants, notes, melody.	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, listen, glockenspiel, Latin, Bosa Nova, notes, melody.	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, listen, glockenspiel, Pop, imagination, notes, melody.	Pulse, rhythm, pitch, rap, improvise, compose, melody, rhythm, improvise, compose, Classical, musical styles, perform, unison.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Hands, Feet, Heart** - Explore South African styles of music. - Follow and play instrumental parts on a glockenspiel using the notes E, F, G, A, B and C. - Listen to and clap back rhythms. - Listen to a rhythm and clap back own response (Rhythm of words)). - Using voices and instruments, listen and play back. - Using voice and instruments, listen to a melody and play your own answer using two notes (C and D). - Improvise using the note C or notes C and D. - Compose using the five notes of C, D, E, F and G.	**Ho, Ho, Ho** - Explore a variety of different styles of music, including Big Band music. - Follow and play instrumental parts on a glockenspiel using the notes G, A and B. - Learn to sing and rap the songs accurately. - Perform songs to an audience. **Christmas Performance** - Explore Christmas songs. - Prepare 5 songs to perform from memory. - Perform songs as part of a group ensemble to an audience.	**I Wanna Play in a Band** - Explore Rock music. - Explore playing together in a band. - Follow and play instrumental parts on a glockenspiel using the notes C, D and F. - Listen to and clap back rhythms. - Listen to a rhythm and clap back own response (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play your own answer using two notes (F and G). - Improvise using the notes F and G. - Compose using F, G, A, Bb (A#) and C).	**Zootime** - Explore Reggae music. - Follow and play instrumental parts on a glockenspiel using the notes C and D. - Listen to and clap back rhythms. - Listen to a rhythm and clap back own rhythms (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play back your own answer using two notes (C and D). - Improvise using the notes C and D. - Compose using the notes C, D, E, G and G.	**Friendship Song** - Explore Pop music. - Follow and play instrumental parts on a glockenspiel using the notes C, D, E, F, G, A and B. - Listen to and clap back rhythms. - Listen to a rhythm and clap back own rhythm (rhythms of words). - Using voices and instruments, listen to a melody and play back. - Using voices and instruments, listen and play your own answer using two notes (C and D). - Improvise using the notes C and D. - Compose using the notes C, D, E, G and A.	**Reflect, Rewind & Replay** - Explore a variety of different styles of music, including Classical music. - Explore the history of music. - Revision and consolidation of all previously taught knowledge and skills.
National Curriculum Objectives	- Use 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.	- Use 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.	- Use 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.	- Use 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.	- Use 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.	- Use 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.
Vocabulary	Pulse, rhythm, pitch, improvise, compose, audience, listen, South African music, melody, notes, voices, dynamics, tempo.	Pulse, rhythm, pitch, improvise, compose, audience, listen, Big Band, melody, voices, perform.	Pulse, rhythm, pitch, improvise, compose, call and response, Rock, melody, notes, dynamics, tempo.	Pulse, rhythm, pitch, improvise, compose, Reggae, melody, notes, dynamics, tempo.	Pulse, rhythm, pitch, improvise, compose, Pop, melody, notes, dynamics, tempo.	Pulse, rhythm, pitch, melody, notes, dynamics, tempo, Classical, musical styles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Let Your Spirit Fly** - Explore a range of musical styles, including RnB music. - Follow and play instrumental parts on a glockenspiel using the notes E, F, G, A, B and C. - Listen to a short melody and copy back using two notes (C and D). - Using instruments, listen to a short melody and play back an answer using two notes (C and D). - Using instruments, mprovise using two notes (C and D). - Compose using the five notes of C, D, E, F and G.	**Glockenspiel Stage 1** - Explore a range of different musical styles. - Develop instrumental playing skills. - Follow and play instrumental parts on a glockenspiel using the notes D, E and F and C, D and E. - Improvise using three notes (D, E and F). - Compose using the two notes of D and E.	**Three Little Birds** - Explore Reggae music. - Follow and play instrumental parts using the notes C, D, E, G, A and Bb. - Listen to a short melody and copy back using two notes (C and D). - Using instruments, listen to a short melody and play back an answer using two notes (C and D). - Using instruments, improvise using two notes (C and D). - Compose using the notes C, D, E, G and A.	**The Dragon Song** - Explore a range of musical styles, including World music. - Use imagination and work as a class to create own performance. - Using instruments and voice, improvise using three notes (G, A and B). - Compose using the five notes of D, E, G, A and B. - Share your musical composition with an audience.	**Bringing Us Together** - Explore Disco music. - Follow and play instrumental parts using the notes G, A and C. - Listen to a short melody and copy back using two notes (C and A). - Using instruments, listen to a short melody and play back an answer using two notes (C and A). - Using instruments and voice, improvise using two notes (C and A). - Compose using the notes D, E, G, A and B.	**Blackpool Music Service - Samba Drumming (1x half term per class per year).** -
National Curriculum Objectives	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- Play and perform in solo and ensemble contexts using 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. - Begin to use and understand staff and other musical notations. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.
