

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

Autumn	Skills	Knowledge	Vocabulary
Y1	<p>Hey You! Listening and appraising. Applying pulse, rhythm and pitch together. Playing an instrument using C. Rapping and singing in time to the music. Performing and evaluating using musical vocabulary.</p> <p>Rhythm in the way we walk & Banana Rap Listening and appraising. Applying pulse, rhythm and pitch, rapping, dancing and singing. Rap and sing in time to the music. Composing rhythms by clapping. Performing and evaluating using musical vocabulary.</p>	<p>Hey You! Understanding the musical features of Old-School Hip Hop music. Understanding 2 or more instruments. Know that the pulse is the heartbeat of the music. Knowing the value of Semiquavers, Quavers & Crotchets.</p> <p>Rhythm in the way we walk & Banana Rap Understanding the musical features of Reggae & Hip-Hop. Understanding 2 or more instruments. Know that the pulse is the heartbeat of the music. Start to understand that pitch is high and low sounds. Knowing the value of Semiquavers, Quavers & Crotchets.</p>	<p>Hey You! Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p> <p>Rhythm in the way we walk & Banana Rap Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>
Y2	<p>Hands, Feet, Heart. Listening and appraising. Find the pulse. Copy and clap back rhythms. Create simple rhythms. Playing an instrument using GAC. Improvising using CD. Composing using CDE. Performing and evaluating.</p> <p>Ho, Ho, Ho. Listening and appraising. Find the pulse. Copy and clap rhythms inc syllables. Play an instrument in time using pitches GAB. Sing and rap in time. Improvising using words. Performing and evaluating using musical vocabulary.</p>	<p>Hands, Feet, Heart. Understanding the musical features of South African styles. Know that rhythm is different to pulse. Understand 2 or more instruments they hear. Knowing the value of Crotchets & Quavers</p> <p>Ho, Ho, Ho. Understanding the musical features of Christmas, Big Band, Motown, Elvis, Freedom Songs. Understand pitches as high and low sounds. Know that rhythm is different to pulse. Understand the name of singers and instruments. Knowing the value of Crotchets & Quavers</p>	<p>Hands, Feet, Heart. Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p> <p>Ho, Ho, Ho. Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>
Y3	<p>Let Your Spirit Fly Listening and appraising. Finding the pulse. Identifying instruments and voices by listening. Playing an instrument using FGC. Improvising using CD. Composing using CDE. Performing and evaluating.</p> <p>Glockenspiel stage 1 Listening and appraising. Exploring and developing playing skills using the glockenspiel. Improvising using CD. Composing using CDEF. Performing and evaluating using musical vocabulary.</p>	<p>Let Your Spirit Fly Understanding the musical features of R&B, Western Classical, Musicals, Motown, Soul. Know that rhythm is different to pulse. Understanding a selection of instruments and voices. Knowing the value of minims and rests.</p> <p>Glockenspiel stage 1 Understanding the musical features of a variety of styles inc. Blues & Marching music. Understanding what a swing style is. Knowing the value of minims and rests. Knowing that pitches vary on the size of the bar. The requirements for a successful performance using a tuned instrument. Understanding how to read stave notation. Knowing the value of minims and rests.</p>	<p>Let Your Spirit Fly Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.</p> <p>Glockenspiel stage 1 Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody, swing style.</p>
Y4	<p>Mamma Mia Listening and appraising. Identifying the structure of a piece. Identifying instruments and voices through listening. Keeping the pulse. Copying and composing</p>	<p>Mamma Mia Understanding the musical features of ABBA (pop). Understanding the names of musical structures. Understanding the names of pop instruments. Knowing the value of Crotchets, Minims & Rests.</p>	<p>Mamma Mia 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>

