



Music Progression Map

Year 1						
	Can You Feel It?	<ul style="list-style-type: none"> Focus on pulse, rhythm and melody Teacher clapping simple rhythms for children to clap back Focus song- Yellow Submarine by The Beatles 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> Focus on active listening, composing and improvising Listen to music of different tempos, e.g. moderato, allegro Clap the pulse of the music being played, focusing on staying in time Use rhythm grids to show if a note is high or low and choose pitches Use rhythm grids to improvise basic rhythm Sing rhythms back with added pitch Base on Autumn Term song(s) Yellow Submarine 	Let Me Entertain You	<ul style="list-style-type: none"> Focus on performing and singing Practise singing a range of songs in unison (see suggested singing repertoire) Play basic rhythms on untuned and body percussion Prepare own version of Yellow Submarine to perform in unison at Etherley Lane music festival.
Building Blocks						
Pulse	Keep a steady pulse in a group and be able to pick out two different tempos in music					
Rhythm	Repeat back short basic rhythms and perform rhythmic ostinatos					
Melody and Notation	Sing back short melodies that use 2 pitched notes and develop the concept of pattern in music using rhythm grids					
Strands of Learning						
Active Listening	Identify musical features in a range of high-quality live and recorded music Replicate basic rhythms heard					
Composing and Improvising	Improvise simple rhythms based on given stimuli (e.g. rhythm grids)					
Performing	Play basic rhythms on untuned percussion instruments and using body percussion					
Singing	Sing simple folk tunes in unison both with and without accompaniment or backing tracks					
Continuous						
Musical Moments						



Music Progression Map

Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?

Musical themes explored in Celebration Assembly, e.g. classical, country, disco

Sing songs from other cultures

Eurovision

Key vocabulary introduced: allegro, bar, melody (tune), moderato, percussion, performance, pitch, pulse, rhythm, tempo, tune

Suggested singing repertoire: Kye Kye Kule, Okki-tokki-unga, I hear thunder, Dipidu, Sally go round the sun, Doggy Doggy (singing game), Charlie over the ocean (singing game), Noah's Ark (instruments), Bear Hunt, Cobbler cobbler, Apple Tree



Music Progression Map

Year 2						
	Can You Feel It?	<ul style="list-style-type: none"> • Focus on pulse, rhythm and melody • Introduce ¾ and 4/4 time signatures • Repeat back longer rhythms (2 bars) • Perform notation using crotchets, quavers and minims • Create group rhythm rap using one and two syllable names or words over a steady pulse • Focus song- Don't Stop Me Now by Queen 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> • Focus on active listening, composing and improvising • On a grid create 2 boxes (A and B), listen to different pieces of music that change tempo, decide which section is allegro and which is moderato and write in correct box • Question and Answer- teacher claps one rhythm and children improvise answer by clapping back a similar (not the same rhythm) • Use GarageBand smart drums to create a backing track • Layer different groups against each other to create contrasting rhythms • Create a notation system for children to write their own rhythms down (e.g. number blocks, crotchets and quavers or dots and dashes) • Base on Autumn Term song(s) Don't Stop Me Now 	Let Me Entertain You	<ul style="list-style-type: none"> • Focus on performing and singing • 3 note singing- choose 3 notes on GarageBand, untuned percussion or voice • Give children 4 different 4 beat rhythm cards and ask them to decide which pitch is where within the rhythm • Children play and sing back the melody line created • Prepare own version of Don't Stop Me Now to sing in rounds at Etherley Lane music festival.
Building Blocks						
Pulse	Keep a steady pulse in a group and solo with musical accompaniment Demonstrate at least 2 different time signatures (3/4 and 4/4)					
Rhythm	Repeat back longer basic rhythms (at least 2 bars) Perform notation (using crotchets, quavers and minims)					
Melody and Notation	Sing back short melodies that use around 3 pitched notes Perform from rhythmic notation including crotchets and minims					



Music Progression Map

Strands of Learning	
Active Listening	Identify where elements change (e.g. music gets faster or louder) Replicate these changes in a simple performance
Composing and Improvising	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms
Performing	Play longer phrases on untuned percussion instruments and body percussion
Singing	Sing simple songs and folk songs in rounds
Continuous	
Musical Moments Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not? Musical themes explored in Celebration Assembly, e.g. classical, country, disco Sing songs from other cultures Eurovision Key vocabulary introduced: crotchet, imitation, minim, quaver, repetition, rest, round Suggested singing repertoire: Heidi, Heidi, hei-de-de-di-de, I love the flowers, Dr. Kickerbocker, Rocky Mountain, Inch Worm, Turn the Glasses Over, Baningati, John Kanacka, Have you ever seen a penguin come to tea?	



