



# Woodside Primary Academy Progression Map



## Subject: Music

Intent: At Woodside Primary Academy we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves, relate to others and the wider world.

Autumn	EY FS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<u>Nursery 2-3</u>  To begin to know some parts of a familiar nursery rhymes  <u>Nursery 3-4</u>  To know a variety of songs/nursery rhymes and be able to choose a favourite song	<u>Exploring Sounds and Patterns</u>  <u>Exploring Duration and Pitch</u>  Understand that the pulse is the heartbeat of the music.  Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.  Listen to music and identify the features-pulse, rhythm and pitch, rapping, dancing and singing.	<u>Exploring Musical Principles</u> <u>New Zealand's Music/ Christmas music</u>  Know that music has a steady pulse, like a heartbeat.  Know that we can create rhythms from words, our names, favourite food, colours and animals.  Know that rhythms are different from the pulse.  Know that we add high and low sounds, pitch, when we sing and play our instruments.  Recognise and name two or more	<u>Music for Fairytales</u> <u>Ancient Egyptian music</u>  Identify the piece's structure: Introduction, verse, chorus.  Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesiser  Know the difference between pulse and rhythm.  Begin to understand different types of musical notation.  Contribute to the performance by singing, playing an instrumental part,	<u>African Music</u> <u>West African Percussion</u>  Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.  Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.  Find the pulse whilst listening.  Identify changes in tempo, dynamics and texture.  Know the difference between pulse and rhythm and be able to	<u>Punjabi Music</u> <u>Balinese Gamelan</u>  Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, solo, bridge, chorus.  Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.  Identify changes in tempo, dynamics and texture.  Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting,	<u>A Songs of the Second World War</u> <u>West African Percussion</u>  Describe the style indicators of the song/music.  Describe the structure of the song.  Identify the instruments/voices they can hear.  Talk about the musical dimensions used in the song.  Know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.  Take on a musical leadership, creating musical ideas for the group to copy or

		<p>Start to understand that pitch is high and low sounds.</p> <p>Understand that the pulse is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p> <p>Recognise that songs sometimes have a question-and-answer section and a chorus.</p> <p>Understand that songs have a musical style.</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know that rhythms are different from the pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Recognise and name the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</p>	<p>improvising or by performing their composition.</p> <p>Begin to understand musical notation, crotchets, quavers</p>	<p>keep the internal pulse.</p> <p>Consolidate knowledge of musical notation: crotchets, minims, quavers and rests</p>	<p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Evaluate their recorded performances</p> <p>Identify the instruments/voices, piano, guitar, bass, drums.</p> <p>Describe the tempo, dynamics and texture of the music.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting,</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>respond to</p> <p>Contribute to and evaluate a performance, using musical language</p> <p>Vocal warm-up techniques</p> <p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Contribute to and evaluate a performance, using musical language</p> <p>Vocal warm-up techniques</p>
<b>Skills</b>	<p><u>Nursery 2-3</u></p> <p>Enjoy and take part in action songs such as Twinkle Twinkle</p>	<p>March in time with the pulse.</p> <p>Be an animal finding the pulse.</p>	<p>March in time with the pulse.</p> <p>Be an animal finding the pulse.</p> <p>Know that rhythm is</p>	<p>Find the pulse.</p> <p>Copy back and invent rhythmic patterns.</p>	<p>Find the pulse.</p> <p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns</p>	<p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns using the notes G + A, reading the notes.</p>	<p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns using the notes A, G + B, reading the</p>

