Music:
Progression of Conceptual & Procedural Knowledge, Vocabulary and Concepts

CURRICULUM PILLARS	GLOBAL CITIZENS	CIVILISATIONS & NATIONS	LIFE ON EARTH	CULTURE & COMMUNITY

EYFS			
	Autumn term (Proposed topic: All about me, Where we live)	**Spring term (Proposed topic: Space, Farms)**	**Summer term (Proposed topic: Fairy tales, Exploration)**
Progression of content	**EXPLORING SOUND** Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment. **SONGS FOR PERFORMANCE (Theatre)** Performing a range of songs in preparation for a performance. Improving posture, diction, pitch control and audience friendly expression. Working as a team to produce a performance for the wider community.	**MUSIC AND MOVEMENT** Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music. **MUSICAL STORIES** Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	**BIG BAND** **Learning about** what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song **PERFORMANCE** Preparing a variety of songs and pieces using instruments to create a videoed performance.
Key Vocabulary	Voice, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, rhythm, beat, tempo, fast, quickly, slowly, dynamic, pitch, middle, actions, sign language, deaf, verse, beat, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, dance, pitch, whistle, triangle, cello, performance, audience, musical story, lyrics, melody, compose, band, shake, tap, bang, strum, jingle, orchestra, wind, strings, brass		

Year 1 & Year 2			
Cycle A	**Autumn term (Overarching topic: Animal Magic)**	**Spring term (Overarching topic: My Place in the World)**	**Summer term (Overarching topic: Roads & Routes)**
Progression of content	**CALL AND RESPONSE SONGS** Recognising playing a short rhythm from simple notation. Relating music to feelings. Listening to and creating short sequences of sound on a given idea. **SONGS FOR PERFORMANCE (Theatre)** Performing a range of songs in preparation for a performance. Improving posture, diction, pitch control and audience friendly expression. Working as a team to produce a performance for the wider community.	**SINGING AND PLAYING A SONG** Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Listening to choosing appropriate dynamics and timbre for a piece of music. **DYNAMICS, TIMBRE, TEMPO AND MOTIFS** Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.	**BRITISH SONGS AND SOUNDS** Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape. **MYTHS AND LEGENDS** Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.
Key Vocabulary	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume, accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind	body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion, beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola
Concepts	**rhythm, performance**	**notation, dynamics, timbre, tempo**	**soundscape, structure**

Year 1 & Year 2			
Cycle B	**Autumn term (Overarching topic: Global Explorers)**	**Spring term (Overarching topic: Spotting Spring)**	**Summer term (Overarching topic: Funny Bones)**
Progression of content	**PULSE AND RHYTHM** Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure. **SONGS FOR PERFORMANCE (Concert)** Performing a range of songs in preparation for a performance. Improving posture, diction, pitch control and audience friendly expression. Working as a team to produce a performance for the wider community.	**MUSICAL VOCABULARY** Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth Layering instrumental sounds in response to an image. Using musical vocabulary when describing how to create effects in music. **TIMBRE AND RHYTHMIC PATTERNS-** Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm Improvising vocally within a given structure.	**PITCH AND TEMPO** Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Experimenting with tempo and pitch using tuned and untuned instruments **VOCAL AND BODY SOUNDS** Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.
Key Vocabulary	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables,	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse, bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune, body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind
Concepts	**pulse, rhythm, performance**	**musical vocabulary, timbre, rhythm**	**pitch, tempo, vocal and body sounds**