Music Progression Map

Year 3 and Year 3/4						
	Can You Feel It?	<ul style="list-style-type: none"> • Focus on pulse, rhythm and melody • Use 2/4, ¾ and 4/4 time signatures using three tempos • Repeat back longer rhythms (longer than 2 bars) • Perform notation using crotchets, quavers, minims and rests • Keep a steady pulse in group and solo • Focus song- Let's Get Ready to Rhumble by PJ and Duncan 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> • Focus on active listening, composing and improvising • Listen to music from different traditions and sing back the main riff/melody • Create a 4 bar rhythm (in both ¾ and 4/4) • Perform using clapping, body percussion and untuned percussion instruments • Layer different rhythms against each other to create a piece of music • Experiment with textures and structures by using a structure grid to develop the piece • Use GarageBand smart drums to create an instant backing track • Perform the piece at different tempos (at least moderato and allegro) • Add a choice of 3 pitches to the rhythm • Write rhythms as notation, writing pitch names below and adding notes to the stave • Create 2 note marches • Base on Autumn Term song(s) Let's Get Ready to Rhumble 	Let Me Entertain You	<ul style="list-style-type: none"> • Focus on performing and singing • Use instruments as well as the voice to perform 3+ note melodies and simple rhythms • Prepare own version of Let's Get Ready to Rhumble to sing in rounds whilst accompanied by ostinatos from the group at Etherley Lane music festival.



Music Progression Map

Building Blocks	
Pulse	Keep a steady pulse in a group and solo without musical accompaniment Demonstrate 2/4, 3/4 and 4/4 time signatures using at least 3 different tempos
Rhythm	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests
Melody and Notation	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)
Strands of Learning	
Active Listening	Identify and describe musical features in pieces from different traditions Sing or play back simple melodies that are heard
Composing and Improvising	Create basic 3 note tunes and simple rhythms using crotchets, quavers minims and their rests
Performing	Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms
Singing	Sing songs and folk rounds whilst accompanied by ostinatos from the group
Continuous	
<p>Musical Moments</p> <p>Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?</p> <p>Musical themes explored in Celebration Assembly, e.g. classical, country, disco</p> <p>Sing songs from other cultures</p> <p>Eurovision</p> <p>Key vocabulary introduced: accompaniment, composition, forte, improvisation, largo, notation, ostinato, phrasing, piano, time signature, tuned, unison</p> <p>Suggested singing repertoire: Nanuma, Clap, Stamp, Slap, Click! Popacatepeti, Pizza Hut, A Young Austrian, Old Abram Brown</p>	



Music Progression Map

Year 4/5						
	Can You Feel It?	<ul style="list-style-type: none"> Focus on pulse, rhythm and melody Keep a steady pulse in 2/4, 3/4 and 4/4 on a tuned instrument Use different tempos Perform pieces with at least 2 rhythms happening together Recognise and clap back rhythms using single quaver rests Perform using 5 pitched notes (or 4 chords) Focus composer- John Williams (Star Wars, Superman, Indiana Jones) 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> Focus on active listening, composing and improvising Create comparison grid- children to listen to 2 (or more) pieces and compare features Choose 4 rhythmic flashcards and put them in order to create a 4-bar rhythmic phrase Clap the rhythm through Base on Autumn Term composer John Williams 	Let Me Entertain You	<ul style="list-style-type: none"> Focus on performing and singing Teach the counter-melody, e.g. harmony to a new piece of music before the melody to help pupils to recognise the different parts Prepare own compositions to perform at Etherley Lane music festival.
Building Blocks						
Pulse	On a tuned instrument, keep a steady pulse in: 2/4, 3/4, 4/4 time signatures and using different tempos with other pupils playing ostinato to accompany					
Rhythm	Perform pieces with at least 2 rhythms happening together Recognise and clap back rhythms using single quaver rests					
Melody and Notation	Perform from and compose using 5 pitched notes (or 4 chords)					
Strands of Learning						
Active Listening	Compare pieces of music from different traditions Perform music heard aurally that contains 2+ different parts at the same time					



