

## Music Progression Map - 2026 to 27 - (detailing links to National Curriculum and Tier 3 Vocabulary)

|                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>EYFS</b>                | <b>Me!</b> <ul style="list-style-type: none"> <li>- Be introduced to a wide variety of musical styles.</li> <li>- Find the pulse.</li> <li>- Copy and clap the rhythm of names.</li> <li>- Explore high and low sounds using voices and glockenspiels.</li> <li>- Learn a variety of nursery rhymes.</li> </ul>                                                       | <b>My Stories</b> <ul style="list-style-type: none"> <li>- Be introduced to a wide variety of musical styles.</li> <li>- Find the pulse as one of the characters from the song.</li> <li>- Copy and clap the rhythm of small phrases from the songs.</li> <li>- Explore high pitch and low pitch in the context of the songs.</li> <li>- Invent a pattern to go with a song using one note.</li> <li>- Learn a variety of nursery rhymes.</li> </ul> | <b>Everyone!</b> <ul style="list-style-type: none"> <li>- Be introduced to a wide variety of musical styles.</li> <li>- Invent ways to find the pulse.</li> <li>- Copy and clap some rhythms of phrases from the songs.</li> <li>- Explore high pitch and low pitch in the context of the songs.</li> <li>- Use the starting note to explore melodic patterns using one or two notes.</li> <li>- Learn a variety of nursery rhymes.</li> </ul> | <b>Our World</b> <ul style="list-style-type: none"> <li>- Be introduced to a wide variety of musical styles.</li> <li>- Find the pulse and show others your ideas.</li> <li>- Copy and clap some rhythms of phrases from the songs.</li> <li>- Explore high pitch and low pitch using the images from the songs.</li> <li>- Use the starting note to explore melodic patterns using one or two notes.</li> <li>- Learn a variety of nursery rhymes.</li> </ul> | <b>Big Bear Funk</b> <ul style="list-style-type: none"> <li>- Explore Funk music.</li> <li>- Find a funky pulse.</li> <li>- Copy and clap 3 or 4 word phrases from the song.</li> <li>- Keep the beat of the song with a pitched note.</li> <li>- Add pitched notes to the rhythm of the words or phrases in the song.</li> <li>- Enjoy playing patterns using a combination of any of the 3 notes C, D and E.</li> <li>- Learn a variety of nursery rhymes.</li> </ul> | <b>Reflect, Rewind &amp; Replay</b> <ul style="list-style-type: none"> <li>- Explore Classical music.</li> <li>- Revision and consolidation of all previously taught knowledge and skills.</li> <li>- Know 20 nursery rhymes off by heart and know the stories of some of them.</li> </ul>                                                                                   |
| <b>Development Matters</b> | Expressive Arts and Design - Being Imaginative and Expressive: <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul> | Expressive Arts and Design - Being Imaginative and Expressive: <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul>                                                                                | Expressive Arts and Design - Being Imaginative and Expressive: <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul>                                                                          | <b>Expressive Arts and Design - Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul>                                                                                   | <b>Expressive Arts and Design - Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul>                                                                                            | <b>Expressive Arts and Design - Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul> |
| <b>Vocabulary</b>          | 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.                                                                                                                                                                                                                                                                                          |

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| Year 1                         | <p><b>Hey You</b></p> <ul style="list-style-type: none"> <li>Explore Old School Hip-Hop music.</li> <li>How pulse, rhythm and pitch work together to create music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes C and G.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and then clap back own response (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play back your own answer using two notes (C and D).</li> <li>Improvise using the note C or the notes C and D.</li> <li>Compose using the five notes of C, D, E, F and G.</li> </ul> | <p><b>Rhythm In The Way We Walk / The Banana Rap</b></p> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Reggae music.</li> <li>How pulse, rhythm, pitch, rapping and/or singing work together to create music.</li> <li>Learn to sing and rap the songs accurately.</li> <li>Perform songs to an audience.</li> </ul> <p><b>Christmas Performance</b></p> <ul style="list-style-type: none"> <li>Prepare 5 songs to perform from memory.</li> <li>Perform songs as part of a group ensemble to an audience.</li> </ul> | <p><b>In the Groove</b></p> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Blues, Latin and Folk music..</li> <li>How to be in the groove with different styles of music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes C, G and A.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and then clap back own response (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play back your own answer using two notes (C and D).</li> <li>Improvise using the note C or C and D.</li> <li>Compose using the five notes of C, D, E, F, and G.</li> </ul> | <p><b>Round and Round</b></p> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Latin Bossa Nova music.