

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	Кеу	Stage	Кеу				
	FS		1		Stag	ge 2		
	Nursery 2-3	Year 1	Year 2	Year 3	Year	Year 5	Year 6	
	Nursery 3-4				4			
	Year R							
	Taught across the							
	term							
	•			r				
Knowledg	Nursery 2-3	Exploring Sounds	Exploring Musical	Music for Fairytales	<u>African Music</u>	<u>Punjabi Music</u>	A Songs of the Second World War	
e		and Patterns	<u>Principles</u>	Ancient Egyptian	West African	Balinese Gamelan	West African	
	To begin to		New Zealand's	<u>music</u>	<u>Percussion</u>		Percussion	
	know some	Exploring Duration	Music/ Christmas					
	parts of a	and Pitch	<u>music</u>					
	familiar			Identify the piece's	Identify the piece's	Identify the piece's	Describe the style	
	nursery rhymes			structure:	structure: Intro, verse,	structure: Intro,	indicators of the	
			Know that music has	Introduction, verse,	bridge, chorus,	verse 1, bridge,	song/music.	
	Nursery 3-4	Understand that	a steady pulse, like a	chorus.	introduction, verse,	chorus, intro, verse 2,		
		the pulse is the	heartbeat.		bridge, chorus.	bridge, chorus, solo,	Describe the structure	
	To know a	heartbeat of the		Identify the		bridge, chorus.	of the song.	
	variety of	music.	Know that we can	instruments/voices:	Identify the		Identify the	
	songs/nursery		create rhythms from	Male/female voices,	instruments/voices:	Identify the	instruments/voices	
	rhymes and be	Recognise and	words, our names,	bass, drums, guitar,	Keyboard sounds	instruments/voices:	they can hear.	
	able to choose	name two or more	favourite food,	keyboard,	imitating strings, a	Lead vocal, electric	Talk about the musical	
	a favourite	instruments they	colours and animals.	synthesiser	glockenspiel playing as	guitar, bass guitar,	dimensions used in the	
	song	hear: Male vocal,			a keyboard, electric	drums, keyboard.	song.	
		bass guitar, drums,	Know that rhythms	Know the difference	guitar, bass, drums.			
		decks.	are different from	between pulse and		Identify changes in	Know that the pulse,	
			the pulse.	rhythm.	Find the pulse whilst	tempo, dynamics and	rhythm, pitch, tempo, dynamics, texture and	
		Listen to music and			listening.	texture.	structure work	
		identify the	Know that we add	Begin to understand	<u>.</u> .		together to make a	
		features-pulse,	high and low	different types of	Identify changes in	Know the pulse,	song sound interesting	
i ! !		rhythm and pitch,	sounds, pitch, when	musical notation.	tempo, dynamics and	rhythm, pitch,	and be able to keep	
		rapping, dancing	we sing and play our	Combulloute te the	texture.	tempo, dynamics,	the internal pulse.	
		and singing.	instruments.	Contribute to the	14 11 1166	texture and structure	Take on a musical	
			D	performance by	Know the difference	work together to	leadership, creating	
			Recognise and name	singing, playing an	between pulse and	make a song sound	musical ideas for the	
			two or more	instrumental part,	rhythm and be able to	interesting,	group to copy or	

		Start to understand	instruments they	improvising or by	keep the internal		respond to
		that pitch is high	hear: Keyboard,	performing their	pulse.	Take on a musical	
		and low sounds.	bass, drums, electric	composition.		leadership, creating	Contribute to and evaluate a
			guitars, saxophone,			musical ideas for the	performance, using
		Understand that	trumpet and vocals.		Consolidate knowledge	group to copy or	musical language
		the pulse is the		Begin to understand	of musical notation:	respond to.	Vocal warm-up
		heartbeat of the	Recognise that	musical notation,	crotchets, minims,		techniques
		music.	songs sometimes	crotchets, quavers	quavers and rests	Evaluate their	teeques
			have a question-			recorded	
		Recognise and	and-answer section			performances	Describe the style indicators of the
		name two or more	and a chorus.				song/music.