Vocabulary	Pulse, rhythm, pitch, dynamics, tempo, notes, ensemble, solo, melody, RnB, improvise, compose, call and response.	Glockenspiel, instrumental skills, improvise, compose, notation.	Pulse, rhythm, pitch, dynamics, tempo, texture, notes, improvise, compose, melody, Reggae.	Pulse, rhythm, pitch, dynamics, tempo, texture, performance, audience, World music, compose, notation, improvise.	Pulse, rhythm, pitch, dynamics, tempo, texture, melody, compose, improvise, Disco.	Pulse, rhythm, pitch, dynamics, tempo, texture, ensemble, Samba, tuned percussion, untuned percussion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**Mamma Mia** - Explore Pop music of the 1970s and 1980s (ABBA). - Follow and play instrumental parts using the notes G, A, B and C. - Listen to a short melody and copy back using two notes (C and D). - Using instruments, listen to a short melody and play back an answer using two notes (C and D). - Using instruments, improvise using two notes (C and D). - Compose using the five notes of G, A, B, D, and E.	**Glockenspiel Stage 2** - To explore a range of different musical styles. - Follow and play instrumental parts using the notes of C, D, E, F and G. - Compose using the notes of C, D, E, F and G.	**Stop!** - Explore a range of different musical styles, including Grime. - Listen to a short melody and copy back using two notes (C and D). - Using instruments, listen to a short melody and play back an answer using two notes (C and D). - Using instruments, improvise using two notes (C and D).	**Lean on Me** - Explore Gospel music. - Follow and play instrumental parts using the notes G, A, B, C, D and E. - Listen to a short melody and copy back using two notes (F and G). - Using instruments, listen to a short melody and play your own answer using two notes (F and G). - Using instruments, improvise using two notes (F and G). - Compose using the five notes of C, D, F, G and A.	**Blackbird** - Explore the music of The Beatles. - Follow and play instrumental parts using the notes C, D, E, F and G. - Listen to a short melody and copy back using two notes C and D. - Using instruments, listen to a short melody and play your own answer using two notes (C and D). - Using instruments, improvise using two notes (C and D). - Compose using the five notes of C, D, E, G and A.	**Blackpool Music Service - Cornets (1x half term per class per year).**
National Curriculum Objectives	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- Play and perform in solo and ensemble contexts using 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. - Begin to use and understand staff and other musical notations. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.
Vocabulary	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, history of music.	Glockenspiel, instrumental skills, improvise, compose, notation.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, history of music, Grime, rapping, lyrics.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, history of music, Gospel, lyrics.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, history of music, civil rights, lyrics.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, ensemble, brass, cornets.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Livin' On A Prayer** - Explore Rock music. - Follow and play instrumental parts using the notes D, E, F#, G, A, B and C. - Listen to a short melody and copy back using three notes (G, A and B). - Using instruments, listen to a short melody and play back an answer using three notes (G, A and B). - Using instruments, improvise using three notes (G, A and B). - Compose using the five notes of G, A, B, D and E.	**Classroom Jazz 1** - Explore Jazz music, including Bossa Nova and Swing. - Follow and play instrumental parts for Bossa Nova style using the notes B, A and G. - Follow and play instrumental parts for Swing style using the notes D, E, G, A and B. . - Improvise in the Bossa Nova style using the notes B, A and G. - Improvise in the Swing style using the notes D, E, G, A and B.	**Make You Feel My Love** - Explore Pop Ballads. - Follow and play instrumental parts using the notes B, C, D, E, F and G. - Listen to a short melody and copy back using three notes (C, D and E). - Using instruments, listen to a short melody and play back an answer using three notes (C, D and E). - Using instruments, improvise using three notes (C, D and E). - Compose using the five notes of D, E, F, G and A.	**Fresh Prince of Bel-Air** - Explore Hip-Hop music. - Follow and play instrumental parts using the notes C, D, E, F, G and A. - Listen to a short melody and copy back using three notes (D, E and F). - Using instruments, listen to a short melody and play back an answer using three notes (D, E and F). - Using instruments, improvise using three notes (D, E and F). - Compose using the five notes of D, E, F, G and A.	**Dancing In The Street** - Explore Motown music. - Follow and play instrumental parts using the notes F, G, A and D. - Listen to a short melody and copy back using three notes (D, E and F). - Using instruments, listen to a short melody and play back an answer using three notes (D, E and F). - Using instruments, improvise using three notes (D, E and F). - Compose using the five notes of C, D, E, F and G.	**Blackpool Music Service - Guitars (1x half term per class per year).**
National Curriculum Objectives	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- Play and perform in solo and ensemble contexts using 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. - Begin to use and understand staff and other musical notations. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.