<p>Little Star</p> <p><u>Nursery 3-4</u></p> <p>Listen to sounds with increased attention</p> <p>Play sound matching games</p> <p>Respond to music with movement</p>	<p>Copy back the rhythms they hear.</p> <p>Clap the rhythm of their name over the track.</p> <p>Improvise using the note C.</p> <p>Rap and sing in time to the music.</p> <p>Compose a simple melody using simple rhythms, and use it as part of the performance using the notes C + D.</p> <p>Play accurately and in time as part of the performance using the note C.</p> <p>Be an animal and keep the pulse.</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of your name.</p> <p>Rap and sing in time to the music.</p>	<p>different to the pulse.</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of their name.</p> <p>Improvise using the notes C + D.</p> <p>Compose a simple melody using simple rhythms, and use it as part of the performance using the notes C, D + E.</p> <p>Play accurately and in time using the notes G, A + C.</p> <p>March and find the pulse.</p> <p>Copy and clap back rhythms.</p> <p>Create their own rhythms for the class to copy back.</p> <p>Sing and dance together, in time and using actions</p> <p>Play accurately and in time using the notes G, F + C.</p> <p>Improvise using the notes F + C</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes F, G + A</p>	<p>Copy back and invent melodic patterns using the notes G + A, reading the notes.</p> <p>Play accurately and in time using the notes G, A + B.</p> <p>Improvise using the notes G, A + B.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the pentatonic scale (D, E, G, A, B)</p> <p>Singing in unison.</p> <p>Learn more complex rhythm patterns.</p> <p>Revise, play and read the notes C, D, E, F + G.</p> <p>Learn to play these tunes: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Revisit these tunes from Stage 1: Portsmouth Strictly D Play Your Music Drive</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>using the notes G + A, reading the notes.</p> <p>Play accurately and in time using the notes G, A + B.</p> <p>Improvise using the notes G, A + B.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the pentatonic scale (D, E, G, A, B)</p> <p>Singing in unison.</p> <p>Learn more complex rhythm patterns.</p> <p>Revise, play and read the notes C, D, E, F + G.</p> <p>Learn to play these tunes: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Revisit these tunes from Stage 1: Portsmouth Strictly D Play Your Music Drive</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>Play accurately and in time using the notes G, A + B.</p> <p>Play accurately and in time using the notes D, E, F#, G by reading notation.</p> <p>Improvise using the notes G, A + B.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the pentatonic scale (D, E, G, A, B)</p> <p>Singing in unison</p> <p>Copy back and invent melodic patterns using the notes C, D + E, reading the notes</p> <p>Play accurately and in time using the notes C, D, E, F + G, reading the notation.</p> <p>Improvise using the notes C, D + E.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes (C, D, E, F + G)</p>	<p>notes.</p> <p>Play accurately and in time using the notes G, A, B, C, D + E by ear and from notation.</p> <p>Improvise using the notes A, G + B</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes C, E, G, A + B</p> <p>Singing in 2-parts.</p> <p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns using the notes A, G + E, reading the notes</p> <p>Play accurately and in time using the notes D, E, F, G, A, B + C by ear and from notation.</p> <p>Improvise using the notes A, G + E.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes E, G, A, C + D</p> <p>Singing in 2-part harmony.</p>
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<b>Vocabulary</b>	<p><u>Nursery 2-3</u></p> <p>Song, nursery rhyme, voice, song lyrics</p> <p><u>Nursery 3-4</u></p> <p>Song, nursery rhyme, voice, song lyrics</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p>	<p>Pulse, rhythm, pitch, Keyboard, drums, bass, electric guitar, Rock, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p>Pulse, rhythm, pitch, Keyboard, electric guitar, bass, drums, improvise, compose, melody, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Pulse, rhythm, pitch, Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Pulse, rhythm, pitch, Rock, structure bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p>	<p>Pulse, rhythm, pitch, Melody, compose, improvise, cover, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>