		instruments they				144	
		hear: Singers,	Understand that			Identify the instruments/voices,	Describe the structure of the song.
		keyboard, bass, guitar, percussion,	songs have a			piano, guitar, bass,	of the song.
		trumpets and	musical style.			drums.	Identify the
		saxophones.	,			GI GIIIJ	instruments/voices
		54.15 H. OHES.	Know that music has			Describe the tempo,	they can hear.
			a steady pulse, like a			dynamics and texture	Talk about the musical
			heartbeat.			of the music.	dimensions used in the
							song.
			Know that we can			Know the pulse,	Know that the pulse,
			create rhythms from			rhythm, pitch,	rhythm, pitch, tempo,
			words, our names,			tempo, dynamics,	dynamics, texture and
			favourite food, colours and animals.			texture and structure	structure work together to make a
			colours and animals.			work together to	song sound interesting
			Know that rhythms			make a song sound	and be able to keep
			are different from			interesting,	the internal pulse.
			the pulse.			-	Take on a musical
			tile pailee			Take on a musical	leadership, creating
			Know that we add			leadership, creating musical ideas for the	musical ideas for the
			high and low			group to copy or	group to copy or respond to.
			sounds, pitch, when			respond to.	·
			we sing and play our			respond to.	Contribute to and
			instruments.				evaluate a performance, using
							musical language
			Recognise and name				
			the instruments				Vocal warm-up
			they hear:				techniques
			Keyboard, drums,				
			bass, electric guitar, singers.				
			Singers.				
Skills	Nursery 2-3	March in time with	March in time with	Find the pulse.	Find the pulse.	Copy back and invent	Copy back and invent
		the pulse.	the pulse.	•	•	rhythmic patterns.	rhythmic patterns.
	Enjoy and take			Copy back and invent	Copy back and invent		
	part in action	Be an animal	Be an animal finding	rhythmic patterns.	rhythmic patterns.	Copy back and invent	Copy back and invent
	songs such as	finding the pulse.	the pulse.	,		melodic patterns	melodic patterns
	Twinkle Twinkle				Copy back and invent	using the notes G +	using the notes A, G
L			Know that rhythm is		melodic patterns	A, reading the notes.	+ B, reading the

 r	т					
Little Star	Copy back the	different to the pulse.	Copy back and invent	using the notes G +		notes.
	rhythms they hear.		melodic patterns	A, reading the notes.	Play accurately and	
Nursery 3-4		Copy and clap back	using the notes G + A,		in time using the	Play accurately and
	Clap the rhythm of	rhythms.	reading the notes.	Play accurately and	notes G, A + B.	in time using the
Listen to	their name over the	Claus the substitute of		in time using the	Dlav annumatal can d	notes G, A, B, C, D +
sounds with	track.	Clap the rhythm of	Play accurately and in	notes G, A + B.	Play accurately and	E by ear and from
increased		their name.	time using the notes	Improvise using the	in time using the	notation.
attention	Improvise using the	Improvise using the	G, A + B.		notes D, E, F#, G by	Improvice using the
	note C.	Improvise using the notes C + D.		notes G, A + B.	reading notation.	Improvise using the notes A, G + B
Play sound		notes C + D.	Improvise using the	Compose a simple	Improvise using the	Hotes A, G + B
matching	Rap and sing in	Compose a simple	notes G, A + B.	melody using simple	notes G, A + B.	Compose a simple
games	time to the music.	melody using simple		rhythms, and use as	notes d, A + B.	melody using simple
		rhythms, and use it as	Compose a simple	part of the	Compose a simple	rhythms, and use as
Respond to	Compose a simple	part of the	melody using simple	performance using the	melody using simple	part of the
music with	melody using	performance using	rhythms, and use as	pentatonic scale (D, E,	rhythms, and use as	performance using
movement	simple rhythms,	the notes C, D + E.	part of the performance	G, A, B)	part of the	the notes C, E, G, A +
	and use it as part of		using the pentatonic	Singing in unison.	performance using the	В
	the performance	Play accurately and in	scale (D, E, G, A, B)	Singing in unison.	pentatonic scale (D, E,	
	using the notes C+	time using the notes		Learn more complex	G, A, B)	Singing in 2-parts.