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

	<p>rhythmic and melodic patterns. Playing an instrument using GA. Improvising and composing using GAB. Performing and evaluating using musical vocabulary.</p> <p><u>Glockenspiel stage 2</u> Listening and appraising. Revise, play and read notes CDEFG in various styles. Composing using CDEFG. Contribute to a performance by singing/using an instrument in performance. Evaluating after recording performance using musical vocabulary.</p>	<p><u>Glockenspiel stage 2</u> Understanding the musical features of various styles. Knowing the value of Crotchets, Minims & Rests. Knowing that pitches vary on the size of the bar. The requirements for a successful performance using a tuned instrument. Understanding how to read stave notation. Knowing the value of Crotchets, Minims & Rests.</p>	<p><u>Glockenspiel stage 2</u> Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>
<p>Y5</p>	<p><u>Livin' On A Prayer</u> Listening and appraising. Identifying a piece's structure. Identifying voices and instrument from listening. Identifying changes in tempo, dynamics and texture. Rhythm and pitch matching. Playing an instrument using DEF#G using ear and notation. Improvising using GAB. Composing using GABDE (Pentatonic scale). Performing and evaluating.</p> <p><u>Classroom Jazz 1</u> Listening and appraising. Identifying instruments and voices by listening. Playing instruments by ear to music using GABDE. Improvising in a Bossa style using GAB. Improvising in a Swing style using DEGAB. Performing and evaluating using musical vocabulary.</p>	<p><u>Livin' On A Prayer</u> Understanding the musical features of Rock. Knowing the value of Crotchets, Minims & Rests. Understanding the sound of the pentatonic scale. Understanding musical leadership and successful group work skills. Knowing how styles fit certain audiences. Knowing the value of Semibreves and rests.</p> <p><u>Classroom Jazz 1</u> Understanding the musical features of Jazz. Knowing the value of Crotchets, Minims & Rests. Knowing a what three-note Bossa and a five-note Swing are. Understanding what improvisation is and using a swing style. Knowing a range of musical vocabulary. Knowing the value of Crotchets, Minims and rests.</p>	<p><u>Livin' On A Prayer</u> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p> <p><u>Classroom Jazz 1</u> Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo. Swing style.</p>
<p>Y6</p>	<p><u>Happy</u> Listening and appraising. Describing the style indicators of the music, its structure and instrumentation. Identifying musical dimensions used in a song. Rhythm and pitch matching. Playing an instrument reading notes AGBCDE and by ear. Improvising using AGB. Composing using AGB. Performing and evaluating using musical vocabulary, thoughts and feelings.</p> <p><u>Classroom Jazz 2</u> Listening and appraising. Describing the style indicators of the music, its structure and instrumentation. Identifying musical dimensions used in a song. Playing tunes instruments to accompanying music by ear and improvising using CDEFGABC. Performing and evaluating using musical vocabulary, thoughts and feelings.</p>	<p><u>Happy</u> Understanding the musical features of Pop & Motown. Knowing the value of Semibreves, Minims, Crotchets, Quavers & Rests. Knowing what musical dimensions are. Knowing structural terminology and differences. Understanding how to read stave notation. Understanding how lyrics and musical composition embody happiness. Knowing the value of Semibreves, Minims and rests.</p> <p><u>Classroom Jazz 2</u> Understanding the musical features of Jazz, Latin and Blues. Knowing the value of Semibreves, Minims, Crotchets, Quavers & Rests. Knowing what playing by ear is and the difference between improvisation and composition. Knowing the value of Crotchets and rests.</p>	<p><u>Happy</u> 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.</p> <p><u>Classroom Jazz 2</u> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