Spring	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p><u>Nursery 2-3</u></p> <p>To know how to join in with phrases and words in songs.</p> <p><u>Nursery 3-4</u></p> <p>To know how to sing an entire song or nursery rhyme.</p> <p><u>Year R</u></p> <p>To be able to recognise and name some of the characters and stories in the songs.</p>	<p><u>Exploring Musical Principles</u> <u>Music in Space</u></p> <p>Focus on <b>Dynamics &amp; Tempo</b></p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Understand that the pulse is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.</p> <p>Pulse, rhythm and pitch in different styles of music,</p> <p>Listen to Reggae, classical and pop music and identify the features-pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p><u>Tuned Percussion</u> <u>Introduction to African Music</u></p> <p>Focus on <b>Dynamics &amp; Tempo.</b></p> <p>Identify the beat groupings in the music you sing and listen, e.g., 2-time, 3-time etc</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know that rhythms are different from the pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Recognise and name two or more instruments they hear:</p> <p>Recognise that songs sometimes have a</p>	<p><u>Sounds of the Weather</u> <u>Exploring Musical Principles</u></p> <p>Developing <b>Notation Skills</b></p> <p>Identify the beat groupings in the music you sing and listen, e.g., 2-time, 3-time etc</p> <p>Identify the piece's structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesiser</p> <p>Know the difference between pulse and rhythm.</p> <p>Begin to understand different types of musical notation.</p> <p>Contribute to the performance by singing, playing an instrumental part, improvising or by performing their</p>	<p><u>Tuned Percussion</u> <u>Songs of the USA</u></p> <p>Interesting <b>Time Signatures</b> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse whilst listening.</p> <p>Identify changes in tempo, dynamics and texture.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p>Combining Elements to Make Music</p> <p>Consolidate knowledge of musical notation: time signatures, bars, bar lines, crotchets, minims, semibreves and rests</p>	<p><u>Hip hop</u> <u>Music For the Fables</u></p> <p>Getting Started with <b>Music Tech</b></p> <p>Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</p> <p>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>Identify changes in tempo, dynamics and texture.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting,</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Evaluate their recorded</p>	<p><u>Australian music</u> <u>Brazilian Samba</u></p> <p>Understanding <b>Structure &amp; Form</b></p> <p>Developing <b>Melodic Phrases</b></p> <p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to</p> <p>Contribute to and evaluate a performance, using musical language</p> <p>Vocal warm-up techniques</p>

		<p>Start to understand that pitch is high and low sounds.</p> <p>Understand that the pulse is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>question-and-answer section and a chorus.</p> <p>Exploring Feelings Through Music</p> <p>Understand that songs have a musical style.</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know that rhythms are different from the pulse.</p>	<p>composition.</p> <p>Enjoying <b>Improvisation</b></p> <p>Begin to understand musical notation: time signatures, bars, crotchets, minims, semibreves and rests</p>		<p>performances</p> <p><b>Emotions &amp; Musical Styles</b></p> <p>Identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p>Identify the instruments/voices: Strings, piano, guitar, bass, drums.</p> <p>Describe the tempo, dynamics and texture of the music.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting,</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Evaluate their recorded performances</p>	<p>Describe the style indicators of the song/music.</p> <p>Describe the <b>structure</b> of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Contribute to and evaluate a performance, using musical language</p> <p>Vocal warm-up techniques</p>
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	<p>rhythm of their name.</p> <p>Learn to sing the song in unison with support.</p> <p>Add actions or substitute a word in some sections.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Choose one of the songs and perform it with any actions you have created.</p> <p>Play a pitched note or sound in time with the pulse.</p>	<p>Copy back the rhythms they</p>	<p>rhythms, and use it as part of the performance using the notes C, D + E.</p> <p>Play accurately and in time using the notes G, A + C.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes F, G + A</p>	<p>E + F.</p> <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p>	<p>Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Revisit these tunes from Stage 1: Portsmouth Strictly D Play Your Music Drive</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>performance using the pentatonic scale (D, E, G, A, B)</p> <p>Singing in unison</p> <p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns using the notes C, D + E, reading the notes</p> <p>Play accurately and in time using the notes C, D, E, F + G, reading the notation.</p> <p>Improvise using the notes C, D + E.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes (C, D, E, F + G)</p> <p>Singing in unison.</p>	<p>Copy back and invent rhythmic patterns.</p> <p>Copy back and invent melodic patterns using the notes A, G + E, reading the notes</p> <p>Play accurately and in time using the notes D, E, F, G, A, B + C by ear and from notation.</p> <p>Improvise using the notes A, G + E.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes E, G, A, C + D</p>
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<b>Vocabulary</b>	<u>Nursery 2-3</u> Song Rhyme	Duration, tempo, Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar,	Duration, tempo, Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.	Duration, tempo, Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesiser, hook, melody.	Duration, tempo, Dynamic Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	Duration, tempo, Dynamic Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	Duration, tempo, Dynamic Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, unison, harmony.
	<u>Nursery 3-4</u> Pitch copy MTYT			Improvise, compose, minim, crotchet,	minim, crotchet, semibreve, rest, time signature,	pitch, tempo, dynamics, timbre, texture, structure.	
	<u>Year R</u> Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.						