</li> <li>Explore the pulse, rhythm and pitch in different styles of music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes D, F, G, A and C.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and then clap back own response (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play back your own answer using two notes (D and E).</li> <li>Improvise using the note D or D and E.</li> </ul> | <p><b>Your Imagination</b></p> <ul style="list-style-type: none"> <li>Explore Pop music..</li> <li>Use imagination to create own music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes E, G and A.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and then clap back own response (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play back your own answer using two notes (E and D).</li> <li>Improvise using the note D or D and E.</li> <li>Compose using the five notes of C, D, E, F and G.</li> </ul> | <p><b>Reflect, Rewind &amp; Replay</b></p> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Classical music.</li> <li>Explore the history of music.</li> <li>Revision and consolidation of all previously taught knowledge and skills.</li> <li>Confidently sing or rap five songs from memory and sing them in unison.</li> </ul>                                 |
| National Curriculum Objectives | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Use 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> |
| 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.                                                                                                                                                                                                                                                                                     |

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| Year 2                         | <b>Hands, Feet, Heart</b> <ul style="list-style-type: none"> <li>Explore South African styles of music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes E, F, G, A, B and C.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and clap back own response (Rhythm of words)).</li> <li>Using voices and instruments, listen and play back.</li> <li>Using voice and instruments, listen to a melody and play your own answer using two notes (C and D).</li> <li>Improvise using the note C or notes C and D.</li> <li>Compose using the five notes of C, D, E, F and G.</li> </ul> | <b>Ho, Ho, Ho</b> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Big Band music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes G, A and B.</li> <li>Learn to sing and rap the songs accurately.</li> <li>Perform songs to an audience.</li> </ul> <b>Christmas Performance</b> <ul style="list-style-type: none"> <li>Explore Christmas songs.</li> <li>Prepare 5 songs to perform from memory.</li> <li>Perform songs as part of a group ensemble to an audience.</li> </ul> | <b>I Wanna Play in a Band</b> <ul style="list-style-type: none"> <li>Explore Rock music.</li> <li>Explore playing together in a band.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes C, D and F.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and clap back own response (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play your own answer using two notes (F and G).</li> <li>Improvise using the notes F and G.</li> <li>Compose using F, G, A, Bb (A#) and C).</li> </ul> | <b>Zootime</b> <ul style="list-style-type: none"> <li>Explore Reggae music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes C and D.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and clap back own rhythms (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play back your own answer using two notes (C and D).</li> <li>Improvise using the notes C and D.</li> <li>Compose using the notes C, D, E, G and G.</li> </ul> | <b>Friendship Song</b> <ul style="list-style-type: none"> <li>Explore Pop music.</li> <li>Follow and play instrumental parts on a glockenspiel using the notes C, D, E, F, G, A and B.</li> <li>Listen to and clap back rhythms.</li> <li>Listen to a rhythm and clap back own rhythm (rhythms of words).</li> <li>Using voices and instruments, listen to a melody and play back.</li> <li>Using voices and instruments, listen and play your own answer using two notes (C and D).</li> <li>Improvise using the notes C and D.</li> <li>Compose using the notes C, D, E, G and A.</li> </ul> | <b>Reflect, Rewind &amp; Replay</b> <ul style="list-style-type: none"> <li>Explore a variety of different styles of music, including Classical music.</li> <li>Explore the history of music.</li> <li>Revision and consolidation of all previously taught knowledge and skills.</li> </ul>                                                                                                                         |
| National Curriculum Objectives | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                              | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                               | <ul style="list-style-type: none"> <li>Use 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>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Use 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> |
| 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.                                                                                                                                                                                                                                                                                                                                   |

