

Music Knowledge and Skills Progression Map 2021-2022

| Early Years Foundation Stage | | |
|---|--|---|
| Expressive Arts & Design | | |
| <p style="text-align: center;">Ages and Stages – Reception:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. | <p style="text-align: center;">ELG Being Imaginative and Expressive</p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - 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. | |
| National Curriculum KS1 | National Curriculum KS2 | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide 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 | |
| Intent | Implementation | Impact |
| <p>At Brindle Gregson Lane, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing pupils to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers, performers and composers, we aim to develop pupils who are confident, reflective musicians.</p> <p>‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)</p> <p>The aims of our Music curriculum are to develop pupils who: can sing and use their voices individually and in a group, create and compose music on their own and with others, use technology appropriately when composing, have opportunities to learn a musical instrument, understand and explore how music is created, produced and communicated, listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions, enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock, use and understand musical language and include musical features in their own work, make judgements about the quality of music, have opportunities to play a wide variety of instruments, have different opportunities to take part in performances.</p> | <p>The music curriculum at BGL is delivered through Lancashire Music Service scheme Charanga and is taught on a half termly basis through a weekly session. The curriculum at BGL aims to provide:</p> <ul style="list-style-type: none"> • a scheme of work that focuses on specific and relevant vocabulary • a clear and comprehensive scheme of work in line with the National Curriculum • a scheme of work that focuses on progressive skills and knowledge in performing, understanding and appreciating music • Planned opportunities to learn music within a wider context • a love of music performing and appreciating music • extra-curricular opportunities to participate in music • a curriculum that meets the needs of all pupils (including SEND and PPG) | <p>Through implementation of the music curriculum at BGL, children will:</p> <ul style="list-style-type: none"> • understand and apply subject specific vocabulary • achieve age related expectations at the end of each academic year • retain and build on knowledge and understanding of music • have the opportunity to perform and develop musical skills • use music as a form of expression • participate in wider musical activities • develop a love of music and an appreciation of different music forms. |

Listen and Appraise

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|------------------|--|---|---|--|--|---|
| | Knowledge | <ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. | <ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/ answer part. • To know that songs have a musical style. | <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> -Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song | <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. | <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? | <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity |
| | Skills | <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. | <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. | <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. | <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. | <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. |

Singing

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|------------------|--|--|---|--|--|--|
| | Knowledge | <p>To confidently sing or rap five songs from memory and sing them in unison.</p> | <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice | <ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice | <ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice |
| | Skills | <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. | <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. | <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. | <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. | <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. | <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. |

| | | .Y1 | .Y2 | Y3 | Y4 | Y5 | Y6 |
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| Playing | Knowledge | <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. | <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends |
| | Skills | <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. | <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. | <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. |

Improvisation

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|-----------|---|---|---|--|--|--|
| | Knowledge | <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! | <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. | <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake | <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations | <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians | <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians |
| | Skills | <ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. | <ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. | <ul style="list-style-type: none"> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete challenges Listen and copy back using instruments, two different notes. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes. | <ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Challenges. Listen and copy back using instruments, two different notes. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes. | <ul style="list-style-type: none"> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes. | <ul style="list-style-type: none"> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes. |

Composition

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|------------------|---|--|--|---|---|---|
| | Knowledge | <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. | <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols audio etc.) | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol |
| | Skills | <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. | <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. | <ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/ notation). | <ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |

| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-----------------------|------------------|--|---|--|--|---|---|
| Performance | Knowledge | <ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. | <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music | <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music |
| | Skills | <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. | <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" |
| Key Vocabulary | | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. | Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. | Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. |

| Year 1 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---------------------------------------|--|---|--|--|--|--|
| Unit Title | Hey You | Rhythm In The Way We Walk and The Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind & Replay |
| Unit Theme | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| Style of Main Song | Old School Hip-Hop | Reggae Blues, | Baroque, | Latin, Bhangra, Folk, Funk | Bossa Nova Pop | Classical |
| Main Song and Supporting Songs | <p>Hey You! By Joanna Mangona</p> <p>Me, Myself And I by De La Soul</p> <p>Fresh Prince Of Bel-Air by Will Smith</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by MC Hammer</p> <p>It's Like That by Run DMC</p> | <p>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</p> <p>The Planets, Mars by Gustav Holst (Classical)</p> <p>Tubular Bells by Mike Oldfield (Pop)</p> <p>The Banana Rap by Jane Sebba (Hip Hop)</p> <p>Happy by Pharrell Williams (Pop)</p> <p>When I'm 64 by The Beatles (Pop)</p> | <p>In The Groove by Joanna Mangona</p> <p>How Blue Can You Get by B.B. King (Blues)</p> <p>Let The Bright Seraphim by Handel (Baroque)</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Jai Ho by J.R. Rahman (Bhangra/Bollywood)</p> <p>Lord Of The Dance by Ronan Hardiman (Irish)</p> <p>Diggin' On James Brown by Tower Of Power (Funk)</p> | <p>Round and Round by Joanna Mangona</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bubl  (Latin/Big Band)</p> <p>Why Don't You by Gramophonedzie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p> | <p>Your Imagination by Joanna Mangona and Pete Readman</p> <p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka & The Chocolate Factory Soundtrack</p> <p>Daydream Believer by The Monkees</p> <p>Rainbow Connection from The Muppet Movie</p> <p>A Whole New World from Aladdin</p> | <p>Reflect, Rewind and Replay</p> <p>A Song Before Sunrise by Frederick Delius – 20th Century</p> <p>The Firebird by Igor Stravinsky – 20th Century</p> <p>The Bird by Sergei Prokofiev – 20th Century</p> <p>Grand March from Aida by Giuseppe Verdi – Classical</p> <p>Bolero by Maurice Ravel – 20th Century</p> <p>The Lamb by John Tavener – Contemporary</p> |