Summer	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p><u>Nursery 2-3</u> I know instrument can make sounds</p> <p><u>Nursery 3-4</u> I know that I can change a song's words to make my own version</p> <p>I know that a song has a heartbeat (pulse).</p> <p><u>Year R</u> Know 20 Nursery Rhymes off-by-heart</p> <p>Know the stories of some nursery rhymes</p> <p>Listen with increasing attention to music in a range of different styles</p> <p>Know that a performance is sharing music</p>	<p><u>Music for the Locals</u></p> <p><u>Music of the continents</u></p> <p>Explore Sound and Create a Story</p> <p>Having Fun with <b>Improvisation</b></p> <p>Identity different musical styles</p> <p>How to be in the groove with different styles of music</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Find the Pulse, rhythm and pitch in different styles of music</p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p>	<p><u>Music For the Fables</u></p> <p><u>Seaside Sounds and Music</u></p> <p><u>Summer 2: How Does Music Teach Us about Looking After Our Planet?</u></p> <p>Understand that songs have a musical style.</p> <p>Exploring <b>Improvisation</b> Listening to Pop songs and identifying the features</p> <p>Know that music has a steady pulse.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know that rhythms are different from the pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Understand that songs have a musical style</p>	<p><u>Roman Battle Music</u></p> <p><u>Music of the Rainforest</u></p> <p>Learning More about Musical Styles <b>Composing</b> Using Your Imagination Listen to Reggae music and identify the features</p> <p>Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</p> <p>Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals</p> <p>Find the pulse and identify funky rhythms, tempo changes and dynamics.</p> <p>Understand questions and answer in musical phrases.</p> <p>Listen to traditional folk tunes from</p>	<p><u>Music inspired by Animals</u></p> <p><u>Music for Adverts</u></p> <p>Creating Simple Melodies Together Developing Pulse &amp; Groove Through Improvisation</p> <p>Listen to Grime, hip-hop, pop, tango and classical music and identify the features</p> <p>Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</p> <p>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesisers, drums.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the</p>	<p><u>Music inspired by painting</u></p> <p><u>Music Technology</u></p> <p>Introducing <b>Chords</b></p> <p>Exploring <b>Key &amp; Time Signatures</b></p> <p>Listen to hip-hop and identify the style indicators.</p> <p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p>Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesiser, rapper.</p> <p>Identify changes in tempo, dynamics and texture.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure.</p> <p>Work together to make a song sound interesting and be able to keep the internal pulse.</p> <p>Take on a musical</p>	<p><u>Music Technology</u></p> <p><u>Production</u></p> <p>Gaining Confidence Through <b>Performance</b></p> <p>Exploring <b>Notation</b> Further</p> <p>Listen to music by contemporary female artists:</p> <p>Know how cultural identity can influence musicians</p> <p>Understand that music can help us to discover and create our identities</p> <p>Apply musical knowledge to describe and respond to the examples of music in the unit</p> <p>Talk about key words and themes that influenced the artists and their music</p> <p>Use musical knowledge to compose an original piece.</p> <p>Listen to a range of music and comment on the style indicators.</p> <p>Consolidate knowledge of the dimensions of music.</p> <p>Reflect on pieces of music</p>

