

Progression in Music

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

Early Years

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. All of this is facilitated through the planning of the EYFS's Expressive Arts and Design development. **Expressive Arts and Design** encompasses a wide breadth of creative areas, such as listening and responding to music, singing, dancing and performing. Regular opportunities to engage with music, enables children to explore, play and movement through a wide range of songs, rhymes and instruments. These musical activities are continued in Reception through activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Cultural Capital

Nativity Performances
Rocksteady group (check)
Class assembly performance

Cultural Capital Experiences (clubs, visitors, trips)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocksteady group instrumental tuition and performance Christmas nativity singing performance	Rocksteady group instrumental tuition and performance Christmas nativity singing performance	Rocksteady group instrumental tuition and performance Carol Concert at the local church KS2 School Musical Class song performed in assembly	Rocksteady group instrumental tuition and performance Carol Concert at the local church KS2 School Musical Class song performed in assembly.	Rocksteady group instrumental tuition and performance Carol Concert at the local church KS2 School Musical 'Change is Coming' Royal Albert Hall Performance	Rocksteady group instrumental tuition and performance Carol Concert at the local church KS2 School Musical Singing performance at FISH

SUBSTANTIVE KNOWLEDGE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Topics and vocab	<u>Hey You!</u> Rhythm, pulse, pitch, rap, percussion instruments	<u>Hands, Feet, Heart</u> Introduction, verse, chorus, glockenspiel	<u>Let Your Spirit Fly</u> Rhythm, bridge	<u>Mamma Mia</u> Rhythm, call and response, chorus, lyrics,	<u>Livin' On A Prayer</u> Verse, chorus, bridge, riff, timbre	<u>Happy</u> Lead vocal, second vocal, bridge
	<u>Rhythm in the way we walk & Banana Rap</u> Rapping, dancing, singing, pulse, rhythm	<u>Ho, Ho, Ho</u> Big Band, Motown, dynamics, rapping, improvising, instruments	<u>Glockenspiel stage 1</u> Texture, timbre, ballad, unison	<u>Glockenspiel stage 2</u> Chord, composing	<u>Classroom Jazz 1</u> Bossa Nova, syncopation, swing, tune/head, big band, riff, solo, rhythm, timbre, texture, structure.	<u>Classroom Jazz 2</u> Dimensions of music, improvisation
	<u>In The Groove</u> Blues, Baroque, Latin, Irish, Funk, compose	<u>I Wanna Play In A Band</u> Rock, compose, perform, audience, melody, dynamics, tempo, instruments	<u>Three Little Birds</u> Introduction, chorus, verse, instruments,	<u>Spring</u> Rapping, performance, 2-part singing	<u>Make You Feel My Love</u> Ballad, verse, chorus, verse, cover, rhythm, timbre, texture, structure.	<u>A New Year Carol</u> Poetry, folk songs, contemporary version
	<u>Round and Round</u> Pulse, rhythm, pitch, improvise, compose	<u>Zootime</u> Reggae, Keyboard, drums, bass, electric guitar, improvise, compose, perform, audience, melody	<u>The Dragon Song</u> Keyboard, drums, bass, pentatonic scale, hook, melody	<u>Lean On Me</u> Original, neo soul, gospel lyrics	<u>Fresh Prince Of Bel-Air</u> Hip-hop, riff, backing loop, unison, rhythm, timbre, texture, structure.	<u>You've Got A Friend</u> Clapping riffs, bar, outro
	<u>Your Imagination</u> Melody, improvise	<u>Friendship Song</u> Friendship, glockenspiel, perform, melody	<u>Bringing Us Together</u> Imagination, structure, hook, riff, melody	<u>Blackbird</u> Pop, harmony, song structure,	<u>Dancing In The Street</u> Soul, harmony, melody, rhythm, timbre, texture, structure.	<u>Music and Me</u> Gender equality initiative, music industry, identity
	<u>Reflect, Rewind, Replay</u> Listen, appraise, sing, perform	<u>Reflect, Rewind, Replay</u> Listen and appraise, pulse, tempo, dynamics, pitch,	<u>Reflect, Rewind, Replay</u> Listen and appraise, pulse, tempo, dynamics, pitch, improvisation	<u>Reflect, Rewind, Replay</u> Listen and appraise, pulse, tempo, dynamics, pitch, improvisation	<u>Reflect, Rewind, Replay</u> Listen and appraise, pulse, tempo, dynamics, pitch, improvisation, composition, notation	<u>Reflect, Rewind, Replay</u> Listen and appraise, pulse, tempo, dynamics, pitch, improvisation, composition, notation
DISCIPLINARY KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Listening and appraising	<p>Listening and appraising.</p> <p>Identify 2 or more instruments.</p> <p>Identify the style of music listened to.</p>	<p>Listening and appraising.</p> <p>Find the pulse.</p> <p>Recognising all of the instruments from music listened to.</p>	<p>Listening and appraising.</p> <p>Finding the pulse.</p> <p>Identifying instruments, structure and voices by listening.</p> <p>Identifying song themes with cross curricular links.</p> <p>Explaining how lyrics tell a story.</p>	<p>Listening and appraising.</p> <p>Identifying instruments, structure and voices by listening.</p>	<p>Listening and appraising.</p> <p>Identifying a piece's structure.</p> <p>Identifying voices and instrument from listening, including which are lead and rhythm section.</p> <p>To use selected vocabulary and Identify changes in tempo, dynamics and texture.</p>	<p>Listening and appraising.</p> <p>Identifying instruments, structure, style indicators and musical dimension that they hear.</p>
Singing, playing and composing	<p>Playing an instrument using combinations of:: C,G C,D D,E,F,G,A D,F,G,A,C C,E,G E,G,A</p> <p>Improvise using combinations of: CD DE</p>	<p>Playing an instrument using combinations of:: G,A,B,C E,F,G,A,B,C G,A,B G,F,C C,D,F C,D E,G,A,B C,D,E,F,G,A,B</p> <p>Improvising using combinations of:: CD FG</p>	<p>Playing an instrument using combinations of: C,F,G E,F,G,A,B,C D,E D,C D,E,F C,D,E C,A C,D,E,G,A,Bb G,A,B G,A,C B,C,D,E,F,G</p> <p>Improvising using combinations of: CD CA GAB</p>	<p>Playing an instrument using combinations of: G,A G,A,B,C C,D,E C,D,E,F,G E,F,G G,A,B,C,D,E G,A,B,C C,D,E,F,G</p> <p>Improvising using combinations of: CD FG</p>	<p>Playing an instrument using combinations of: DEF#G DEF#GABC BAG DEGAB EFGABC BCDEFG GA CDEFGA FG FGAD</p> <p>Improvising using combinations of: GAB CDE DEF</p>	<p>Playing an instrument using combinations of: AGB GABCDE EbFGAbBbCD CDEF DEFGABC</p> <p>Improvising using combinations of: CDEFGABC CBbGFC AGB DE AGE</p>

