

## Music Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Singing and performing</b>	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Use voice and instruments with increasing accuracy, control and expression to play and perform. Perform in a group and alone.	Play and perform using voices and playing musical instruments with increasing accuracy, fluency, control and expression in solo and ensemble contexts. Sing in two parts, including harmonies.
<b>Composing</b>		Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improvise and compose music for a range of purposes. Use symbols to represent sounds and rhythms.	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.
<b>Listening and appraising</b>		Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds. Appreciate a range of high quality live and recorded music. Begin to develop an understanding of musical history.	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

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Key Stage 1						
Singing and Performing Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.			Composing Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Listening and Appraising Listen with concentration and understanding to a range of high-quality live and recorded music.	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	EYFS Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music. Y1: Perform songs, rhymes, poems and stories; move to music; exploring instruments Y2: Music Express: Water	Develop an understanding of pitch.  Songs from our Christmas performance	Music Express: (Y2) Seasons	1. WALT: sing with expression (children will pay attention to pitch shape of the melody and use an ostinato sequence) 2. WALT: identify rising and falling pitch (children will perform a rising pitch sequence) 3. WALT: listen and respond to pitch changes (children will use movement and actions to respond to pitch changes)	Accompaniment Arrangement Melody Ostinato Pitch Timbre	Children will learn and perform in a Christmas performance.
Spring	Develop an understanding of pitch through singing, percussion and listening games. Songs from our Christmas performance	Explore beat through movement, body percussion and instruments	Music Express: (Y1) Machines  Charanga: In the Groove	1. WALT: play and maintain a steady beat (children will use vocal sounds and percussion with a steady beat) 2. WALT: play to a steady beat and at different speeds (tempi) (children will use body percussion, actions and instruments to perform and play beats at different speeds) 3. WALT: play to a steady beat and control changes in speed (tempi) (children will play together getting faster and slower) 4. WALT: sing the song “In the Groove” (children will learn the words and melody) 5. WALT: accompany the song with instruments (children will use a variety of instruments)	Beat Rhythm Tempo – fast / slow	Children will learn and perform a song.

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				6. WALT: perform the song (children will sing and perform instruments)		
<b>Summer</b>	Explore beat through movement, body percussion and instruments	Children learn how music can be used to tell a story, identifying contrasts of fast and slow, loud and quiet.	Music Express: (Y2) Story Time Charanga: Friendship Song	1. WALT: combine sounds to create a musical effect and use music, dance and drama in storytelling 2. WALT: explore voices to create descriptive musical effects 3. WALT: combine sounds to create a musical effect and perform to an audience 4. WALT: listen to and appraise a variety of friendship songs 5. WALT: learn the Friendship song 6. WALT: add instrumental accompaniments to the friendship song and perform to an audience	Beat Duration Dynamics Melody Pitch Rhythm Score Structure Tempo Texture Timbre	Children will learn a variety of musical techniques and perform to an audience

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Lower Key Stage 2						
Singing and Performing Use voice and instruments with increasing accuracy, control and expression to play and perform. Perform in a group and alone.		Composing Improvise and compose music for a range of purposes. Use symbols to represent sounds and rhythms.		Listening and Appraising Listen with attention to detail and recall sounds. Appreciate a range of high quality live and recorded music. Begin to develop an understanding of musical history.		
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	Y1 Machines ME Children explore beat through song movement, body percussion and instruments.	To sing, play, improvise and compose with this song and understand the genre.	Charanga: Little Birds	1. 3 Little Birds 2. Jamming 3. Small People 4. 56-46 Was My Number 5. Ram Goat Liver 6. Our Day Will Come	Chorus Coda Crescendo Diminuendo Dynamics Graphic score Ostinato	To perform within class, as individuals or in groups within this genre.
		Explore 20th century music inspired by Akhenaten	Music Express: (Y4) Ancient Worlds / Egypt	1. Identify song structure and learn chorus 2. Identify layers of music in The Funeral of Amenhotep III 3. Rehearse sections of a layered structure	Outro Phrase Structure Texture Verse	To perform within class, in groups wishing this historic genre.
Spring	Y1 Ourselves ME Children explore ways to use their voices expressively.	To sing, play, improvise and compose with this song and understand the genre.	Charanga: Glock 2	1. Music and pulses 2. Rhythm 3. Language of music 4. Rhythm games 5. Notes and names 6. Performing and sharing learning.	Binary Chorus Groove Improvisation Rhythm Rondo Structure Verse	To perform within class, as individuals or in groups within this genre.
	Y1 Our Bodies ME Children develop a sense of steady beat. They despond to music and play rhythm patters on percussion.	For the pupils to learn rhythm and understand notes in order to play instruments.	Music Express: (Y4) Recycling	1. Compose brush paper rhythms 2. Make jazz/junk instruments 3. Learn and perform bhangra style chants		To perform within class, as individuals or in groups within this genre.
Summer	Y2 Storytime ME Children are introduced to famous pieces to stimulate composition. Charanga Y1 In the Groove Children explore singing and performing a song.	To sing, play, improvise and compose with this song and understand the genre. (Gospel)	Charanga: Lean on Me	1. Learn the song ‘Lean on Me’ playing rhythm games. 2. Play instruments parts linked to L.O.M. 3. Play flexible games, singing L.O.M. 4. Compose parts of the song L.O.M. 5. Prepare a performance based on L.O.M. 6. Practise and perform end of unit performance.	Compose Dynamics Echo Ostinato Pitch Round Sequence	To perform within class, as individuals or in groups within this genre (Gospel).