Vocabulary	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, improvise, compose, Rock, history of music.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, improvise, Jazz, Bossa Nova, Swing, style.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, improvise, compose, Ballads.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, compose, improvise, Hip-Hop.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, compose, improvise, Motown, history of music.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, ensemble, string, guitar, strum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Happy** - Explore Pop music. - Follow and play instrumental parts using the notes G, A, B, C, D and E. - Using instruments, listen to a short melody and play back using three notes (A,G and B). - Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B). - Using instruments, improvise using 3 notes (A, G and B). - Compose using the five notes of C, E, G, A and B.	**Classroom Jazz 2** - Explore Jazz music, including Bacharach and Blues. - Develop improvisation and composition skills. - Follow and play instrumental parts using the notes G, A, B, C, D and E. - Using instruments, listen to a short melody and play back using three notes (A,G and B). - Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B). - Using instruments, improvise using three notes (A, G and B).	**A New Year Carol** - Explore Gospel music, including Classical and Urban Gospel music. - Follow and play instrumental parts using the notes Eb, F, G, Ab, Bb, C and D. - Follow and play instrumental parts using the notes G, A, B, C, D and E. - Using instruments, listen to a short melody and play back using three notes (A,G and B). - Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B). - Using instruments, improvise using three notes (A, G and B).	**You've Got a Friend** - Explore Pop Ballads of the 1970s. - Follow and play instrumental parts using the notes of D, E, F, G, A, B and C. - Using instruments, listen to a short melody and play back using three notes (A, G, and E). - Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G, and E). - Using instruments, improvise using three notes (A, G and E). - Compose using the five notes of E, G, A, C and D.	**Music and Me** - Creating own music taking inspiration from their own identify and women in music. - Develop an awareness of the different opportunities available through music. - Use the Music Explorer Composition Tool within Charanga to create and practise own melodies. - Use the Quickbeats tool within Charanga to create own beats. - Create own lyrics and put together over own beat/ melodies.	**Reflect, Rewind and Replay** - Explore a variety of different styles of music, including Classical music. - Explore the history of music. - Revision and consolidation of all previously taught knowledge and skills. **Leavers Performance** - Learn songs by heart, including the lyrics. - Begin to understand the meaning of the song to perform it with emotion. - Perform to a wider audience made up of peers and also parents.
National Curriculum Objectives	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- Play and perform in solo and ensemble contexts using 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. - Begin to use and understand staff and other musical notations. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.	- 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. - Begin to use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres. - Develop an understanding of the history of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, timbre, notation, Pop, improvise, compose, staff.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, melody, timbre, improvise, Jazz, Bacharach, Blues, styles.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, timbre, notation, Classical Gospel, Urban Gospel, improvise, listen, respond.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, timbre, notation, Pop Ballads, history of music, improvise, compose, staff.	Pulse, rhythm, pitch, dynamics, tempo, texture, structure, timbre, notation, Pop, improvise, compose, lyrics, beat, melody, Quickbeats, inspire, musical opportunities.	Pulse, rhythm, pitch, melody, notes, dynamics, tempo, Classical, musical styles, history of music, perform, audience, meanings, emotion, lyrics, by heat.