Spring	Skills	Knowledge	Vocabulary
Y1	<p><u>In The Groove</u> Listening and appraising. Finding the pulse. Identify the style of music listened to. Clap rhythms and compose your own. Singing together in time to the pulse. Play an instrument using CD. Improvise using CD. Compose using CDE. Performing and evaluating inc. feelings.</p> <p><u>Round And Round</u> Listening and appraising. Recognise 2 more instruments. Use imagination to find the pulse. Clap rhythms using syllables. Sing a song using actions. Play an instrument using DFCD. Improvise using DE. Perform and evaluate.</p>	<p><u>In The Groove</u> Understanding the musical features of Blues, Latin, Folk, Funk, Baroque & Bhangra. How to be 'in the groove' with different styles of music. Knowing the value of crotchets.</p> <p><u>Round And Round</u> Understanding the musical features of Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up & Latin fusion. Understanding pulse, rhythm and pitch in different styles of music. Knowing the value of semibreves, minims and crotchets.</p>	<p><u>In The Groove</u> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><u>Round And Round</u> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p>
Y2	<p><u>I Wanna Play In A Band</u> Listening and appraising. Finding the pulse. Recognising a selection of instruments from music listened to. Freestyling finding the pulse. Clap rhythms using syllables. Play in instrument in time using DGFC. Compose a simple melody with simple rhythms using FGA. Perform and evaluate.</p> <p><u>Zootime</u> Listening and appraising. Identify the pulse and style when listening to music. Identify the instruments being played. Copy and composing rhythms. Pitch matching through singing, while dancing. Play, improvise and compose with instruments using CDE.</p>	<p><u>I Wanna Play In A Band</u> Understanding the musical features of Rock. Assuming roles to play together in a band, in a particular style. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing the value of Minims, Crotchets and Quavers.</p> <p><u>Zootime</u> Understanding the musical features of Reggae. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing that dynamics are the degrees of volume. Knowing the value of Minims, Crotchets and Quavers.</p>	<p><u>I Wanna Play In A Band</u> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><u>Zootime</u> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
Y3	<p><u>Three Little Birds</u> Listening and appraising. Identify a piece's structure, instrumentation and voices. Inventing rhythmic and melodic patterns. Play instruments using GAC. Improvising using CD. Composing using simple rhythms and CDEGA (Pentatonic scale) Performing and evaluating.</p> <p><u>The Dragon Song</u> Listening and appraising. Identifying instrument names from listening. Identifying song themes with cross curricular links. Explain how a song tells a story. Copying and composing rhythms. Playing, improvising and composing reading notation and pitches GAB. Performing and evaluating.</p>	<p><u>Three Little Birds</u> Understanding the musical features of Reggae. Understanding the pentatonic scale. Knowing what rhythmic and melodic patterns are. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Knowing the value of Crotchets and Rests.</p> <p><u>The Dragon Song</u> Understanding the musical features of Funk and World Music. Knowing PSHE themes within songs. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Understanding the difference between composing and improvising.</p>	<p><u>Three Little Birds</u> 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.</p> <p><u>The Dragon Song</u> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

	•	Knowing the sections of a song structure. Knowing the value of Minims & Crotchets	
Y4	<p>• <u>Stop!</u> Listening and appraising. Identify the structure of a piece of music. Identify a selection of electronic instruments from listening. Finding and marking the pulse. Copy and compose rhythmic and melodic patterns, reading notes. Singing and rapping in unison. Performing and evaluating.</p> <p><u>Lean On Me</u> Listening and appraising. Identifying the structure of a piece of music. Identifying instruments and voices from listening. Identifying tempo changes, changes in dynamics and texture. Singing in unison. Copying and composing rhythmic and melodic patterns. Playing an instrument using EFG. Improvising and composing using CDEFGA. Performing an evaluating.</p>	<p>• <u>Stop!</u> Understanding the musical features of Grime, Classical, Bhangra, Tango & Latin Fusion. Understanding the meaning of pulse, tempo, dynamics and texture. Knowing about rhyming patterns within rap.</p> <p><u>Lean On Me</u> Understanding the musical features of Gospel. Understanding the theme of helping each other through lyrics. Understanding the meaning of pulse, tempo, dynamics and texture. Know the difference between rhythm and pulse. Knowing the value of Crotchets, Dotted Crotchets, Quavers, Minims and Rests.</p>	<p>• <u>Stop!</u> Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> <p><u>Lean On Me</u> Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>
Y5	<p><u>Make You Feel My Love</u> Listening and appraising. Identifying pop song structure. Explaining variant of tempo, dynamics and texture from listening. Rhythm and pitch matching. Singing in unison. Playing an instrument using CDEFG. Improvising using CDE. Composing using CDEFG.</p> <p><u>Fresh Prince Of Bell-Air</u> Listening and appraising. Identifying a pieces' structure. Identifying relevant instruments and sounds from listening inc. sampling. Identifying changes in tempo, dynamics and texture. Singing and rapping in time. Reading and performing using an instrument with CDEFGA. Improvising and composing using DEFGA. Performing and evaluating.</p>	<p><u>Make You Feel My Love</u> Understanding the musical features of Pop Ballads. Knowing the elements in a song that meet style requirements. Knowing how to use selected vocabulary to explore variants of tempo, dynamics, texture and tempo. Know the difference between rhythm and pulse. Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests.</p> <p><u>Fresh Prince Of Bell-Air</u> Understanding the musical features and style indicators of Hip Hop. Knowing what vocabulary required to explore structure, tempo, dynamics and texture. Knowing what backing loops and scratching are. Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests.</p>	<p><u>Make You Feel My Love</u> Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><u>Fresh Prince Of Bell-Air</u> Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>
Y6	<p><u>A New Year Carol</u> Listening and appraising. Describe the style indicators and structure of a song. Identifying the instruments, voices and musical dimensions they hear. Clap rhythms and learn music phrases for a song. Singing in unison in more than one style. Performing and evaluating.</p> <p><u>You've Got A Friend</u></p>	<p><u>A New Year Carol</u> Understanding the musical features of Western Classical (Benjamin Britten) Gospel, Bhangra. Understanding what musical dimensions are. Knowing the difference between versions of the same song. Knowing the difference between pulse, rhythm and pitch are. Knowing how elements of music fit a particular audience. Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests. Knowing the</p>	<p><u>A New Year Carol</u> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p> <p><u>You've Got A Friend</u> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,</p>