| Year 2 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------------|--|--|--|--|---|---|
| Unit Title | Hands, Feet, Heart | Ho, Ho, Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
| Unit Theme | South African music | Festivals and Christmas | Playing together in a band | Reggae and animals | A song about being friends | The history of music, look back and consolidate your learning, learn some of the language of music |
| Style of Main Song | Afropop, South African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| Main Song and Supporting Songs | <p>Hands, Feet, Heart by Joanna Mangona</p> <p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p> | <p>Ho, Ho, Ho by Joanna Mangona</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> | <p>I Wanna Play in a Band by Joanna Mangona</p> <p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p> | <p>Zootime by Joanna Mangona</p> <p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p> | <p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Buggy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p> | <p>Peer Gynt Suite: Anitras Dance by Edvard Grieg Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p> |

| Year 3 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------------|--|--|--|--|---|---|
| Unit Title | Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind & Replay |
| Unit Theme | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| Style of Main Song | RnB and other styles | Exploring & developing playing skills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| Main Song and Supporting Songs | <p>Let Your Spirit Fly by Joanna Mangona</p> <p>Colonel Bogey March by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical 'Oliver!' (Musicals)</p> <p>Ain't No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You're The First, The Last, My Everything by Barry White (Soul)</p> | <p>Glockenspiel Stage 1</p> <p>Easy E</p> <p>Strictly D</p> <p>Drive</p> <p>D-E-F-initely</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p> | <p>Three Little Birds by Bob Marley</p> <p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p> | <p>The Dragon Song by Joanna Mangona and Pete Readman</p> <p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p> | <p>Bringing Us Together by Joanna Mangona and Pete Readman</p> <p>Good Times by Nile Rodgers</p> <p>Ain't Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royce</p> | <p>Reflect, Rewind and Replay</p> <p>L'Homme Arme by Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: Il Andante by Franz Joseph Haydn – Classical</p> <p>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic</p> <p>Prelude A L' Apres-Midi d'un Faune by Claude Debussy – 20th century</p> <p>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p> |

| Year 4 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------------|---|---|---|--|---|--|
| Unit Title | Mamma Mia Reflect, | Glockenspiel 2 | Stop! | Lean On Me | Blackbird | Rewind & Replay |
| Unit Theme | Pop | Mixed styles | Grime | Gospel | The Beatles/Pop | Classical |
| Style of Main Song | ABBA's music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and civil rights | The history of music, look back and consolidate your learning, learn some of the language of music. |
| Main Song and Supporting Songs | Mamma Mia by ABBA ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA | Glockenspiel Stage 2 Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive | Stop! by Joanna Mangona Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! By Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | Lean On Me sung by Bill Withers He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No9 by Beethoven (Romantic– Western Classical) Lean On Me by The ACM Gospel Choir (Gospel) | Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles | Reflect, Rewind & Replay La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) |

| Year 5 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------------|---|---|---|--|---|--|
| Unit Title | Livin' On a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind & Replay |
| Unit Theme | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| Style of Main Song | Rock | Anthems Jazz and Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| Main Song and Supporting Songs | Prayer by Bon Jovi We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles | Classroom Jazz by Ian Gray Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman | To Make You Feel My Love sung by Adele Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett | Fresh Prince of Bel-Air rapped by Will Smith Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer | Dancing in the Street sung by Martha and The Vandellas I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder | Reflect, Rewind & Replay Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich– Contemporary |

| Year 6 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|--------------------------------|---|--|--|---|---|--|
| Unit Title | Happy Classroom | Jazz 2 | A New Year Carol | You've Got A Friend | Music and Me | Reflect, Rewind & Replay |
| Unit Theme | Pop/Neo Soul | Bacharach and Blues | Classical or Urban Gospel | 70s Ballad/Pop | Create your own music inspired by your identity and women in the music industry | Classical |
| Style of Main Song | Being happy! | Jazz, improvisation and composition | Benjamin Britten's music and cover versions | The music of Carole King | | The history of music, look back and consolidate your learning, learn some of the language of music |
| Main Song and Supporting Songs | <p>Top Of The World sung by The Carpenters</p> <p>Don't Worry, Be Happy sung by Bobby McFerrin</p> <p>Walking On Sunshine sung by Katrina And The Waves</p> <p>When You're Smiling sung by Frank Sinatra</p> <p>Love Will Save The Day sung by Brendan Reilly</p> | <p>Take The 'A' Train by Duke Ellington</p> <p>Speaking My Peace by H. Parlan</p> <p>Back 'O'Town Blues by Earl Hines</p> <p>One 'O' Clock Jump by Count Basie</p> | <p>I Mun Be Married on Sunday Fishing Song</p> | <p>The Loco-Motion sung by Little Eva</p> <p>One Fine Day sung by The Chiffons</p> <p>Up On The Roof sung by The Drifters</p> <p>Will You Still Love Me Tomorrow</p> <p>(You Make Me Feel Like) A Natural Woman sung by Carole King</p> | <p>Something Helpful by Anna Meredith</p> <p>O by Shiva Feshareki</p> <p>V-A-C Moscow by Shiva Feshareki</p> <p>Heroes & Villains by Eska Shades Of Blue by Eska</p> <p>And! by Afrodeutsche</p> <p>The Middle Middle by Afrodeutsche</p> | <p>L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music</p> <p>Armide Overture by Jean-Baptiste Lully – Baroque</p> <p>The Marriage of Figaro: Overture by Mozart – Classical</p> <p>Erk König, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic</p> <p>Sonata for Horn in F by Paul Hindemith – 20th Century</p> <p>Homelands by Nitin Sawhney –Contemporary</p> |