		<p>Find the pulse to any other unit songs.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>Understand that songs can have a theme (friendship)</p> <p>Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.</p>	<p>around the world.</p> <p>Identify the themes of the songs: Kindness, respect, friendship, acceptance and happiness.</p> <p>Identify the instruments/voices: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p>	<p>group to copy or respond to.</p> <p>Listen to soul and gospel music and identify the features.</p> <p>Know the difference between pulse and rhythm.</p> <p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Identify tempo changes, changes in dynamics and texture</p>	<p>leadership, creating musical ideas for the group to copy or respond to.</p> <p>Listen to Motown music and identify the style indicators</p> <p>Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.</p> <p>Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</p> <p>Identify changes in tempo, dynamics and texture.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>they have enjoyed this year and revisit them.</p> <p>Revise the language of music and apply throughout the activities.</p>
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Skills	Nursery 2-3 Explore a range of sound-makers and instruments and play them in different ways  Make a musical instrument  Nursery 3-4 Create or improvise their own song based on a familiar song  Tap, clap or play an instrument along to the pulse of a song  Copy a basic rhythm  Year R Enjoy listening to the music and responding to different speeds through dancing or other movements.  Enjoy listening to the music and respond through dancing or other movements.  Find the pulse in different ways and show this through actions e.g., marching, jumping, moving like a character from the song.	Sing, rap, rhyme, chant and use spoken word.  Demonstrate good singing posture and sing songs from memory.  Copy back intervals of an octave and fifth (high, low).  Sing in unison.  March to the pulse.  Copy the actions on-screen.  Choose an animal and keep the pulse.  Copy back the rhythms they hear.  Clap the rhythm of their name.  Clap the rhythm of their favourite food.  Improvise using the note C + D.  Compose a simple melody using simple rhythms, and use it as part of the performance using the notes C, D + E.  Sing together and in time, in all the different styles.	Sing to communicate the meaning of the words.  Sing in unison and sometimes in parts, and with more pitching accuracy.  Understand and follow the leader or conductor. Add actions to a song.  Talk about feelings created by the music/song.  Find the pulse as an animal.  Copy and clap back rhythms.  Clap the rhythm of their name and favourite colour.  Create their own rhythms for the class to copy back.  Sing and dance together, in time and using actions.  Play accurately and in time using the notes C + D.  Decide how to find the pulse.  Clap the rhythm of their name and favourite colour.	Sing a widening range of unison songs, of varying styles and structures.  Demonstrate good singing posture.  Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation.  Sing with awareness of following the beat.  Find the pulse.  Copy back and invent rhythmic patterns.  Singing in unison.  Copy back and invent rhythmic patterns.  Copy back and invent melodic patterns using the notes G + A, reading the notes  Play accurately and in time using the notes G, A + B.  Improvise using the notes G, A + B.  Compose a simple melody using simple	Sing expressively, with attention to breathing and phrasing.  Sing expressively, with attention to staccato and legato.  Talk about the different styles of singing used for different styles of song.  Talk about how the songs and their styles connect to the world.  Copy back and invent rhythmic patterns.  Copy back and invent melodic patterns using the notes C + D, reading the notes.  Singing and rapping in unison and in 2-parts.  Compose their own rapped lyrics about bullying or another topic or theme that you decide as a class.  Copy back and invent rhythmic patterns.  Play accurately and in time using the notes C + F by ear.  Play accurately and in time using the notes E,	Sing a second part in a song. Self-correct if lost or out of time.  Sing expressively, with attention to breathing and phrasing.  Sing expressively, with attention to dynamics and articulation.  Develop confidence as a soloist.  Talk about the different styles of singing used for different styles of song.  Copy back and invent rhythmic patterns.  Copy back and invent melodic patterns using the notes D, E + F, reading the notes.  Play accurately and in time using the notes C, D, E, F, G + A, reading the notation.  Improvise using the notes D, E + F.  Compose a simple melody using simple rhythms, and use as part of the performance using the notes (D, E, F, G + A)  Rapping in time, with rhythm and expression	Sing with and without an accompaniment.  Sing syncopated melodic patterns.  Demonstrate and maintain good posture and breath control whilst singing.  Sing expressively, with attention to breathing and phrasing.  Sing expressively, with attention to dynamics and articulation.  Compose an original piece of music using the backing tracks to support them.  Make creative decisions about the dimensions of music, lyrics, instruments to use.  Write lyrics incorporating some of the themes of the unit.  Evaluate their piece.  Perform their piece, presenting it in an engaging way.  Composing activities to consolidate prior learning.