	Composing using combinations of: CDE CDEFG	Composing using combinations of: CDE FGA	Composing using combinations of: CDE CDEFG DE CDEGA GAB DEGAB CAG	Composing using combinations of: GAB GABDE CDE CDEFG FGA CDFGA CDE CDEGA	Composing using combinations of: GAB GABDE CDE CDEFG DEF DEFGA CDE CDEFG	Composing using combinations of: AGB CEGAB EGA EGACD
	Applying pulse, rhythm, pitch, rapping, dancing and singing. Rapping and singing in time to the music (and in time with the pulse). Sing in unison and in 2 parts. Composing rhythms by clapping. Performing and evaluating using musical vocabulary.	Copy and clap back rhythms inc syllables. Sing and rap in time. Performing and evaluating.	Exploring and developing playing skills using the glockenspiel. Performing and evaluating.	Copying rhythmic and melodic patterns. Singing and rapping in unison. Contribute to a performance by singing/using an instrument in performance.	Perform using a swing style. Demonstrate rhythm and pitch matching. Demonstrate question and answer rhythms and melodies. Performing and evaluating. Singing in unison.	Performing and evaluating using musical vocabulary, thoughts and feelings. Singing in unison in more than one style. Using question and answer in singing and performing. Understanding how to perform as a group assuming a role. Create your own music inspired by your identify and women in the music industry.

Understanding musical features	<p>Understanding the musical features of Old-School Hip Hop music, Reggae, Blues, Latin, Folk, Funk, Baroque, Bhangra, Film music, Big Band Jazz, Mash-Up, Pop, Western Classical Music & fusion.</p>	<p>Understanding the musical features of South African styles, Christmas, Big Band, Motown, Elvis, Freedom Songs, Rock, Reggae and Western Classical music.</p>	<p>Understanding the musical features of R&B, Western Classical, Musicals, Motown, Soul, Reggae, Funk, World Music and Disco</p>	<p>Understanding the musical features of Pop, Grime, Classical, Bhangra, Tango & Latin Fusion.</p>	<p>Understanding the musical features of Rock, Jazz, Pop Ballads, Hip-Hop, Swing, Motown and Western Classical Music.</p>	<p>Understanding the musical features of Pop, Neo Soul, Bacharach, Blues, Classical, Urban Gospel, 70's Ballads, Hip Hop, Electronic and Contemporary</p>
	<p>Understanding 2 or more instruments.</p>			<p>Understanding the names of musical structures and instruments.</p>	<p>Knowing a what three-note Bossa and a five-note Swing are.</p>	<p>Evaluating using musical vocabulary</p>
	<p>Know that the pulse is the heartbeat of the music.</p>			<p>Know the difference between rhythm and pulse.</p>	<p>Knowing what backing loops and scratching are.</p>	<p>Knowing the value of Semibreves, Minims, Crotchets, Quavers & Rests.</p>
	<p>Knowing the value of Semiquavers, Quavers & Crotchets.</p>			<p>Knowing the value of Crotchets, Minims, dotted minims, quavers & Rests.</p>	<p>Know the difference between rhythm and pulse.</p>	<p>Knowing structural terminology and differences.</p>
				<p>Knowing that pitches vary on the size of the bar.</p> <p>Knowing what a riff, hook and solo are.</p> <p>Evaluating after recording performance using musical vocabulary.</p>	<p>Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests.</p> <p>Understanding musical leadership and successful group work skills.</p> <p>Knowing how styles fit certain audiences.</p>	<p>Being able to discuss the impact of the artists family and culture in their music.</p>