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| Year 3                         | <b>Let Your Spirit Fly</b> <ul style="list-style-type: none"> <li>- Explore a range of musical styles, including RnB music.</li> <li>- Follow and play instrumental parts on a glockenspiel using the notes E, F, G, A, B and C.</li> <li>- Listen to a short melody and copy back using two notes (C and D).</li> <li>- Using instruments, listen to a short melody and play back an answer using two notes (C and D).</li> <li>- Using instruments, mprovisе using two notes (C and D).</li> <li>- Compose using the five notes of C, D, E, F and G.</li> </ul>                                                                                                                        | <b>Glockenspiel Stage 1</b> <ul style="list-style-type: none"> <li>- Explore a range of different musical styles.</li> <li>- Develop instrumental playing skills.</li> <li>- Follow and play instrumental parts on a glockenspiel using the notes D, E and F and C, D and E.</li> <li>- Improvise using three notes (D, E and F).</li> <li>- Compose using the two notes of D and E.</li> </ul>                                                                                                                                       | <b>Three Little Birds</b> <ul style="list-style-type: none"> <li>- Explore Reggae music.</li> <li>- Follow and play instrumental parts using the notes C, D, E, G, A and Bb.</li> <li>- Listen to a short melody and copy back using two notes (C and D).</li> <li>- Using instruments, listen to a short melody and play back an answer using two notes (C and D).</li> <li>- Using instruments, improvise using two notes (C and D).</li> <li>- Compose using the notes C, D, E, G and A.</li> </ul>                                                                                                                                                                                   | <b>The Dragon Song</b> <ul style="list-style-type: none"> <li>- Explore a range of musical styles, including World music.</li> <li>- Use imagination and work as a class to create own performance.</li> <li>- Using instruments and voice, improvise using three notes (G, A and B).</li> <li>- Compose using the five notes of D, E, G, A and B.</li> <li>- Share your musical composition with an audience.</li> </ul>                                                                                                                                                                                                                                                                | <b>Bringing Us Together</b> <ul style="list-style-type: none"> <li>- Explore Disco music.</li> <li>- Follow and play instrumental parts using the notes G, A and C.</li> <li>- Listen to a short melody and copy back using two notes (C and A).</li> <li>- Using instruments, listen to a short melody and play back an answer using two notes (C and A).</li> <li>- Using instruments and voice, improvise using two notes (C and A).</li> <li>- Compose using the notes D, E, G, A and B.</li> </ul>                                                                                                                                                                                  | <b>Blackpool Music Service - Samba Drumming (1x half term per class per year).</b> <ul style="list-style-type: none"> <li>-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| National Curriculum Objectives | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Year 4                         | <b>Mamma Mia</b> <ul style="list-style-type: none"> <li>- Explore Pop music of the 1970s and 1980s (ABBA).</li> <li>- Follow and play instrumental parts using the notes G, A, B and C.</li> <li>- Listen to a short melody and copy back using two notes (C and D).</li> <li>- Using instruments, listen to a short melody and play back an answer using two notes (C and D).</li> <li>- Using instruments, improvise using two notes (C and D).</li> <li>- Compose using the five notes of G, A, B, D, and E.</li> </ul>                                                                                                                                                               | <b>Glockenspiel Stage 2</b> <ul style="list-style-type: none"> <li>- To explore a range of different musical styles.</li> <li>- Follow and play instrumental parts using the notes of C, D, E, F and G.</li> <li>- Compose using the notes of C, D, E, F and G.</li> </ul>                                                                                                                                                                                                                                                            | <b>Stop!</b> <ul style="list-style-type: none"> <li>- Explore a range of different musical styles, including Grime.</li> <li>- Listen to a short melody and copy back using two notes (C and D).</li> <li>- Using instruments, listen to a short melody and play back an answer using two notes (C and D).</li> <li>- Using instruments, improvise using two notes (C and D).</li> </ul>                                                                                                                                                                                                                                                                                                 | <b>Lean on Me</b> <ul style="list-style-type: none"> <li>- Explore Gospel music.</li> <li>- Follow and play instrumental parts using the notes G, A, B, C, D and E.</li> <li>- Listen to a short melody and copy back using two notes (F and G).</li> <li>- Using instruments, listen to a short melody and play your own answer using two notes (F and G).</li> <li>- Using instruments, improvise using two notes (F and G).</li> <li>- Compose using the five notes of C, D, F, G and A.</li> </ul>                                                                                                                                                                                   | <b>Blackbird</b> <ul style="list-style-type: none"> <li>- Explore the music of The Beatles.</li> <li>- Follow and play instrumental parts using the notes C, D, E, F and G.