	<p>Copy back a rhythm from the words of the song.</p> <p>Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.</p> <p>Play a 1-note pattern in time with the pulse.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>Learn to sing or rap the song in unison with support.</p> <p>Add actions or substitute a word in some sections.</p> <p>Choose one of the songs and perform it with any actions you have created.</p>	<p>Dance to each style or move to the pulse – be “In the Groove!”</p> <p>Play accurately and in time as part of the performance using the notes D, F, C + D.</p>	<p>Create their own rhythms for the class to copy back.</p> <p>Sing in two parts.</p> <p>Play accurately and in time using the notes E, G + C.</p> <p>Improvise using the notes C + D and E</p> <p>Compose a simple melody using simple rhythms, and use it as part of the performance using the notes E, G, A + B.</p>	<p>rhythms, and use as part of the performance (D, E, G, A, B)</p> <p>Singing in two parts.</p>	<p>F + G, reading notation.</p> <p>Improvise using the notes C + D.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance using the notes C, D, E, G + A (the pentatonic scale)</p> <p>Singing in unison and 2-parts.</p>	<p>Play accurately and in time using the notes F, G, A, + D by ear and from notation.</p> <p>Improvise using the notes D, E + F.</p> <p>Singing in 2-parts with a simple vocal harmony.</p>	<p>Prepare a performance of songs and activities from the year.</p> <p>Contribute to a performance and evaluate it.</p>
<b>Vocabulary</b>	<p><u>Nursery 2-3</u> Count, loud, soft, fast, slow, shaker, drum, instrument</p> <p><u>Nursery 3-4</u> heartbeat (pulse), instrument, song,</p> <p><u>Year R</u> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap,</p>	<p>Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p>percussion, trumpets, improvise, compose, audience.</p>	<p>Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo,</p> <p>, glockenspiel, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale. dynamics, texture, structure, compose, improvise, hook, melody</p>	<p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p>Old-school Hip Hop, Rap, riff, synthesiser, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

	unison, congo, rondo, concerto, phrase.						
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## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In Reception, children will be able to play a range of percussion instruments. Children will be able to sing a range of familiar songs and rhymes. Children will be able to perform in front of an audience.</p>	<p>In Year 1, children will be able to recognise different musical structures e.g., tempo, timbre and rhythm. They are able to clap or tap to the beat and play a few simple notes on the glockenspiel</p>	<p>In Year 2, children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>In Year 3, children will be able to read basic musical notation and understand beats in a bar. They will be able to play some tunes on tuned instruments. They will be able to listen and evaluate a piece of music.</p>	<p>In Year 4, children will have learnt to sing songs from a variety of genres and eras. They will accompany the songs using glockenspiel. They will have created some of their own simple compositions, including a rapped verse.</p>	<p>In Year 5, children will have an awareness of different genres of music and know their stylistic differences. They will be able to learn a song and improvise using noted and unnoted instruments with increasing accuracy and musicality. They will be able to read musical notation to play along with simple melodies.</p>	<p>In Year 6, children can improvise and compose their own music using a variety of instruments. They will have an understanding of how culture and identity can be shaped and reflected in music. They will work to create their own composition, applying their knowledge from their music learning so far.</p>