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	Y1 Machines ME Children explore beat through song movement, body percussion and instruments.	To create a percussion-based piece inspired by an Ancient Greek myth.	Music Express: (Y3) Ancient Worlds / Greece	<ol style="list-style-type: none"> <li>1. Exploring tuned and untuned percussion.</li> <li>2. Exploring musical phrases and rounds.</li> <li>3. Performing a round in three parts.</li> <li>4. Singing a song accompanied with percussion.</li> <li>5. Prepare a performance for a percussion-based piece.</li> <li>6. Practice and perform percussion-based piece.</li> </ol>		To perform within class, in groups using an Ancient Greek myth to inspire.
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Upper Key Stage 2							
Singing and Performing Play and perform using voices and playing musical instruments with increasing accuracy, fluency, control and expression in solo and ensemble contexts. Sing in two parts, including harmonies.		Composing Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.		Listening and Appraising Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.			
Year B							
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)		Vocabulary	Outcome / Composite
Autumn	Y4 Environment ME Children discover how the environment has inspired composers.	Children will explore life cycles with music from Brahms, Berio and Monteverdi.	Music Express: (Y5) Life Cycles	<div>1. Sing in 3 parts and accompany a song with tuned and untuned percussion.</div> <div>2. Compose and perform together.</div> <div>3. Create a performance using voices and instruments in parts.</div> <div>4. Explore extended vocal techniques.</div> <div>5. Create musical effects.</div> <div>6. Learning about music of an early opera</div>		Backing vocal Beat/Pulse Chord Clusters Cumulative Dynamics Lead vocal Melody	Sing in parts and perform own compositions.
	Charanga Y4 Mamma Mia; Charanga Y4 Blackbird Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked by the songs.	To sing, play, improvise and compose with this song and understand the genre.	Charanga: Livin’ on a Prayer	<div>Each lesson children listen and appraise a song. An integrated approach with a range of games teaches the dimensions of music (pulse, rhythm, pitch etc), singing, improvising and playing instruments.</div> <div>1. Livin’ on a Prayer</div> <div>2. We will Rock You</div> <div>3. Smoke on the Water</div> <div>4. Rocking All Over the World</div> <div>5. Johnny Be Goode</div> <div>6. I Saw Her Standing There</div>		Metre Pitch Round Rhythm Structure Tempo Trill	Performing song with accompaniment of instruments.
Spring	Y4 Ancient Worlds ME (Egypt) Y3 Ancient Worlds (Greeks) Children explore 20th century music inspired by Egyptian/Greek ancient stories and compose their own pieces.	Explore rhythm and melody in singing, movement and dance. They learn about beat, syncopation, pitch and harmony and tour the world to celebrate music.	Music Express: World Unite (Y6)	<div>1. Explore beat and syncopation.</div> <div>2. Develop a rhythmic sequence to a piece of music.</div> <div>3. Understand pitch and movement through notation..</div> <div>4. Arrange musical sections to build a larger scale performance.</div> <div>5. Explore rhythm through dance.</div> <div>6. Explore ways of combining rhythms through dance.</div>		Beat Harmony Melody Pitch Rhythm Scat singing Structure Syncopation	Perform a dance in a small group.

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	Y3 Human Body ME Percussion instruments are used to improvise, create word rhythms and build a dance.	Children use body popping and gospel singing skeletons to put together a performance using new musical techniques.	Music Express: Keeping Healthy (Y5)	<ol style="list-style-type: none"> <li>1. Explore beat at different tempi and develop rhythm through singing, playing and moving.</li> <li>2. Sing and play scales and chromatic melodies.</li> <li>3. Accompany a song with sung and played drones.</li> <li>4. Develop an arrangement of a two-part song.</li> <li>5. Perform a song with syncopated rhythms.</li> <li>6. Arrange a performance of music and songs.</li> </ol>	Chromatic Rhythm Chromatic Unison Drone Pitch Scale Structure Syncopation Tempo	Use a score to notate and score elements of a performance.
<b>Summer</b>	In LKS2 whole class instrument lessons on recorder which will have introduced the children to notation, beat and playing together.	Children will learn how to play the ukulele.		<ol style="list-style-type: none"> <li>1. Meet my ukulele</li> <li>2. Opening it up</li> <li>3. Our first chord</li> <li>4. A minor miracle</li> <li>5. All change</li> <li>6. Three chord tricks</li> </ol> Each session has a series of short activities to introduce an aspect.	Beat Body Fret Head Melody Neck Rhythm Tuning Pegs	Perform a piece in class.  Perform a piece at the VE Day picnic.