

MUSIC UNIT OF PROGRESSION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	<i>Who am I and where do I live?</i> Well-known songs linked to topic	<i>Why do we celebrate?</i> Well-known songs linked to topic/ Nativity songs	<i>Who helps us?</i> Exploring percussion instruments/ Well-known songs linked to topic	<i>What happens in fairy land?</i> Exploring percussion instruments/ Well-known songs linked to topic	<i>How does it grow?</i> Exploring percussion instruments/ Well-known songs linked to topic	<i>What do we know about water?</i> Exploring percussion instruments/ Well-known songs linked to topic
<b>KS1 Cycle 1</b>	<i>Toys</i>  Toy music	<i>Bright Lights, Big City</i>  Fireworks/ Nativity songs	<i>The Great Fire of London</i>  Composing own music	<i>Meerkat Mail</i>  Music from around the world	<i>Glorious Growing</i>  Garden music	<i>Famous men and women from the past and present</i> Music linked to famous faces
<b>KS1 Cycle 2</b>	<i>Why does change happen?</i>  Songs about me	<i>What happens if my environment changes?</i>  Local music and musicians/Nativity songs	<i>What makes an animal unique?</i> Music inspired by animals/ exploring percussion	<i>Why should we look after the oceans?</i>  Compose own music about oceans/ using notation	<i>What makes a great explorer?</i>  Exploring different periods of music	<i>Do you need a castle to conquer?</i>  Songs linked to the topic
<b>LKS2 Cycle 1</b>	<i>Energising Engineers and Incredible Inventions</i>  Samba band/ make own instruments	<i>Where in the World are we?</i>  Jungle book/ Christmas songs	<i>Roald Dahl</i>  Musical world of Roald Dahl	<i>Amazon Adventures</i>  Sending musical messages	<i>Ancient Greece</i>  Composing graphic scores	<i>Ancient Greece</i>  Production songs
<b>LKS2 Cycle 2</b>	<i>How has electricity changed our lives?</i>  Exploring percussion	<i>Why do we remember the Tudors?</i>  Appraising Tudor music/ Christmas songs	<i>What makes rocks beautiful?</i>  Learning an instrument	<i>How did the Romans change Britain?</i>  Setting words to music	<i>How do rivers shape the land?</i>  Composing tone poems based on Smetana's 'Vltava'	<i>How did the lives of Britons change during this time?</i>  Production songs
<b>UKS2 Cycle 1</b>	<i>Codebreakers</i>  Coded musical messages/ notation	<i>Survival of the Fittest?</i>  Evolution of Music	<i>Shang Dynasty of Ancient China</i>  Pentatonic scales/ own composition	<i>Victorians</i>  Old Music Hall songs	<i>Victorians</i>  Songs from 'Oliver!'	<i>Inside Out</i>  Production songs
<b>UPKS2 Cycle 2</b>	<i>What makes a war?</i> Appraising War Music/  WW2 songs	<i>What makes a war?</i>  WW2 songs/ Christmas songs	<i>What makes a hospitable environment?</i>  Setting texts to music	<i>Why are people drawn to London?</i>  Learning an instrument	<i>Who benefits from conservation?</i>  History of Music	<i>Raiders or settlers: how should we remember the Vikings?</i>  Production songs

**Key Musical Vocabulary/ Concepts**

<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Dynamics Tempo	Dynamics Tempo Pitch Duration Graphic Score	Dynamics Tempo Pitch Duration Texture Graphic Score Western Notation	Dynamics Tempo Pitch Duration Texture Timbre Graphic Score Western Notation

## Listening

EYFS	KS1	LKS2	UKS2
Listen to music. Understand that dynamics describe the volume of the music.	Listen to music with sustained concentration. Begin to understand that structure describes how different sections of music are ordered. Understand that duration describes the length of notes within the music.	Listen with direction to a range of high quality music, Understand that structure describes how different sections of music are ordered. Understand that texture describes the layers of sound in music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Understand that timbre describes the quality of musical sounds from an instrument
Listen to and copy a simple rhythm or melody	Listen to, copy and repeat a simple rhythm or melody	Listen to and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory and accuracy
Begin to describe a piece of music	Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music	Use musical language to appraise a piece or style of music. Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators	Appropriately discuss the dimensions of music and recognise them in music heard. Develop an increasing understanding of the history and context of music
Begin to understand what pulse means	Find the pulse whilst listening to music and using movement. Build an understanding of the pulse and internalise it when listening to a piece of music	Find the pulse within the context of different songs/music with ease Confidently recognise a range of musical instruments	Deepen an understanding of how pulse, rhythm and pitch work together
Begin to understand what rhythm means	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate	Deepen an understanding of how pulse, rhythm and pitch work together
Begin to recognise some musical instruments and the different sounds they make	Begin to recognise a range of musical instruments and the different sounds they make	Recognise a range of musical instruments and the different sounds they make	Confidently recognise a range of musical instruments and the different sounds they make

## Composing

EYFS	KS1	LKS2	UKS2
Improvise sounds using percussion instruments	Improvise a simple rhythm using different instruments including the voice	Understand that improvisation is when a composer makes up a tune within boundaries  Understand that composition is when a composer writes down and records a musical idea	Improvise and compose music for a range of purposes using the inter-related dimensions of music  Create a simple composition and record using formal notation. Compose complex rhythms from an increasing aural memory
Draw pictures linked to musical sounds	Notate musical ideas using notation (graphic score)	Develop an understanding of formal, written notation which includes crotchets, rests, minims and quavers	Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

## Performing

EYFS	KS1	LKS2	UKS2
I know how to sing a range of songs.	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence	Sing as part of an ensemble with confidence and precision. Sing songs with multiple parts with increasing confidence	Sing as part of an ensemble with full confidence and precision. Sing songs with multiple parts with full confidence
I know how to perform to others	Play and perform in solo or ensemble contexts	Play and perform in solo or ensemble contexts with increasing confidence	Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression