

## Subject Progression for Music

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	<p><b>Unit: Human Body</b></p> <p><i>KEY QUESTION:</i> What do the different parts of the human body sound like?</p> <p><i>KEY VOCABULARY:</i> Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Describe binary form (AB) and call and response structures.</p> <p>Perform and improvise music in binary form using call and response structures.</p> <p>Choose instruments for a specific effect.</p> <p>Describe the general pitch shape of a melody.</p> <p>Sing in two parts with mostly accurate pitch and tempo.</p>
	<p><b>Unit: Singing – Christmas Fair performance</b></p> <p><i>KEY QUESTION:</i> What does Christmas sound like in other countries?</p> <p><i>KEY VOCABULARY:</i> Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Recall and discuss the dimensions of music from other cultures.</p> <p>Sing most notes at the correct pitch and tempo and follow the dynamics of the music.</p> <p>Perform parts in a group with an awareness of others and how their part fits into the structure of the whole piece.</p>
	<p><b>Unit: Ancient Egypt</b></p> <p><i>KEY QUESTION:</i> How did the Ancient Egyptians use music?</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Sing with an increased awareness of musical phrasing (using one breath per line and small crescendos and diminuendos).</p> <p>Describe musical structures such as ostinato.</p>

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	<p><i>KEY VOCABULARY:</i> <i>Verse, chorus, coda, crescendo, diminuendo, melody, phrase.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p>	<p>Explain important music vocabulary such as crescendo and diminuendo.</p> <p>Perform a part in a group, keeping to a given tempo.</p> <p>Compose a piece based on specific musical structures – using ostinato.</p>
	<p><b>Unit: Time</b></p> <p><i>KEY QUESTION: How can music be measured in metres?</i></p> <p><i>KEY VOCABULARY:</i> <i>Pulse, metre, ostinato, rhythm, carillon.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Describe and demonstrate metre in music.</p> <p>Play a piece, keeping in time with the pulse and identifying the metre.</p> <p>Improvise within a metre of 4, keeping in time with the pulse.</p> <p>Read simple rhythm notation.</p> <p>Spend time thinking, discussing and sharing opinions about music with a growing music vocabulary.</p> <p>Describe some of the main periods of music history.</p> <p>Describe some of the main composers and styles of contemporary music.</p>
	<p><b>Unit: Exploring Sounds (Jazz)</b></p> <p><i>KEY QUESTION:</i> <i>How can humans be instruments?</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Use the human voice as an instrument through beatboxing.</p>

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	<p><i>KEY VOCABULARY:</i> Jazz, beatbox, rhythm, pulse, metre.</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Improvise a beatboxing pattern that fits with the pulse and metre of the piece.</p> <p>Describe the main instruments in jazz music and how they sound.</p> <p>Describe how some instruments produce a sound.</p> <p>Sing a part within a round accurately.</p>
	<p><b>Unit: Recycling (Jazz)</b></p> <p><i>KEY QUESTION:</i> <i>How can junk make music?</i></p> <p><i>KEY VOCABULARY:</i> Binary form, ternary form, improvisation, composition, notation.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Describe musical structures such as binary (AB) and ternary (ABA) form.</p> <p>Describe the main instruments in jazz music and how they sound.</p> <p>Explain what improvisation is.</p> <p>Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece.</p> <p>Follow rhythm notation and a song score</p> <p>Organise and structure their own music in groups.</p> <p>Compose a piece using different junk instruments with some awareness of contrasting dynamics and tempi.</p>
4	<p><b>Unit: Around the World – Pentatonic Scale</b></p> <p><i>KEY QUESTION:</i> <i>How exciting can five notes be?</i></p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Describe what a pentatonic scale is.</p> <p>Describe some of the differences in music from other cultures.</p>

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	<p><i>KEY VOCABULARY:</i> <i>Pentatonic scale, round, tempo, rhythm, pulse, pitch.</i></p>	<p>To use and understand staff and other musical notations.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Perform short pentatonic pieces using standard notation.</p> <p>Improvise using the pentatonic scale.</p> <p>Compose using the pentatonic scale, showing an awareness of duration (pulse).</p>
	<p><b>Unit: Recorders</b></p> <p><i>KEY QUESTION:</i> <i>Do the dots and lines on music mean something?</i></p> <p><i>KEY VOCABULARY:</i> <i>Stave, recorder, quaver, crotchet, minim, semibreve.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music.</p>	<p>Recognise the position of C, B, A and G on a stave.</p> <p>Describe the duration of a quaver, crotchet, minim, semibreve and the relative rests.</p> <p>Perform pieces on the recorder with some understanding of duration (steady pulse in 4/4).</p> <p>Describe the four main periods of music history with some composers from each.</p>
	<p><b>Unit: Ukulele</b></p> <p><i>KEY QUESTION:</i> <i>How are songs played on the Ukulele?</i></p> <p><i>KEY VOCABULARY:</i> <i>Baroque, Classical, Romantic, Modern, ukulele, chord, fret, body, neck, head, bridge, soundhole, nut, strings, tuning pegs, strum.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Hold a ukulele correctly and name the different parts.</p> <p>Play the chords C, Am, F, C7 and G7 with the correct finger positions.</p> <p>Change between chords to play simple songs.</p> <p>Play simple strumming patterns using the thumb and first finger.</p>

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		<p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Play with an increasing awareness of pulse, rhythm and tempo.</p>
	<p><b>Unit: Ancient Greece</b></p> <p><i>KEY QUESTION:</i> <i>Who is Orpheus and can I soothe a dragon?</i></p> <p><i>KEY VOCABULARY:</i> <i>Lyre, ostinato, bass, melody, round.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Explore tuned and untuned percussion to create soothing, repetitive music based on an ostinato.</p> <p>Sing a song and accompany it with a tuned percussion ostinato.</p> <p>Explore musical phrases, melodic imitation and rounds</p> <p>Accurately perform a round in three parts.</p> <p>Arrange an accompaniment showing some awareness of balance and musical effect.</p>
	<p><b>Unit: Samba</b></p> <p><i>KEY QUESTION:</i> <i>What is Samba and how is it played?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Describe what Samba music is, including the instruments used and techniques.</p> <p>Identify and use different types of texture including solo and unison.</p> <p>Accurately recall rhythms using aural memory.</p>

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	<p><i>Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Improvise rhythms within a simple 4/4 time signature.</p> <p>Play different parts mostly accurately within a group.</p>
	<p><b>Unit: Keyboards</b></p> <p><i>KEY QUESTION:</i> <i>What famous songs can I play on the keyboard?</i></p> <p><i>KEY VOCABULARY:</i> Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music</p>	<p>Read C, D, E, F and G using standard notation.</p> <p>Recognise the notes C, D, E, F and G on a keyboard.</p> <p>Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p>
5	<p><b>Unit: Solar System</b></p> <p><i>KEY QUESTION:</i> <i>What do the planets sound like?</i></p> <p><i>KEY VOCABULARY:</i> <i>Ostinato, major, minor, consonance, dissonance, solo, unison, time signature.</i></p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Describe some of the key composers of the Romantic period.</p> <p>Describe what music sounds like the Romantic period and how this is different to the Baroque and Classic periods.</p> <p>Discuss music with increasing awareness of the dimensions.</p>

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		<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p>	<p>Interpret images to create descriptive sound sequences.</p> <p>Develop the use of dynamics in a song.</p> <p>Learn a melodic ostinato using staff notation.</p> <p>Perform a song with expression and with attention to tone and phrasing.</p> <p>Create a musical background to accompany a poem.</p> <p>Create and present a performance of song, music and poetry.</p>
	<p><b>Unit: Mayan Music</b></p> <p><i>KEY QUESTION:</i> <i>Why was music important to the Mayans?</i></p> <p><i>KEY VOCABULARY:</i> <i>Ceremony, melody, accompaniment, pan pipes, conch shell, rituals.</i></p>	<p>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Explain why music is important in our culture and in other cultures.</p> <p>Recognise that different traditions used different instruments.</p> <p>Compose a piece of music with an awareness of its purpose.</p>
	<p><b>Unit: Keyboards</b></p> <p><i>KEY QUESTION:</i> <i>Which famous songs can I play on the keyboard?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p>	<p>Read C, D, E, F and G using standard notation in the treble clef and F, G, A, B and C in the bass clef.</p> <p>Recognise the notes on a keyboard.</p>

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	<i>Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</i>		<p>Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p> <p>Play with two hands at the same time.</p>
	<p><b>Unit: WWII</b></p> <p><i>KEY QUESTION: Was music important during WWII?</i></p> <p><i>KEY VOCABULARY: Leitmotif, dynamics, tempo, texture, major, minor.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.</p>	<p>Compose using known musical structures such as Leitmotif.</p> <p>Use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea.</p> <p>Develop the use of appropriate notation to accurately record and communicate ideas.</p> <p>Use art as a context and purpose to express a music response.</p> <p>Apply playing skills, knowledge and experience creatively and sensitively when composing</p> <p>Discuss and evaluate music with a focus on the effect and how this has been achieved.</p>
	<p><b>Unit: History of Music</b></p> <p><i>KEY QUESTION: How has music changed over time?</i></p>	<p>To develop an understanding of the history of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Describe the main periods of music history</p> <p>Listen and reflect on a piece of orchestral music</p>

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	<p><i>KEY VOCABULARY:</i> <i>Baroque, Classical, composer, pulse, coda, cadenza, motif, structure.</i></p>	<p>musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Invent their own musical motifs and structure them into a piece</p> <p>Perform as an ensemble, keeping in time with each other</p>
	<p><b>Unit: At the Movies</b></p> <p><i>KEY QUESTION: Why is music used in films?</i></p> <p><i>KEY VOCABULARY:</i> <i>Phrase, structure, tempo, cue score.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Ask the children to compose a soundtrack to the 1920s movies The Carpenter.</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Record children's final composition and discuss how the effects were created using musical language.</i></p>	<p>Compose sound effects to perform with a movie</p> <p>Identifying changes in tempo and their effects</p> <p>Explore and understand phrase structure of a song melody.</p> <p>Use the musical dimensions to create and perform music for a movie.</p> <p>Evaluate and refine compositions.</p>
6	<p><b>Unit: Journeys</b></p> <p><i>KEY QUESTION:</i> <i>How can music help people through hardships?</i></p> <p><i>KEY VOCABULARY:</i> <i>Harmony, dynamics, piano, forte, crescendo, diminuendo.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Show increased awareness of expression and interpretation through control of dimensions and phrasing when using your voice.</p> <p>Improve singing and playing through directed and independent rehearsal and practise</p>

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			Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect.
	<p><b>Unit: World Unite</b></p> <p><i>KEY QUESTION:</i> How can music bring people together?</p> <p><i>KEY VOCABULARY:</i> <i>Metre, rhythm, pulse, structure, pitch.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities.</p> <p>Investigate different ensemble combinations. Apply specific playing techniques using percussion instruments for a desired effect.</p>
	<p><b>Unit: Keyboards</b></p> <p><i>KEY QUESTION:</i> <i>Which famous songs can I play on the keyboard?</i></p> <p><i>KEY VOCABULARY:</i> <i>Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Describe the music of Vivaldi and give some information about him.</p> <p>Read a wider selection of notes using standard notation.</p> <p>Recognise a wider selection of notes on a keyboard.</p> <p>Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p> <p>Play with two hands at the same time.</p> <p>Play root notes and simple chords in the left hand alongside a melody in the right hand.</p>

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	<p><b>Unit: Composing a soundtrack.</b></p> <p><i>KEY QUESTION: Why do films, video games and TV programmes use music?</i></p> <p><i>KEY VOCABULARY: forte (loud), piano (quiet/soft), adagio (slowly), allegro (fast/cheerful), presto (quick), texture (the different sounds and instruments working together), pitch (high or low notes).</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Leave how to pivot the hand to play a greater range of notes.</p> <p>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Develop the use of precise notation to accurately record and communicate ideas.</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.</p> <p>Use a range of harmonic devices when improvising and composing especially chords.</p> <p>Use precise dynamic variation imaginatively, and with intention, to convey a musical idea.</p> <p>Use tempo explicitly and imaginatively, and with intention, to convey a musical idea.</p> <p>Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes</p>
	<p><b>Unit: Samba</b></p> <p><i>KEY QUESTION:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Describe what Samba music is, including the instruments used and techniques.</p>

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	<p><i>What is Samba and how is it played?</i></p> <p><b>KEY VOCABULARY:</b> Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.</p>	<p>musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Identify and use different types of texture including solo, unison.</p> <p>Accurately recall rhythms using aural memory, including more complex, syncopated rhythms.</p> <p>Improvise rhythms within a 4/4 and ¾ time signature.</p> <p>Play different parts accurately within a group.</p> <p>Keep to a steady pulse, not speeding up or slowing down.</p>
	<p><b>Unit: Class Awards</b></p> <p><b>KEY QUESTION:</b> <i>How could we celebrate the achievements of our class using music?</i></p> <p><b>KEY VOCABULARY:</b> <i>Dynamics, pitch, tremolo, timbre, tempo, rhythm, texture, fanfare, structure.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Compose programme music from a visual stimulus</p> <p>Develop an extended performance</p> <p>Create a song arrangement with attention the dimensions of music.</p> <p>Perform together with an awareness of audience</p>