Progression Map Music Key Knowledge - Retrieval Practice/Spaced Learning

	Composing	Listening	Performing
EYFS	- **Explore** high and low sounds using voices and glockenspiels. - **Invent a pattern** to go with a song using one note. - **Begin to explore** melodic patterns using one or two notes.	- **Enjoy listening to** a wide variety of musical styles. - Be able to find the pulse and invent ways of doing so. - **Keep the beat** of a song.	- **Know** 20 nursery rhymes off by heart and know the stories of some of them. - **Perform** any of the nursery rhymes by singing and adding actions or dance. - **Enjoy playing** patterns using any combination of the 3 notes C, D, E.
Year 1	- **Use voices and instruments to listen** to a melody and **play back** own answer using up to 2 notes. - Begin to understand how the notes of the composition can be written down and changed if necessary. - **Help to create** a simple melody using up to 5 different notes which are within the correct key for the piece of music.	- **Explore and enjoy listening to** a variety of different styles of music. - **Learn how** to move to music by dancing, marching, being animals, or pop stars. - **Explore** the pulse, rhythm and pitch in different styles of music. - Know and recognise the sound and names of some of the instruments they experience.	- **Perform** songs as part of a group ensemble to an audience. - Confidently **sing or rap** five songs from memory and sing them in unison. - **Improvise** using one or two notes, which are appropriate for the piece of music.
Year 2	- **Use voices and instruments to listen** to a melody and **play back** own answer using 2 notes. - **Help to create** three simple melodies using up to 5 different notes which are within the correct key for the piece of music.	- **Listen** to a variety of songs and begin to recognise the differences in their musical styles. - Know the musical styles of some songs. - By clapping and using voices and instruments, **listen to** rhythms and melodies and **play them back**.	- Know and have **prepared** 5 songs to perform from memory. - **Contribute** own ideas to a performance. - **Discuss** how they feel about their own recorded performance. - **Use voices and instruments to improvise** using one or two notes.
Year 3	- Know that a composition is music that is created by you and kept in some way. - **Plan and create** a section of music that can be performed within the context of a unit song. - Know different ways of recording compositions (e.g. letter names, symbols, audio etc.).	- **Explore** songs from a wide variety of musical styles and **begin to discuss** how it makes them feel or what the words of the songs may mean. - **Listen** carefully and respectfully to other people's thoughts about the music. - Know 5 songs from memory and who sang or wrote them. - Confidently **identify and move to the pulse**.	- **Choose** what to perform and creating a programme for their performance. - Have **shared** a musical composition with an audience. - To know that you need to know and have planned everything that will be performed.

	Composing	Listening	Performing
Year 4	- **Plan and create** a section of music that can be performed within the context of a unit song and talk about how it was created. - **Reflect** upon their musical composition as it develops and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - **Record** the composition in a way that appropriately recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	- **Explore** a variety of musical styles and be able to discuss the music and how it makes them feel. - Discuss how the musical dimensions working together within the unit songs (e.g. the song gets louder in the chorus). - **Begin to use** musical terminology when discussing music. - To be able to **talk musically** in increasing depth about a chosen song (e.g. discuss style indicators, lyrics, musical dimensions, and instruments heard).	- To know that a performance is planned and is different for each occasion. - **Use imagination** and work as a class to create own performance. - **Record** a performance and say how they were feeling, what they were pleased with, and what they would change about their performance and why.
Year 5	- **Create** simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the unit song. - **Listen to and reflect upon** the developing composition and make musical decisions about how the melody connects with the song. - **Explain** the structure of a melody.	- **Explore** a range of musical styles, and think about the meaning of the songs within the styles. - **Make musical comparisons** between two songs of the same style. - **Use musical terminology** with increasing confidence when discussing music. - **Identify and move** to the pulse with ease.	- **Communicate** the meaning of the words within a performance, and articulate them clearly when singing. - **Record** a performance and make comparisons with a previous performance. - **Discuss** a performance and talk musically about it (e.g. 'What went well?' and 'It would have been better if…?').
Year 6	- Know and **explain** what the keynote (or home note) is within a piece of music. - Know how to use the Music Explorer Composition Tool within Charanga to create and practise own melodies. - Know how to use the Quickbeats tool within Charanga to create own beats. - **Create** own lyrics and put together over own beats/melodies.	- Know a range of musical styles, and talk about how the music of that style makes them feel using musical language to discuss and describe. - To be able to **talk musically in increasing depth** about 3 songs (e.g. discuss style indicators, lyrics, musical dimensions, and instruments heard).	- Know that a performance communicates feelings, thoughts, and ideas about the music. - Begin to understand the meaning of the song to perform it with emotion. - **Perform** to an audience made up of parents and peers.