	D.	G, A + C.	Singing in unison.	rhythm patterns.	Singing in unison	0 0 1
	Dlovenourotoly and	,	J J		Singing in unison	
	Play accurately and in time as part of		Learn more complex	Revise, play and read	Copy back and invent	Copy back and invent
		March and find the	rhythm patterns.	the notes C, D, E, F + G.	melodic patterns	rhythmic patterns.
	the performance using the note C.	pulse.	my crim paccerns.	l and the planthage	using the notes C, D	, ,
	using the note C.		Revise, play and read	Learn to play these tunes: Mardi Gras	+ E, reading the	Copy back and invent
	Be an animal and	Copy and clap back	the notes C, D, E, F + G.	Groovin'	notes	melodic patterns
	!	rhythms.	the notes c, b, E, F + G.	Two-Way Radio		using the notes A, G
	keep the pulse.			Flea Fly	Play accurately and	+ E, reading the
	Copy and clap back		Learn to play these	Rigadoon	in time using the	notes
	rhythms.	Create their own	tunes: Mardi Gras	Mamma Mia	notes C, D, E, F + G,	
	THYCHIII.	rhythms for the class	Groovin'	Description to the second	reading the notation.	Play accurately and
	Clap the rhythm of	to copy back.	Two-Way Radio	Revisit these tunes from Stage 1:		in time using the
	your name.		Flea Fly Rigadoon	Portsmouth	Improvise using the	notes D, E, F, G, A, B
	your name.	Sing and dance	Mamma Mia	Strictly D	notes C, D + E.	+ C by ear and from
	Rap and sing in	together, in time and	iviaiiiila iviia	Play Your Music		notation.
	time to the music.	using actions	Revisit these tunes from	Drive	Compose a simple	lana annina contra a tha
	Since to the master	Dlay accurately and in			melody using simple	Improvise using the
		Play accurately and in	Stage 1: Portsmouth	Compose using the	rhythms, and use as part of the	notes A, G + E.
		time using the notes G, F + C.	Strictly D	notes C, D, E, F + G.	performance using the	Compose a simple
		G, F + C.	Play Your Music		notes (C, D, E, F + G)	melody using simple
		Improvise using the	Drive		, , , , , , ,	rhythms, and use as
		notes F + C	DIVE			part of the
		Hotes I T C	Compace weight the			part of the performance using
		Compose a simple	Compose using the			the notes E, G, A, C+
		melody using simple	notes C, D, E, F + G.			D
		rhythms, and use as				
		part of the				Singing in 2-part
		performance using				harmony.
		the notes F, G + A				
 L	<u> </u>					

Vocabular	Nursery 2-3	Pulse, rhythm,	Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Pulse, rhythm, pitch,	Pulse, rhythm,
у	Song, nursery rhyme, voice, song lyrics Nursery 3-4 Song, nursery rhyme, voice, song lyrics	pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Keyboard, drums, bass, electric guitar, Rock, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	Rock, structure bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	pitch, Melody, compose, improvise, cover, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.

