

Music Subject Progression Document

Subject: Music

Topic: Pitch

Year Group/ Cycle: Y1 – Autumn

Skills Revisited	Topic
-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	Reception Early Learning Goals
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To discriminate between changes in pitch, recognising high and low sounds -To use actions to demonstrate pitch -To explore high and low sounds using voices -To explore high and low sounds using voices and instruments -To use the voice to copy a simple melodic pattern. -To play a simple melodic pattern on an instrument -To use graphic notation to illustrate pitch. -To describe the features of a Native American Indian music -To use voices expressively and creatively to sing songs and chants -To sing and play intervals as part of a song -To play a melodic ostinato on the strong beats of the bar 	
Knowledge	
-To recognise that music is notated to show both pitch and duration	
Revisited from Cycle ____	Topic
N/A	

Subject: Music

Topic: Calypso

Year Group/ Cycle: Y1 - Spring

Skills Revisited	Topic
-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	Reception Early Learning Goals
Knowledge Revisited	
N/A	

Skills	
<ul style="list-style-type: none"> -To sort metal and non-metal instruments into two groups -To participate in singing and dancing as part of a group -To feel rhythm and respond with movement -To sing as part of a group - To identify different un-tuned percussion instruments by their sounds. -To follow pictorial notation - To create a performance we can share 	
Knowledge	
<ul style="list-style-type: none"> -To understand that music might start in one part of the world and travel to another where it is equally enjoyed - To understand that different instruments sound different (identify timbre) -To be able to name a selection of un-tuned percussion instruments and be able to play them in an appropriate way -To understand that 'texture' is the layering of sounds. 	
Revisited from Cycle _____	Topic
N/A	

Subject: Music

Topic: Air

Year Group/ Cycle: Y1 - Summer

Skills Revisited	Topic
-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	Reception Early Learning Goals
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To listen to and describe a piece of music using musical vocabulary -To sing in time and in tune following a melody as it moves up and down in pitch. -To stand tall with good posture when singing -To tell a story using vocal sounds and body percussion. -To perform rhythms and melodies vocally and instrumentally - To create symbols that represent musical sounds and notate them as a graphic score. -To feel and internalise the pulse in the context of an action songs -To listen to a variety of musical excerpts and identify different tempo -To internalise and maintain a pulse -To use relevant musical vocabulary to describe the speed of different musical excerpts - To understand Rondo form and to create a class composition based on this structure 	

Knowledge	
-To understand Rondo form	
Revisited from Cycle ____	Topic
N/A	

Subject: Music

Topic: Animal Rhythms

Year Group/ Cycle: Y2 - Autumn

Skills Revisited	Topic
-Understanding of rhythm -Notation -Composition	Y1 Calypso Y1 Pitch/Calypso/Air Y1 Air
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To feel and internalise the pulse/beat. -To identify the strong beat and demonstrate with an action/clapping -To recognise, play and compose simple rhythm patterns with the aid of animal note value cards - To compose, perform and maintain a rhythmic ostinato - To compose and perform a four beat rhythm -To use this as a rhythmic ostinato - To read and perform a four bar notated rhythm 	
Knowledge	
-To identify the difference between pulse and rhythm	
Revisited from Cycle ____	Topic

Subject: Music**Topic: Water****Year Group/ Cycle: Y2 - Spring**

Skills Revisited	Topic
<ul style="list-style-type: none"> -Understanding of pitch -Singing expressively -Notation skills -Listening 	Y1 Pitch Y1 Pitch/ Air Y1 Pitch/Calypso/Air Y1 Air
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To explore sounds of the sea using voices and instruments -To know how to handle and make sounds on several instruments -To choose sounds to represent ideas e.g.: calm stormy sea -To play quietly or loudly to represent a calm or stormy ocean -To explore the correlation between pitch and high/low notation -To create my own symbols to represent sounds -To define music vocabulary –pitch (HIGH and LOW) and identify the pitch when heard. -To keep a beat/respond to a beat -To understand the difference between pulse and rhythm and to compose a song to a given rhythm -To internalise a short simple melody and create lyrics to fit a given rhythm pattern - To use voices creatively and expressively when singing song -To understand the importance of warming up voices and adopting good posture. -To sing songs and melodies musically, pitching high and low notes moving in steps or leaps -To have an understanding of singing with a variety of dynamics -To keep a steady pulse and to play rhythms together -To feel the pulse whilst listening and internalise the pulse through movement -To sing expressively -To listen with concentration to a range of high-quality music -To appreciate how the inter-related dimensions of music ‘work together’ in a composition to create an atmosphere or effect 	
Knowledge	
<ul style="list-style-type: none"> -To build an understanding of the pulse and its role as the foundation of music -Begin to understand that rhythms are patterns of long and short sounds. The pulse doesn’t change within the context of the song or piece of music but the rhythm does 	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Chronology
Year Group/ Cycle: Y2 - Summer