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

	Listening and appraising. Describe the style indicators and structure of a song. Identifying the instruments, voices and musical dimensions they hear. Using question and answer in singing and performing. Playing an instrument by ear and with notation using CDEFGAB. Improvising and composing with simple rhythms using EGACD. Performing and evaluating.	value of Semibreves, Crotchets, Quavers, Minims, dotted notes and Rests <u>You've Got A Friend</u> Understanding the musical features of Various style female musicians inc. Carole King. Knowing the structure features of a song. Understanding how to read notation. Understanding how to perform as a group assuming a role. Knowing what musical dimensions are. Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests.	dimensions of music, hook, riff, solo, civil rights, gender equality, unison, Harmony.
Summer	Skills	Knowledge	Vocabulary
Y1	<u>Your Imagination</u> Listening and appraising. Find the pulse to music listened to. Identify 2 or more instruments. Clap and compose rhythms. Sing in unison and in 2 parts. Play instruments in time using CD. Perform and evaluate. <u>Reflect, Rewind, Replay.</u> Listening and appraising. Recalling and consolidating the skills visited this year and new vocabulary.	<u>Your Imagination</u> Understanding the musical features of Pop. Understanding that pulse and rhythm are different. Knowing a selection of instruments by sound and name. Knowing the value of semibreves, crotchets and minims. <u>Reflect, Rewind, Replay.</u> Understanding the musical features of Western Classical Music. Understanding the knowledge aspects of music learning visited this year and the meaning and use of new vocabulary. Knowing the value of semibreves, crotchets and minims.	<u>Your Imagination</u> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination. <u>Reflect, Rewind, Replay.</u> The wide selection of vocabulary explore through the school year of music learning.
Y2	<u>Friendship Song</u> Listening and appraising. Creatively finding the pulse and identifying a musical style from listening. Recognising all of the instruments from listening. Singing in two-parts. Playing an instrument using EGC. Improvising using CD. Composing using EGAB. Performing an evaluating. <u>Reflect, Rewind, Replay.</u> Listening and appraising. Recalling and consolidating the skills visited this year and new vocabulary.	<u>Friendship Song</u> Understanding the musical features of Pop. Understanding the theme of friendship. Knowing what two-part melody means. Understanding that pulse and rhythm are different. Knowing a selection of instruments by sound and name. Knowing the value of Dotted Crotchets, Minims and Quavers. <u>Reflect, Rewind, Replay.</u> Understanding the musical features of Western Classical music. Understanding the knowledge aspects of music learning visited this year and the meaning and use of new vocabulary.	<u>Friendship Song</u> Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo. <u>Reflect, Rewind, Replay.</u> The wide selection of vocabulary explored through the school year of music learning.
Y3	<u>Bringing Us Together</u> Listening and appraising. Find the pulse while listening. Identify names of instruments from their sounds. Explaining how lyrics tell a story. Composing rhythmic and melodic patterns. Singing in 2 parts. Playing an instrument using GAC. Improvising and composing using CDEGA. Performing and evaluating.	<u>Bringing Us Together</u> Understanding the musical features of Disco. Understanding song themes lined to PSHE. Knowing what 2 part melody and harmony are. Knowing the instrumentation & rhythmic qualities required for a particular style and audience. Know the difference between rhythm and pulse. Knowing the value of	<u>Bringing Us Together</u> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody. <u>Reflect, Rewind, Replay.</u> The wide selection of vocabulary explored through the school year of music learning.