Spring	EYFS	Key	Stage 1		Key Stag	e 2	
	Nursery 2-3 Nursery 3-4 Year R Taught across	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	the term						
Knowledge	Nursery 2-3 To know how to join in with phrases and words in songs. Nursery 3-4 To know how to sing an entire song or nursery rhyme. Year R To be able to recognise and name some of the characters and stories in the songs.	Exploring Musical Principles Music in Space Focus on Dynamics & Tempo Understand the difference between creating a rhythm pattern and a pitch pattern 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. Pulse, rhythm and pitch in different styles of music. Listen to Reggae, classical and pop music and identify the features-pulse, rhythm and pitch, rapping, dancing and singing.	Tuned Percussion Introduction to African Music Focus on Dynamics & Tempo. Identify the beat groupings in the music you sing and listen, e.g., 2-time, 3-time etc 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	Sounds of the Weather Exploring Musical Principles Developing Notation Skills Identify the beat groupings in the music you sing and listen, e.g., 2-time, 3-time etc 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	Interesting Time Signatures 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 keep the internal pulse. Combining Elements to Make Music Consolidate knowledge of musical notation: time signatures, bars, bar lines, crotchets, minims, semibreves and rests	Hip hop Music For the Fables Getting Started with Music Tech Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar 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, Take on a musical leadership, creating musical ideas for the	Australian music Brazilian Samba Understanding Structure & Form Developing Melodic Phrases 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 respond to Contribute to and evaluate a performance, using musical language
			instruments they hear: Recognise that songs sometimes have a	singing, playing an instrumental part, improvising or by performing their		group to copy or respond to. Evaluate their recorded	Vocal warm-up techniques

Start to understand	question-and-answer	composition.	performances	
that pitch is high and	section and a chorus.			Describe the style
low sounds.				indicators of the
		Enjoying	Emotions & Musical	song/music.
Understand that the		Improvisation	Styles	
pulse is the heartbeat	Exploring Feelings	·		Describe the structure of
of the music.	Through Music	Begin to understand	Identify the structure:	the song.
or the master		musical notation:	Piano intro, verse 1,	I do natifi . alb o
Recognise and name		time signatures, bars,	verse 2, chorus, verse 3,	Identify the instruments/voices they
two or more	Understand that songs	crotchets, minims,	interlude, chorus, verse	can hear.
	have a musical style.	semibreves and rests	4 with tag ending.	can near.
instruments they hear:	nave a masicar styre.	Serindreves and reses	4 with tag enumg.	Talk about the musical
Singers, keyboard,	Know that music has a		talanas filaba	dimensions used in the
bass, guitar,	steady pulse, like a		Identify the	song.
percussion, trumpets			instruments/voices:	Know that the pulse,
and saxophones.	heartbeat.		Strings, piano, guitar,	rhythm, pitch, tempo,
			bass, drums.	dynamics, texture and
	Know that we can			structure work together
	create rhythms from		Describe the tempo,	to make a song sound
	words, our names,		dynamics and texture of	interesting and be able to
	favourite food, colours		the music.	keep the internal pulse.
	and animals.			Take on a musical
			Know the pulse, rhythm,	leadership, creating
	Know that rhythms are		pitch, tempo, dynamics,	musical ideas for the
	different from the		texture and structure	group to copy or respond
	pulse.		work together to make	to.
	·		a song sound	
			interesting,	Contribute to and
			interesting,	evaluate a performance, using musical language
			Take on a musical	using musical language
				Vocal warm-up
			leadership, creating	techniques
			musical ideas for the	
			group to copy or	
			respond to.	
			Evaluate their recorded	
			performances	

Skills	Nursery 2-3	sing, rap, rhyme,					
	Anticipate	chant and use		Sing as part of a			Rehearse and learn
	phrases and	spoken word.	Sing as part of a choir.	choir.	Sing as part of a choir with	Sing 'on pitch' and	songs from memory
	actions in	demonstrate good	Demonstrate good		awareness of size: the	'in time'.	and/or with
	rhymes and	singing posture	singing posture.	Sing a widening	larger, the thicker and		notation.
	songs	and sing songs	Sing songs from	range of unison	richer the musical texture.	Sing a second part	
		from memory.	memory and/or from	songs, of varying		in a song.	
	Nursery 3-4	moni memory.	notation.	styles and	Demonstrate good singing		Sing a broad range
	To be able to			structures.	posture.	Self-correct if lost or	of songs as part of a
	recall	March in time	Sing to communicate	structures.	D	out of time.	choir, including
	words/actions	with the pulse.	the meaning of the	Demonstrate good	Demonstrate vowel		those that involve
	to a song		words.	singing posture.	sounds, blended sounds and consonants.	Sing expressively,	syncopated
	Vaar D	•		Perform actions	Sing 'on pitch' and 'in	with attention to	rhythms, with a
	<u>Year R</u>		Sing in unison and	confidently and in	time'.	breathing and	good sense of ensemble and
	Fotos Bakanta a	Copy back the	sometimes in parts,	time to a range of	unie.	phrasing.	