Skills Revisited	Topic
<ul style="list-style-type: none"> -Notating sounds using graphic score -Listening 	Y1 Pitch Y1 Air
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To listen and respond to music from the Renaissance era verbally and through dance. -To compare different types of music from the Renaissance era -To listen and respond to music from the Baroque period -To recognise some of the instruments of the period - Explore and creatively respond to a well-known piece of music from the Romantic Period -To listen with focus and understanding to a well-known piece of Nationalistic music. -To make a personal response through movement or art work to the dramatic mood of the music -To discuss how the inter-related dimensions of music are used to create the dramatic mood - To explore, recognise and respond to features of a piece of music from the 20th century -To notate sounds using a graphic score -To compose and perform a piece of music using sampled sound -To compose and perform a motif which suggests a looming effect 	
Knowledge	
<ul style="list-style-type: none"> -Awareness of history of music -Includes teaching knowledge of composers/pieces from Renaissance, Baroque, Romantic, 20th century, 21st century music 	
Revisited from Cycle _____	Topic
N/A	

Subject: Music
Topic: Air
Year Group/ Cycle: Y3 - Autumn

Skills Revisited	Topic
-Notating sounds on graphic score -Singing expressively -Composition -Performance	Y2 – Chronology Y2 – Water Y2 Animal Rhythms/Chronology Y2 – Animal Rhythms/Chronology
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To explore and understand timbre -To contribute to creating a soundscape of a hot air balloon preparing to take flight and lifting off the ground -To create a soundscape with an identifiable structure -To notate sounds using a graphic score -To complete composing the soundscape and notate on graphic score -To choose a location and represent it through notated symbols and with a particular dynamic -To perform and evaluate and complete the Hot Air Balloon composition -To sing expressively 	
Knowledge	
-To understand the terms ‘forte’ and ‘piano’	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Junk Percussion
Year Group/ Cycle: Y3 - Spring

Skills Revisited	Topic
-Composition -Notation -Listening skills	Y2 Animal Rhythms/Chronology Y2 – Chronology Y2 – Water/Chronology
Knowledge Revisited	
-Understanding of pulse/rhythm	Y2 Animal Rhythms/Water
Skills	
<ul style="list-style-type: none"> -To develop understanding of pulse using kinaesthetic learning -To understand that the 1st beat of the bar is the 'strong' beat -To further consolidate understanding of duration (pulse) using kinaesthetic learning to internalise -To understand that rhythm is a pattern made of notes of different lengths. -To understand that rests are beats of silence. -To play and compose rhythms that use rests -To understand how rests are notated -To begin to notate rhythms including rests -To explore timbre using everyday items as instruments -To listen to and repeat a variety of rhythms using instruments -To explore timbre, texture and rhythm using everyday items as instruments -To listen to and repeat a variety of rhythms using instruments -To play in an ensemble and develop ensemble and listening skills -To explore experimental music by composing rhythms 	
Knowledge	
-To understand that pulse is a regular beat in music	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Pitch
Year Group/ Cycle: Y3 - Summer

Skills Revisited	Topic
-Building on understanding of pitch from Y1 -Composition -Performance	Y1 – Pitch Y2 Animal Rhythms/Chronology Y2 – Animal Rhythms/Chronology
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To develop an understanding of pitch through kinaesthetic learning -To listen to and trace the pitch of a melody -To continue to develop an understanding of pitch through kinaesthetic learning -To explore a partner song and sing the songs together in ensemble -To demonstrate an increased understanding of pitch through kinaesthetic learning. -To perform a piece with several contrasting parts within a large ensemble. -To listen, explore and begin to learn ‘Fureem’ -To further develop aural skills and understanding of how a melody moves -To work in small groups to ‘notate’ patterns of notes, using objects to mirror both rise and fall in pitch -To begin to understand that notes can move by step to form a scale -To listen carefully and perform partner songs as part of an ensemble 	
Knowledge	
<ul style="list-style-type: none"> -To learn that the leaps in-between notes are called intervals -To understand that the pitch of an instrument is often determined by the size of the instrument -To recap that the distance between two notes is called an interval and use arms to mirror a rise and fall in pitch correctly. -To understand how a triad is formed (notes built above one another to form chords) -To further develop an understanding of intervals, exploring fifths 	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Water
Year Group/ Cycle: Y4 - Autumn