Music Progression Map

Composing and Improvising	Improvise and compose tunes using 5 notes Create more developed rhythmic patterns (around 4 bars)
Performing	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tunes instruments
Singing	Sing pieces in two parts that have contrasting melodies and counter-melodies
Continuous	
Musical Moments Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not? Musical themes explored in Celebration Assembly, e.g. classical, country, disco Sing songs from other cultures Eurovision Key vocabulary introduced: chord, chord progressions, counter-melody, harmony, solo Suggested singing repertoire: Jada, Roller Ghoster, Cat and Mouse Games, Alphabet athletics, I'm gonna sing, Si Si Si, A hundred years ago, Breakfast Calypso, Turn the Glasses Over	



Music Progression Map

Year 5						
	Can You Feel It?	<ul style="list-style-type: none"> Focus on pulse, rhythm and melody Regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures on a tuned instrument Perform from 5-8 pitched notes Focus on songs based on a 4-bar riff, e.g. Take Me Out, Pompeii, Seven Nation Army, Smoke on the Water, Shape of You, Chelsea Dagger, Rhythm of the Night, Can't Get You Out of My Head, Wipeout, Every Breath You Take, Smells Like Teen Spirit 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> Focus on active listening, composing and improvising Experiment with different ways of capturing work, e.g. staff notation (traditional notes), graphical notation, filming, recording audio, writing down chords Play and draw shape of 4-bar melody Create rules about good melody writing Compose own 4-bar melodies Base on Autumn Term song(s) 	Let Me Entertain You	<ul style="list-style-type: none"> Focus on performing and singing Play the composed melody line- does it sound good? Prepare own versions of 4-bar melodies to perform at Etherley Lane music festival.
Building Blocks						
Pulse	On a tuned instrument regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures					
Rhythm	Perform pieces which use off-beat and dotted rhythms and single quaver rests					
Melody and Notation	Perform from and compose using 5-8 pitched notes Capture the work in different formats so it can be recreated					
Strands of Learning						
Active Listening	Whilst listening, pick out and perform syncopated and off-beat rhythms Be able to explain why the music uses those types of rhythms					



Music Progression Map

Composing and Improvising	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms)
Performing	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms
Singing	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts
Continuous	
<p>Musical Moments</p> <p>Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?</p> <p>Musical themes explored in Celebration Assembly, e.g. classical, country, disco</p> <p>Sing songs from other cultures</p> <p>Eurovision</p> <p>Key vocabulary introduced: crescendo, diminuendo, dotted rhythm, dynamics, instrumentation, musical features, off-beat rhythms, score, staff notation, syncopated</p> <p>Suggested singing repertoire: Pop Idol, Calypso, Hand Jive, Where is Love (2 parts), One and a Million, Zion me Wan Go Home, Shoeson Love Song, Consider Yourself, Thank You For the Music, Greensleeves</p>	



Music Progression Map

Year 6						
	Can You Feel It?	<ul style="list-style-type: none"> Focus on pulse, rhythm and melody Follow direction to change tempo accurately within pieces of music Focus theme- sporting anthems, e.g. Nessun Dorma, Chariots of Fire 	Make Your Own Kind Of Music	<ul style="list-style-type: none"> Focus on active listening, composing and improvising Children compose own sporting anthem Demonstrate understanding of time signatures by conducting pieces, choosing and using correct conducting gesture Add performance directions, e.g. dynamics, tempo, where to breathe Record music using staff notation Base on Autumn Term song(s) 	Let Me Entertain You	<ul style="list-style-type: none"> Focus on performing and singing Children practising and performing own sporting anthems for Euro 2020 or Olympic Games Prepare own versions of anthems to perform as a class, solo or ensemble at Etherley Lane music festival.
Building Blocks						
Pulse	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music					
Rhythm	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and 3 different tempos					
Melody and Notation	Perform from and compose using 8 pitched notes Capture work in different formats including staff notation so it can be recreated					
Strands of Learning						
Active Listening	Talk about the key features of music including: tempo, metre, instrumentation, melody Understand the key features of at least four different types/genres of music					
Composing and Improvising	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures					
Performing	Perform confidently and accurately individually and as part of a group					
Singing	Sing musically, responding to the performance directions of the piece, e.g. phrasing, sing more extended harmony parts					
Continuous						
Musical Moments						
Can You Dig It? Range of music discussed, e.g. do you like this song? Why/Why not?						
Musical themes explored in Celebration Assembly, e.g. classical, country, disco						
Sing songs from other cultures						



Music Progression Map

Eurovision

No new key vocabulary introduced- all previous vocabulary should be used/revisited

Suggested singing repertoire: The Harmony Blues, We are the young, Be Cool, Believe, For the Beauty of the Earth, Hashivenu (canon), Joshua fit the battle of Jericho, Sing