	Enjoy listening to the music	rhythms they	and with more	action songs. Sing		Sing expressively,	performance.
		hear.	pitching accuracy.	songs from memory	Find the pulse.	with attention to	Continue to sing in
	and respond	ch il liil t		and/or from	Tima the paise.	dynamics and	parts where
	through dancing or	Clap the rhythm of	Know the meaning of	notation.	Copy back and invent	articulation.	appropriate.
	other	their name over	dynamics (loud/quiet)		rhythmic patterns.	ar trodiation.	арргоргисс.
	movements.	the track.	and tempo (fast/slow)	Find the pulse.	,		Copy back and
	movements.		and be able to		Copy back and invent		invent rhythmic
	Invent	Improvise using the note C.	demonstrate these	Copy back and	melodic patterns using the	Copy back and	patterns.
	imaginary	the note C.	when singing by responding to (a) the	invent rhythmic	notes G + A, reading the	invent rhythmic	'
	characters	Rap and sing in	leader's directions	patterns	notes.	patterns.	Copy back and
	through	time to the music.	and (b) visual symbols				invent melodic
	movement or	time to the masic.	(e.g., crescendo,	Copy back and	Play accurately and in time	Copy back and	patterns using the
	dancing.	Compose a simple	decrescendo, pause).	invent melodic	using the notes G, A + B.	invent melodic	notes A, G + B,
		melody using	,	patterns using the notes C + D.		patterns using the	reading the notes.
	Find the pulse	simple rhythms,		notes C + D.	Improvise using the notes	notes G + A, reading	
	in different	and use it as part	March in time with	Play accurately and	G, A + B.	the notes.	Play accurately and
	ways and show	of the	the pulse.	in time using the	Compace a simple maledy	D	in time using the
	this through	performance using		notes F, G + C.	Compose a simple melody using simple rhythms, and	Play accurately and	notes G, A, B, C, D +
	actions e.g.,	the notes C + D.	Know that rhythm is		use as part of the	in time using the notes G, A + B.	E by ear and from notation.
	marching,		different to the pulse.	Improvise using. the	performance using the	Holes G, A + D.	notation.
	jumping,	Play accurately		notes C + D.	pentatonic scale (D, E, G, A,	Play accurately and	Improvise using the
	moving like a	and in time as part	Copy and clap back		В)	in time using the	notes A, G + B
	character from	of the	rhythms.	Compose a simple	Singing in union	notes D, E, F#, G by	11010371, 0 1 1
	the song.	performance using	Claus than who there is f	melody using simple	Singing in unison.	reading notation.	Compose a simple
	Enjoy thinking	the note C.	Clap the rhythm of their name.	rhythms, and use as			melody using simple
	Enjoy thinking up and sharing		their name.	part of the	Learn more complex rhythm	Improvise using the	rhythms, and use as
	their own	March to the	Improvise using the	performance using	patterns.	notes G, A + B.	part of the
	ideas for	pulse.	notes C + D.	the notes C, D + E			performance using
	actions.		notes e i b.		Revise, play and read the	Compose a simple	the notes C, E, G, A
			Compose a simple	Lagua de velevere l	notes C, D, E, F + G.	melody using simple	+ B
	Copy back the		melody using simple	Learn to play and	Learn to play these tunes:	rhythms, and use as	
<u> </u>	copy back the	<u> </u>		read the notes C, D,	Learn to play these talles.	part of the	i

Play accurately and in time using the notes C, D, E, F + G, reading the notes A, G + E. Choose one of the songs and perform it with any actions you have created. Play a pitched note or sound in time with the pulse. Play aptiched sounds. Play accurately and in time using the notes C, D, E, F + G, reading the notes A, G + E. Compose a simple melody using simple rhythms, and use as part of the performance using the notes C, D, E, F + G) Singing in unison.		low-pitched sounds. Choose one of the songs and perform it with any actions you have created. Play a pitched note or sound in time with	Copy back the rhythms they	rhythms, and use it as part of the performance using the notes C, D + E. Play accurately and in time using the notes G, A + C. Compose a simple melody using simple rhythms, and use as part of the performance using the notes F, G + A	E + F. Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F.	Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Revisit these tunes from Stage 1: Portsmouth Strictly D Play Your Music Drive Compose using the notes C, D, E, F + G.	in time using the notes C, D, E, F + G, reading the notation. Improvise using the notes C, D + E. Compose a simple melody using simple rhythms, and use as part of the performance using the notes (C, D, E, F + G)	Improvise using the notes A, G + E. Compose a simple melody using simple rhythms, and use as part of the performance using the notes E, G, A, C
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Vocabulary	Nursery 2-3 Song Rhyme Nursery 3-4 Pitch copy MTYT Year R Pulse, rhythm, pitch, high sounds, low sounds, perform, unison,	Duration, tempo, Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.	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. Improvise, compose, minim, crotchet,	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. minim, crotchet, semibreve, rest, time signature,	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus,	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.
	perform, unison, boogie, phrase.				signature,	structure.	Motown, hook, riff, solo, unison, harmony.

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

					the surbance outside that
Find the pulse to any		around the world.	group to copy or respond	leadership, creating	they have enjoyed this year and revisit them.
other unit songs.	Understand that songs		to.	musical ideas for the	year and revisit theill.
	can have a theme	Identify the themes of		group to copy or	Revise the language of
Recognise and name	(friendship)	the songs: Kindness,	Listen to soul and gospel	respond to.	music and apply
two or more		respect, friendship,	music and identify the		throughout the activities.
instruments they	Recognise and name	acceptance and	features.	Listen to Motown music	
hear: Singers,	some of the instruments	happiness.		and identify the style	
keyboard, bass,	they hear: Keyboard,		Know the difference	indicators	
guitar, percussion,	drums, bass, a female	Identify the	between pulse and		
trumpets and	singer, a glockenspiel.	instruments/voices:	rhythm.	Identify the piece's	
saxophones.		Keyboard, drums,	Identify the piece's	structure: Intro, verse 1,	
		bass, a female singer.	structure: Intro, verse 1,	chorus, bridge, verse 2,	
			chorus, verse 2, bridge,	chorus, bridge, verse 3.	
		Explain how the	chorus, bridge, verse 3,		
		words of the song tell	outro.	Identify	
		a story		instruments/voices:	
			Identify the	Female voice and	
		Know the difference	instruments/voices: Male	female backing vocals,	
		between pulse and	vocal, backing vocal,	keyboard, drums, bass	
		rhythm.	piano, bass, drums,	guitar (rhythm section),	
			organ.	brass section (trumpet,	
		Know how pulse,		trombone and sax).	
		rhythm and pitch	Identify tempo changes,	·	
		work together to	changes in dynamics and	Identify changes in	
		create a song.	texture	tempo, dynamics and	
				texture.	
				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.	
				internal pulse.	
				Take on a musical	
				leadership, creating	
				musical ideas for the	
				group to copy or	
				respond to.	
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Skills	Nursery 2-3	Sing, rap, rhyme,				Sing a second part	Sing with and
	Explore a range of sound-makers and	chant and use	Sing to communicate	Sing a widening	Sing expressively,	in a song. Self-	without an
	instruments and	spoken word.	the meaning of the	range of unison	with attention to	correct if lost or out	accompaniment.
	{	Demonstrate good	words.	songs, of varying	breathing and	of time.	
	play them in different ways	singing posture		styles and	phrasing.		Sing syncopated
	unierent ways	and sing songs	Sing in unison and	structures.	Sing expressively,	Sing expressively,	melodic patterns.