Skills Revisited	Topic
-Rhythm/pulse -Performance -Notation -Selecting instruments -Singing expressively	Y3 Junk Percussion Y3 Air/Pitch Y3 Air/Junk Percussion Y3 Junk Percussion Y3 Air
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To feel the pulse and clap rhythms at various tempi -To perform as either the Shanty man or in chorus -To demonstrate a feeling for the pulse of the song -To maintain an independent line within a two part song -To interpret symbols as musical sounds -To select instruments and explore the timbre of the instruments in order to represent aspects of a storm -To create symbols to represent the key features of a composition -To maintain an independent line within a two part song -To sing in tune with expression and perform rhythmically simple parts that use a limited range of notes 	
Knowledge	
-To explore the origin of sea shanties	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Rhythm
Year Group/ Cycle: Y4 - Spring

Skills Revisited	Topic
-Notation -Rhythm/pulse -Composition -Performance	Y3 Air/Junk Percussion Y3 Junk Percussion Y3 Pitch Y3 Water
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To develop understanding of reading staff notation -To explore notating rhythms -To use a “thinking voice” to internalise rhythms -To play rhythms faster or slower (changing tempo) -To perform Tintal tala with increasing aural memory -To compose and perform an Indian tala inspired rhythm in an ensemble with increasing accuracy -To memorise and perform rhythms with increasing aural memory. -To perform as part of an ensemble -To develop understanding of notating rhythms -To compose and notate rhythms -To further develop my understanding of notation -To explore texture and pulse by playing rhythms simultaneously in an ensemble 	
Knowledge	
<ul style="list-style-type: none"> -To explore how rhythm is used in a non-western musical tradition -To learn about strong and weak beats in Indian talas 	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Chronology
Year Group/ Cycle: Y4 - Summer

Skills Revisited	Topic
-Listening skills -Responding to music -Composition -Performance	Y3 Junk Percussion Y2 Chronology Y3 Pitch Y3 Water
Knowledge Revisited	
-Adding depth to knowledge of history of music/chronology	Y2 Chronology
Skills	
<ul style="list-style-type: none"> -To learn about Renaissance instruments and to identify the differences and similarities to instruments today -To understand a piece of music is often written for a purpose and consider where it may have been performed -To listen carefully to a piece of music and use drama to respond creatively to it -To listen to a piece of music and to consider and share emotional responses -To begin to understand independent part writing and layering of musical parts -To recognise music sung a capella (unaccompanied voices) To follow a graphic score. -To know that staccato means detached -To recognise repeated rhythmic patterns -To compose and perform melodic phrases -To respond creatively to a piece of music -To suggest words to describe the mood of a piece of music, considering how the composer may have wanted the listener to feel -To identify instruments and to consider how their timbre suggests tone colours -To respond to a piece of music with creative writing -To recognise changes in dynamics within a piece of music -To identify how a composer can orchestrate a simple theme in a variety of ways to create varying effects -To explore minimalism through a variety of media, manipulating sounds and media -To compose / notate / perform a minimalist composition 	
Knowledge	
<ul style="list-style-type: none"> -Awareness of history of music -Includes teaching knowledge of composers/pieces from Renaissance, Baroque, Romantic, 20th century, 21st century music 	
Revisited from Cycle ____	Topic
N/A	

Subject: Music

Topic: Air

Year Group/ Cycle: Y5 - Autumn

Skills Revisited	Topic
-Pitch -Composition/performance	Y3 Pitch Y4 Water/Rhythm/Chronology
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none">-To explore dynamics through singing and playing and link with aircraft-To organise pitch to create the effect of flight-To identify, follow and conduct tempo changes-To understand how composers use tempo to create effects-To combine pitch, dynamics and tempo to create a composition-To refine and improve our compositions for the Air Fiesta project-To perform, evaluate and celebrate the composition created this term	
Knowledge	
N/A	
Revisited from Cycle _____	Topic
N/A	