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

	<p><u>Reflect, Rewind, Replay.</u> Listening and appraising. Recalling and consolidating the skills visited this year and new vocabulary.</p>	<p>Crotchets, Dotted Crotchets, Quavers, Minims and Rests. <u>Reflect, Rewind, Replay.</u> Understanding the musical features of Western Classical Music. Understanding the knowledge aspects of music learning visited this year and the meaning and use of new vocabulary. Know the difference between rhythm and pulse.</p>	
Y4	<p><u>Blackbird</u> Listening and appraising. Identifying instruments from listening. Explaining how lyrics tell a story. Copying and composing rhythmic and melodic patterns using CD. Singing in unison. Playing an instrument using GABC. Improvising and composing with simple rhythms using CDEGA. Performing and evaluating. <u>Reflect, Rewind, Replay</u> Listening and appraising. Recalling and consolidating the skills visited this year and new vocabulary.</p>	<p><u>Blackbird</u> Understanding the musical features of Pop. Knowing the themes of equality and civil rights. Knowing some information about The Beatles. Understanding the effects of singing in unison. Knowing what a riff, hook and solo are. Know the difference between rhythm and pulse. Knowing the value of Crotchets, Dotted Minims, Quavers, Minims and Rests. <u>Reflect, Rewind, Replay</u> Understanding the musical features of Western Classical Music. Understanding the knowledge aspects of music learning visited this year and the meaning and use of new vocabulary.</p>	<p><u>Blackbird</u> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo. <u>Reflect, Rewind, Replay</u> The wide selection of vocabulary explored through the school year of music learning.</p>
Y5	<p><u>Dancing In The Street</u> Listening and appraising. Identifying a pieces' structure. Identifying instruments that are lead and rhythm section. Identifying changes in tempo, dynamics and texture. Question and answer rhythms and melodies. Playing an instrument using FGAD by ear and with notation. Improvising and composing using CDEFG. Performing and evaluating. <u>Reflect, Rewind, Replay</u> Listening and appraising. Recalling and consolidating the skills visited this year and new vocabulary.</p>	<p><u>Dancing In The Street</u> Understanding the musical features of Motown. Knowing the names and sounds of appropriate instruments linked to a style. Knowing 1 or more ways or reading and recording notation. Knowing what backbeat, cover, rhythm section mean. Knowing the value of Semibreves, Crotchets, Quavers and Rests. <u>Reflect, Rewind, Replay</u> Understanding the musical features of Western Classical Music. Understanding the knowledge aspects of music learning visited this year and the meaning and use of new vocabulary.</p>	<p><u>Dancing In The Street</u> Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure <u>Reflect, Rewind, Replay</u> The wide selection of vocabulary explored through the school year of music learning.</p>
Y6	<p><u>Music and Me</u> Create your own music inspired by your identify and women in the music industry. To plan and write own compositions. To evaluate final work discussing themes and tools. Present a performance and talk about their identify in the music. <u>Reflect, Rewind, Replay</u> Listening and appraising.</p>	<p><u>Music and Me</u> Talk about the music of the featured artists and musical connection with previous knowledge and understanding. To discuss the impact of the artists family and culture in their music. <u>Reflect, Rewind, Replay</u> Understanding the musical features of Western Classical music. Understanding the knowledge</p>	<p><u>Music and Me</u> Gender, racism, rap, lyrics, turntable, DJing, producer, electronic and acoustic music, culture, identify, inspirational <u>Reflect, Rewind, Replay</u> The wide selection of vocabulary explored through the school year of music learning.</p>

Progression in Music

EYFS – Expressive Arts and Design, PSE Development

		aspects of music learning visited this year and the meaning and use of new vocabulary.	
--	--	--	--