	Make a musical	from memory.	sometimes in parts,		with attention to	with attention to	·
	instrument		and with more	Demonstrate good	staccato and legato.	breathing and	Demonstrate and
	ilisti allielit	Copy back intervals	pitching accuracy.	singing posture.		phrasing.	maintain good
	Nursery 3-4	of an octave and			Talk about the		posture and breath
	Create or	fifth (high, low).	Understand and	Perform actions	different styles of	Sing expressively,	control whilst
	improvise their	(₆ , 1011).	follow the leader or	confidently and in	singing used for	with attention to	singing.
	own song based	Sing in unison.	conductor.	time to a range of	different styles of	dynamics and	
	on a familiar song	5g us	Add actions to a	action songs.	song.	articulation.	Sing expressively,
		March to the pulse.	song.	Sing songs from			with attention to
	Tap, clap or play			memory and/or	Talk about how the	Develop confidence	breathing and
	an instrument	Copy the actions on-	Talk about feelings	from notation.	songs and their	as a soloist.	phrasing.
	along to the pulse	screen.	created by the		styles connect to		
	of a song		music/song.	Sing with awareness	the world.	Talk about the	Sing expressively,
		Choose an animal and		of following the		different styles of	with attention to
	Copy a basic	keep the pulse.	Find the pulse as an	beat.	Copy back and invent	singing used for	dynamics and
	rhythm		animal.		rhythmic patterns.	different styles of	articulation.
		Copy back the	Commendation has be	Find the pulse.		song.	
	<u>Year R</u>	rhythms they hear.	Copy and clap back		Copy back and invent	Cany back and invent	Compose an original
	Enjoy listening to		rhythms.	Copy back and invent	melodic patterns using	Copy back and invent rhythmic patterns.	piece of music using
	the music and	Clap the rhythm of	Clap the rhythm of their	rhythmic patterns.	the notes C + D, reading	mytimic patterns.	the backing tracks to
	responding to	their name.	name and favourite		the notes.	Copy back and invent	support them.
	different speeds		colour.	Singing in unison.	Singing and rapping in	melodic patterns using	Make creative
	through dancing	Clap the rhythm of	colour.		unison and in 2-parts.	the notes D, E + F,	decisions about the
	or other	their favourite food.	Create their own rhythms			reading the notes.	dimensions of music,
	movements.		for the class to copy back.	Copy back and invent	Compose their own	Ŭ	lyrics, instruments to
	Enjoy listening to	Improvise using the	' '	rhythmic patterns.	rapped lyrics about	Play accurately and in	use.
	the music and	note C + D.	Sing and dance together,		bullying or another topic	time using the notes C,	use.
	respond through		in time and using actions.	Copy back and invent	or theme that you decide as a class.	D, E, F, G + A, reading	Write lyrics
	dancing or other	Compose a simple		melodic patterns using	ds d Class.	the notation.	incorporating some of
	movements.	melody using simple	Play accurately and in	the notes G + A, reading			the themes of the unit.
		rhythms, and use it as	time using the notes C+	the notes	Copy back and invent	Improvise using the	
	Find the pulse in	part of the	D.	Diagram and in	rhythmic patterns.	notes D, E + F.	Evaluate their piece.
	different ways and	performance using		Play accurately and in time using the notes G,	'		
	show this through	the notes C, D + E.		A + B.		Compose a simple	Perform their piece,
	actions e.g.,		Decide how to find the	Arb.	Play accurately and in	melody using simple rhythms, and use as part	presenting it in an
	marching,	Sing together and in	pulse.	Improvise using the	time using the notes C+	of the performance using	
	jumping, moving	time, in all the		notes G, A + B.	F by ear.	the notes (D, E, F, G + A)	
	like a character	different styles.	Clap the rhythm of their				Composing activities to
	from the song.		name and favourite	Compose a simple	Play accurately and in	Rapping in time, with	consolidate prior
			colour.	melody using simple	time using the notes E,	rhythm and expression	learning.