Year 3 & Year 4			
Cycle A	**Autumn term (Overarching topic: Flash! Bang!)**	**Spring term (Overarching topic: Shang Dynasty)**	**Summer term (Overarching topic: Rainforests)**
Progression of content	**SAMBA & CARNIVAL SOUNDS AND INSTRUMENTS** Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music. **SONGS FOR PERFORMANCE (Theatre)** Performing a range of songs in preparation for a performance. Improving posture, diction, pitch control and audience friendly expression. Working as a team to produce a performance for the wider community.	**CHANGES IN PITCH, DYNAMICS AND TEMPO** Singing in two parts with expression and dynamics . Performing a vocal ostinato as part of a layered ensemble. Using musical vocabulary to describe the detailed features of a piece of music. Suggesting improvements to their own and others work. Creating a rhythmic ostinato. **HAIKU, MUSIC and PERFORMANCE** Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music.	**BODY AND TUNED PERCUSSION** Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion. **ADAPTING & TRANSPOSING MOTIFS** Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using Roman mosaic artwork.
Key Vocabulary	agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tambourine, texture, unison, untuned percussion	a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato, composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups
Concepts	**syncopated rhythms of samba**	**pitch, dynamics, tempo, timbre, expression in music**	**dynamics, melodic loops, musical motifs**

Year 3 & Year 4			
Cycle B	**Autumn term (Overarching topic: Blood, Bones & Body Bits)**	**Spring term (Overarching topic: Stone Age to Romans**	**Summer term (Crossing Continents)**
Progression of content	**BALLADS** Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad **SONGS FOR PERFORMANCE (Concert)** Performing a range of songs in preparation for a performance. Improving posture, diction, pitch control and audience friendly expression. Working as a team to produce a performance for the wider community.	**PENTATONIC MELODIES AND COMPOSITION** Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition. **DEVELOPING SINGING TECHNIQUES AND KEEPING IN TIME** Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion	**JAZZ** Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms . Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time. **TRADITIONAL INSTRUMENTS AND IMPROVISATION** Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music Creating an Indian-inspired composition using drone, rag and tal **C**onsider how music developed differently in other parts of the world.
Key Vocabulary	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume	accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion	call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune, Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line,

		accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up	notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo
Concepts	**ballad structure,**	**pentatonic music, notation**	**jazz styles, improvising in Indian style**

Year 5 & Year 6			
Cycle A	**Autumn term (Overarching topic: Ancient Greece)**	**Spring term (Overarching topic: Extreme Earth)**	**Summer term (Overarching topic: Conflict & Resolution – World War 11)**
Progression of content	**ADVANCED RHYTHMS** Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm. Understanding how this genre of music came to be. **SONGS FOR PERFORMANCE (Theatre)** Prepare for a Christmas production. Sing with increasing fluency from memory. Sing solos and small group performances, showing a good understanding of musical style. Perform with a sense of occasion and show understanding of good posture, diction, vocal control, pitch	**THEME & VARIATIONS** Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together. **FILM MUSIC** Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme.	**SONGS OF WORLD WAR 2** Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2. **COMPOSING & PERFORMING A LEAVERS' SONG** Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.
Key Vocabulary	bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato,	accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line,

	patterns, SH, syllable, Ta, TiTi, unison,	tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind, accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency	morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo, allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse
Concepts	**rhythms, notation**	**theme and variations, film music**	**music in historical context, composition**

Year 5 & YEAR 6			
Cycle B	**Autumn term (Overarching topic: Ways of Seeing, Ways of Being)**	**Spring term (Overarching topic: Global Citizens)**	**Summer term (Overarching topic: Building a Nation)**
Progression of content	**COMPOSITION NOTATION** Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs. **CHRISTMAS PRODUCTION (Concert)** Prepare for a Christmas production. Sing with increasing fluency from memory. Sing solos and small group performances, showing a good understanding of musical style. Perform with a sense of occasion and show understanding of good posture, diction, vocal control, pitch	**SOUTH & WEST AFRICA** Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music. Composing an eight beat rhythmic break. Learning how music evolved in different traditions. **COMPOSITION AS REPRESENTATION** Participating in a class performance. Representing a known piece of music using a graphic score. Creating vocal compositions based on a picture and a colour	**LOOPING & REMIXING** Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song. **MUSICAL THEATRE** Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades
Key Vocabulary	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating,	acapella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome,	accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure, action song, backdrop, book musical, character song, choreographer,

	rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals, dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions
Concepts	**graphic score**	**African styles, composing to create an atmospheric piece**	**musical loops, musical theatre**