</li> <li>- Listen to a short melody and copy back using two notes C and D.</li> <li>- Using instruments, listen to a short melody and play your own answer using two notes (C and D).</li> <li>- Using instruments, improvise using two notes (C and D).</li> <li>- Compose using the five notes of C, D, E, G and A.</li> </ul>                                                                                                                                                                             | <b>Blackpool Music Service - Cornets (1x half term per class per year).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| National Curriculum Objectives | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Year 5                         | <b>Livin' On A Prayer</b><br>Explore Rock music.<br>Follow and play instrumental parts using the notes D, E, F#, G, A, B and C.<br>Listen to a short melody and copy back using three notes (G, A and B).<br>Using instruments, listen to a short melody and play back an answer using three notes (G, A and B).<br>Using instruments, improvise using three notes (G, A and B).<br>Compose using the five notes of G, A, B, D and E.                                                                                                                                                        | <b>Classroom Jazz 1</b><br>Explore Jazz music, including Bossa Nova and Swing.<br>Follow and play instrumental parts for Bossa Nova style using the notes B, A and G.<br>Follow and play instrumental parts for Swing style using the notes D, E, G, A and B. .<br>Improvise in the Bossa Nova style using the notes B, A and G.<br>Improvise in the Swing style using the notes D, E, G, A and B.                                                | <b>Make You Feel My Love</b><br>Explore Pop Ballads.<br>Follow and play instrumental parts using the notes B, C, D, E, F and G.<br>Listen to a short melody and copy back using three notes (C, D and E).<br>Using instruments, listen to a short melody and play back an answer using three notes (C, D and E).<br>Using instruments, improvise using three notes (C, D and E).<br>Compose using the five notes of D, E, F, G and A.                                                                                                                                                        | <b>Fresh Prince of Bel-Air</b><br>Explore Hip-Hop music.<br>Follow and play instrumental parts using the notes C, D, E, F, G and A.<br>Listen to a short melody and copy back using three notes (D, E and F).<br>Using instruments, listen to a short melody and play back an answer using three notes (D, E and F).<br>Using instruments, improvise using three notes (D, E and F).<br>Compose using the five notes of D, E, F, G and A.                                                                                                                                                    | <b>Dancing In The Street</b><br>Explore Motown music.<br>Follow and play instrumental parts using the notes F, G, A and D.<br>Listen to a short melody and copy back using three notes (D, E and F).<br>Using instruments, listen to a short melody and play back an answer using three notes (D, E and F).<br>Using instruments, improvise using three notes (D, E and F).<br>Compose using the five notes of C, D, E, F and G.                                                                                                                                                             | <b>Blackpool Music Service - Guitars (1x half term per class per year).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.<br>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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.<br>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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.<br>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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.<br>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.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Listen with attention to detail and recall sounds with increasing aural memory.<br>Begin to use and understand staff and other musical notations.<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Year 6</b>                         | <p><b>Happy</b></p> <ul style="list-style-type: none"> <li>- Explore Pop music.</li> <li>- Follow and play instrumental parts using the notes G, A, B, C, D and E.</li> <li>- Using instruments, listen to a short melody and play back using three notes (A,G and B).</li> <li>- Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B).</li> <li>- Using instruments, improvise using 3 notes (A, G and B).</li> <li>- Compose using the five notes of C, E, G, A and B.</li> </ul>                                                                                                                                             | <p><b>Classroom Jazz 2</b></p> <ul style="list-style-type: none"> <li>- Explore Jazz music, including Bacharach and Blues.</li> <li>- Develop improvisation and composition skills.</li> <li>- Follow and play instrumental parts using the notes G, A, B, C, D and E.</li> <li>- Using instruments, listen to a short melody and play back using three notes (A,G and B).</li> <li>- Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B).</li> <li>- Using instruments, improvise using three notes (A, G and B).</li> </ul> | <p><b>A New Year Carol</b></p> <ul style="list-style-type: none"> <li>- Explore Gospel music, including Classical and Urban Gospel music.</li> <li>- Follow and play instrumental parts using the notes Eb, F, G, Ab, Bb, C and D.</li> <li>- Follow and play instrumental parts using the notes G, A, B, C, D and E.</li> <li>- Using instruments, listen to a short melody and play back using three notes (A,G and B).</li> <li>- Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G and B).