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	Conv back a	Copy back a Dance to each style or Create their own rhythms rhythms, and use as			F + G, reading notation.			
	rhythm from the	move to the pulse –	for the class to copy back.	part of the performance	1 · O, reduing notation.	•	Prepare a performance	
	words of the song.	be "In the Groove!"	Tor the class to copy back.	(D, E, G, A, B)	Improvise using the	Play accurately and in	of songs and activities	
	words or the song.	be in the Groove.	Sing in two parts.	(0, 2, 3, 11, 0)	notes C + D.	time using the notes F,	from the year.	
	Copy phrases from	Diagram and in	Jing in two parts.	Singing in two parts	notes e + b.	G, A, + D by ear and	iroiii tile year.	
		Play accurately and in	Discount also and to	Singing in two parts.	6			
	the songs to	time as part of the	Play accurately and in		Compose a simple	from notation.	Contribute to a	
	discuss high-	performance using	time using the notes E, G		melody using simple		performance and	
	pitched sounds	the notes D, F, C + D.	+ C.		rhythms, and use as	Improvise using the	evaluate it.	
	from low-pitched		Improvise using the notes		part of the performance	notes D, E + F.		
	sounds.		C + D and E		using the notes C, D, E,			
					G + A (the pentatonic	Singing in 2-parts with a		
	Play a 1-note		Compose a simple melody		scale)	simple vocal harmony.		
	pattern in time		using simple rhythms, and		,	,		
	with the pulse.		use it as part of the		Singing in unison and 2-			
	with the pulse.		performance using the					
	Use the starting				parts.			
	Use the starting		notes E, G, A + B.					
	note to explore							
	melodic patterns							
	using one or two							
	notes.							
	Learn to sing or							
	rap the song in							
	unison with							
	support.							
	зарроги.							
	Add actions or							
	substitute a word							
	1							
	in some sections.							
	Character afthr							
	Choose one of the							
	songs and perform							
	it with any actions							
	you have created.							
Vocabulary	Nursery 2-3	Blues, Baroque,	Keyboard, drums, bass,	Introduction, verse,	Musical style, rapping,	Old-school Hip Hop,	Gender, racism, rap,	
	Count, loud, soft,	Latin, Irish Folk,	electric guitar, Reggae,	chorus, bass, drums,	lyrics, choreography,	Rap, riff, synthesiser,	lyrics, turntablist,	
	fast, slow, shaker,	Funk, pulse, rhythm,	pulse, rhythm, pitch,	electric guitar, keyboard,	digital/electronic sounds,	deck, backing loops,	DJing, producer,	
	drum, instrument	pitch, compose,	improvise, compose,	organ, backing vocals,	turntables, synthesisers,	Funk, scratching,	Electronic and	
		improvise, perform,	perform, audience,	pulse, rhythm, pitch,	drums, unison, pulse,	unison, melody,	Acoustic music,	
	Nursery 3-4	groove.	melody, dynamics,	tempo, dynamics,	rhythm, pitch, tempo,	compose, improvise,	i i	
	heartbeat (pulse),	percussion, trumpets,	tempo,	texture, structure,	dynamics, texture	cover, pulse, rhythm,	culture, identity,	
	instrument, song,	improvise, compose,	, glockenspiel, improvise,	compose, improvise,	structure, compose,	pitch, tempo, dynamics,	inspirational	
	instrument, song,	audience.	compose, perform,	hook, riff, melody,	improvise, hook, riff,	timbre, texture,	pulse, rhythm, pitch,	
	Voor P	audictice.		Reggae, pentatonic scale.	melody, solo.		tempo, dynamics,	
	Year R		audience, melody,	dynamics, texture,		structure.	timbre, texture,	
	Pulse, rhythm,		dynamics, tempo.	structure, compose,			structure	
	pitch, high sounds,			improvise, hook, melody			Str detaile	
	low sounds, tempo,							
<u> </u>	perform, rap,							

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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		
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.	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	=	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.	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.	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.	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.		