Subject: Music
Topic: Trains
Year Group/ Cycle: Y5 - Spring

Skills Revisited	Topic
-Rhythm/pulse -Composition/performance Notation	Y4 Rhythm Y4 Water/Rhythm/Chronology Y4 Rhythm
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To feel the pulse and identify an ostinato -To learn a traditional song -To improvise actions to the pulse / beat -To learn and maintain a complex rhythmic ostinato -To explore more complex rhythms and to create an ostinato. -To notate a rhythmic ostinato -To add lyrics to match the ostinato rhythm -To read and perform a rhythm from musical notation -To compose lyrics within a given meter -To compose/notate a rhythm to illustrate an aspect of a train journey -To read and perform a number of notated rhythms -To maintain a rhythmic line and a rhythmic ostinato in an ensemble -To read and perform an extended rhythmic composition using traditional notation. -I can maintain a rhythmic line and a rhythmic ostinato in an ensemble -To perform with sensitivity and with musicality 	
Knowledge	
N/A	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Pitch
Year Group/ Cycle: Y5 - Summer

Skills Revisited	Topic
-Pitch -Singing expressively	Y4 Air Y4 Water
Knowledge Revisited	
N/A	
Skills	
<ul style="list-style-type: none"> -To identify melodic shape -To maintain a musical line in a 2 part song – melody/ostinato -To identify, sing and perform intervals/leaps in a melody -To be able to trace the pitch of a musical line -To be able to sing/play and maintain a musical line as part of a performance -To identify steps and leaps in a song -To perform 3 vocal parts -To learn to play an instrumental accompaniment and maintain a line in an ensemble -To maintain a vocal line in a three part song -To recognise an octave 	
Knowledge	
- To understand that music moves between high and low pitches	
Revisited from Cycle ____	Topic
N/A	

Subject: Music
Topic: Water
Year Group/ Cycle: Y6 - Autumn

Skills Revisited	Topic
-Composition/performance -Rhythm	Y5 Air/Trains Y5 Trains
Knowledge Revisited	
-Building on knowledge of sea shanties	Y4 Water
Skills	
<ul style="list-style-type: none"> -To add and maintain a second part to the sea shanty in harmony -To explore call and response structure further -To explore and recognise a variety of dynamics -To compose a rhythmic ostinato inspired by engine sounds -To create a composition in ternary form -To perform and celebrate compositions -To evaluate aspects of final work in relation to musical learning over the term 	
Knowledge	
-To recognise the call and response structure of a sea shanty	
Revisited from Cycle _____	Topic
N/A	

Subject: Music
Topic: Samba
Year Group/ Cycle: Y6 - Spring

Skills Revisited	Topic
-Composition/performance -Rhythm/pulse	Y5 Air/Trains Y5 Trains
Knowledge Revisited	
Skills	
<ul style="list-style-type: none"> -To recognise, read and perform four basic samba rhythms -To echo, read and perform four basic samba rhythms in unison -Children are able to read and perform four basic samba rhythms in ensemble -Children are able to maintain a line in a round / canon -Children can recognise and identify samba instruments -To recognise and perform complex rhythms and maintain a rhythmic part in canon / in a round (where one parts begins before another) -To maintain a rhythmic line within a Samba structure -To respond correctly to a given call -To maintain a musical line within a Samba structure, recognising and responding appropriately to calls -To refine and improve a performance 	
Knowledge	
-To identify features of Brazilian Carnival / Samba music	
Revisited from Cycle ____	Topic

Subject: Music
Topic: Chronology
Year Group/ Cycle: Y6 - Summer

Skills Revisited	Topic
-Listening skills -Responding to music	Y4 Chronology Y4 Chronology
Knowledge Revisited	
-Adding depth to knowledge of history of music/chronology	Y4 Chronology
Skills	
<ul style="list-style-type: none"> -To identify some instruments from the Renaissance period -To learn to sing a song from the Renaissance period -To identify some features of a Madrigal -To recognise Baroque instruments -To identify Baroque decoration (ornamentation) in a given musical example -To identify the key features of the Romantic music -To compare music from the same era and identify similarities -To explain how music can create a mood in terms of instruments, dynamics and texture -To listen to incidental music written for Shakespeare's play 'The Tempest' and identify Nationalistic features -To identify how a composer uses instruments to create an effect or paint a picture in the music -To identify a number of features of 20th century/modern music -To compare features of music from two different historical periods 	
Knowledge	
<ul style="list-style-type: none"> -Awareness of history of music -Includes teaching knowledge of composers/pieces from Renaissance, Baroque, Romantic, 20th century, 21st century music 	
Revisited from Cycle ____	Topic
N/A	