</li> <li>- Using instruments, improvise using three notes (A, G and B).</li> </ul>                                                   | <p><b>You've Got a Friend</b></p> <ul style="list-style-type: none"> <li>- Explore Pop Ballads of the 1970s.</li> <li>- Follow and play instrumental parts using the notes of D, E, F, G, A, B and C.</li> <li>- Using instruments, listen to a short melody and play back using three notes (A, G, and E).</li> <li>- Using instruments, listen to a short melody and play back an improvised answer using three notes (A, G, and E).</li> <li>- Using instruments, improvise using three notes (A, G and E).</li> <li>- Compose using the five notes of E, G, A, C and D.</li> </ul>                                                                                                   | <p><b>Music and Me</b></p> <ul style="list-style-type: none"> <li>- Creating own music taking inspiration from their own identify and women in music.</li> <li>- Develop an awareness of the different opportunities available through music.</li> <li>- Use the Music Explorer Composition Tool within Charanga to create and practise own melodies.</li> <li>- Use the Quickbeats tool within Charanga to create own beats.</li> <li>- Create own lyrics and put together over own beat/ melodies.</li> </ul>                                                                                                                                                                          | <p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>- Explore a variety of different styles of music, including Classical music.</li> <li>- Explore the history of music.</li> <li>- Revision and consolidation of all previously taught knowledge and skills.</li> </ul> <p><b>Leavers Performance</b></p> <ul style="list-style-type: none"> <li>- Learn songs by heart, including the lyrics.</li> <li>- Begin to understand the meaning of the song to perform it with emotion.</li> <li>- Perform to a wider audience made up of peers and also parents.</li> </ul>                                                                                     |
| <b>National Curriculum Objectives</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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Develop an understanding of the history of music.</li> </ul>                                                   | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> | <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 using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Begin to use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from a variety of genres.</li> <li>- Develop an understanding of the history of music.</li> </ul> |

|            | 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 heart. |

## Progression Map Music Key Knowledge - Retrieval Practice/Spaced Learning

|               | Composing                                                                                                                                                                                                                                                                                                                                                                                                              | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                | Performing                                                                                                                                                                                                                                                                                                                                 |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>   | <ul style="list-style-type: none"> <li>- <b>Explore</b> high and low sounds using voices and glockenspiels.</li> <li>- <b>Invent a pattern</b> to go with a song using one note.</li> <li>- <b>Begin to explore</b> melodic patterns using one or two notes.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>- <b>Enjoy listening to</b> a wide variety of musical styles.</li> <li>- Be able to find the pulse and invent ways of doing so.</li> <li>- <b>Keep the beat</b> of a song.</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- <b>Know</b> 20 nursery rhymes off by heart and know the stories of some of them.</li> <li>- <b>Perform</b> any of the nursery rhymes by singing and adding actions or dance.</li> <li>- <b>Enjoy playing</b> patterns using any combination of the 3 notes C, D, E.</li> </ul>                    |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>- <b>Use voices and instruments to listen</b> to a melody and <b>play back</b> own answer using up to 2 notes.</li> <li>- Begin to understand how the notes of the composition can be written down and changed if necessary.</li> <li>- <b>Help to create</b> a simple melody using up to 5 different notes which are within the correct key for the piece of music.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Explore and enjoy listening to</b> a variety of different styles of music.</li> <li>- <b>Learn how</b> to move to music by dancing, marching, being animals, or pop stars.</li> <li>- <b>Explore</b> the pulse, rhythm and pitch in different styles of music.</li> <li>- Know and recognise the sound and names of some of the instruments they experience.</li> </ul>                      | <ul style="list-style-type: none"> <li>- <b>Perform</b> songs as part of a group ensemble to an audience.</li> <li>- Confidently <b>sing or rap</b> five songs from memory and sing them in unison.</li> <li>- <b>Improvise</b> using one or two notes, which are appropriate for the piece of music.</li> </ul>                           |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>- <b>Use voices and instruments to listen</b> to a melody and <b>play back</b> own answer using 2 notes.</li> <li>- <b>Help to create</b> three simple melodies using up to 5 different notes which are within the correct key for the piece of music.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>- <b>Listen</b> to a variety of songs and begin to recognise the differences in their musical styles.</li> <li>- Know the musical styles of some songs.</li> <li>- By clapping and using voices and instruments, <b>listen to</b> rhythms and melodies and <b>play them back</b>.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>- Know and have <b>prepared</b> 5 songs to perform from memory.</li> <li>- <b>Contribute</b> own ideas to a performance.</li> <li>- <b>Discuss</b> how they feel about their own recorded performance.</li> <li>- <b>Use voices and instruments to improvise</b> using one or two notes.</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>- Know that a composition is music that is created by you and kept in some way.</li> <li>- <b>Plan and create</b> a section of music that can be performed within the context of a unit song.</li> <li>- Know different ways of recording compositions (e.g. letter names, symbols, audio etc.).</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>- <b>Explore</b> songs from a wide variety of musical styles and <b>begin to discuss</b> how it makes them feel or what the words of the songs may mean.</li> <li>- <b>Listen</b> carefully and respectfully to other people's thoughts about the music.</li> <li>- Know 5 songs from memory and who sang or wrote them.</li> <li>- Confidently <b>identify and move to the pulse</b>.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Choose</b> what to perform and creating a programme for their performance.</li> <li>- Have <b>shared</b> a musical composition with an audience.</li> <li>- To know that you need to know and have planned everything that will be performed.</li> </ul>                                       |

|        | Composing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Performing                                                                                                                                                                                                                                                                                                                                                                                    |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4 | <ul style="list-style-type: none"> <li>- <b>Plan and create</b> a section of music that can be performed within the context of a unit song and talk about how it was created.</li> <li>- <b>Reflect</b> upon their musical composition as it develops and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- <b>Record</b> the composition in a way that appropriately recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Explore</b> a variety of musical styles and be able to discuss the music and how it makes them feel.</li> <li>- Discuss how the musical dimensions working together within the unit songs (e.g. the song gets louder in the chorus).</li> <li>- <b>Begin to use</b> musical terminology when discussing music.</li> <li>- To be able to <b>talk musically</b> in increasing depth about a chosen song (e.g. discuss style indicators, lyrics, musical dimensions, and instruments heard).</li> </ul> | <ul style="list-style-type: none"> <li>- To know that a performance is planned and is different for each occasion.</li> <li>- <b>Use imagination</b> and work as a class to create own performance.</li> <li>- <b>Record</b> a performance and say how they were feeling, what they were pleased with, and what they would change about their performance and why.</li> </ul>                 |
| Year 5 | <ul style="list-style-type: none"> <li>- <b>Create</b> simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the unit song.</li> <li>- <b>Listen to and reflect upon</b> the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- <b>Explain</b> the structure of a melody.</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>- <b>Explore</b> a range of musical styles, and think about the meaning of the songs within the styles.</li> <li>- <b>Make musical comparisons</b> between two songs of the same style.</li> <li>- <b>Use musical terminology</b> with increasing confidence when discussing music.</li> <li>- <b>Identify and move</b> to the pulse with ease.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>- <b>Communicate</b> the meaning of the words within a performance, and articulate them clearly when singing.</li> <li>- <b>Record</b> a performance and make comparisons with a previous performance.</li> <li>- <b>Discuss</b> a performance and talk musically about it (e.g. 'What went well?' and 'It would have been better if...?').</li> </ul> |
| Year 6 | <ul style="list-style-type: none"> <li>- Know and <b>explain</b> what the keynote (or home note) is within a piece of music.</li> <li>- Know how to use the Music Explorer Composition Tool within Charanga to create and practise own melodies.</li> <li>- Know how to use the Quickbeats tool within Charanga to create own beats.</li> <li>- <b>Create</b> own lyrics and put together over own beats/melodies.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>- 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.</li> <li>- To be able to <b>talk musically in increasing depth</b> about 3 songs (e.g. discuss style indicators, lyrics, musical dimensions, and instruments heard).</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- Know that a performance communicates feelings, thoughts, and ideas about the music.</li> <li>- Begin to understand the meaning of the song to perform it with emotion.</li> <li>- <b>Perform</b> to an audience made up of parents and peers.</li> </ul>                                                                                             |