

Music progression



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 1	<ul style="list-style-type: none"> Follow and sing a teacher led melody Follow and play a teacher led rhythm Maintain steady pulse; Repeat rhythms back 	<ul style="list-style-type: none"> Sing seasonal songs in tune with expression. Sing with basic posture with relaxed shoulders 	<ul style="list-style-type: none"> Follow and perform rhythmically simple parts that use a limited range of notes Accompany a song with body percussion and mnemonics Play rhythms using words of contrasting syllable length and stress 	<ul style="list-style-type: none"> Sing with expression and confidence Add simple additional vocal effects (early ostinato) to sing in parts Use body percussion and unpitched percussion to add appropriate sound effects 	<ul style="list-style-type: none"> Listen to a piece of music, explaining and justifying opinions Improvise a rhythm within a pulse Begin to improvise around a given set of notes: C,D,E,G, A
Year 2	<ul style="list-style-type: none"> Sing a part in a round of 2 parts Follow and respond to non-verbal musical instructions (conducting) 	<ul style="list-style-type: none"> Sing seasonal songs accurately and with clear articulation Begin to breathe accurately, to show phrases in a song 	<ul style="list-style-type: none"> Play rhythms by ear Accompany songs with body percussion Improvise rhythms within a piece of music 	<ul style="list-style-type: none"> Copy and play tunes by ear, being aware of musical notation Explore opportunities for instrumental leadership within sections Compose a tune using a given set of notes 	<ul style="list-style-type: none"> Explore music from countries in West Africa, notably Guinea & Senegal Play djembes with correct posture and position of drums Play and sing individual parts to songs and popular rhythms
Year 3	<ul style="list-style-type: none"> Build djembe technique: bass tone, slap, flam Learn to play 2 parts of a piece of music: Kuku Sing songs, using drums to accompany the song 	<ul style="list-style-type: none"> Sing seasonal songs with confidence, expression and clear articulation Maintain their own part of a song, with awareness of how the different parts fit together 	<ul style="list-style-type: none"> Understand basic recorder technique: how to hold and blow into the recorder Play carefully with an even tone Play in time as a group. Play with others, to an accompaniment 	<ul style="list-style-type: none"> Explore the origins of Hip Hop and its four roots Recognise the musical and cultural importance of HipHop Explore and recreate HipHop rhythms using body percussion 	<ul style="list-style-type: none"> Listen and compare examples of classical music inspired by space (Holst, Eno, Strauss, Williams, Price) exploring instrumentation and motifs Consider how other, non-classical genres of music evoke the sounds

Music progression



				<ul style="list-style-type: none"> Explore the use of basslines and samples in HipHop music 	<p>and moods of space and space travel</p> <ul style="list-style-type: none"> Explore layering of rhythmic and melodic phrases in composition
Year 4	<ul style="list-style-type: none"> Read recorder notation with increasing accuracy and fluency, including complex rhythms Play with increasing accuracy and confidence, playing solo or as part of an ensemble 	<ul style="list-style-type: none"> Sing seasonal songs with expression and accurate musical phrasing Sing with even tone across the dynamic range with clear open vowels Sing with animated facial expression which reflects the mood of the piece 	<ul style="list-style-type: none"> Express the meanings of some traditional songs Sing different parts with increasing accuracy Incorporate musical techniques for accompaniment, including ostinato Improvise an ostinato or riff to accompany a song 	<ul style="list-style-type: none"> Explore music from different parts of Brazil Learn and play rhythms on the instruments of the bateria, recognising their functions within a piece of samba music Learn and respond to conducting or directing gestures Play call and response, breaks and stopping rhythms 	<ul style="list-style-type: none"> Listen to examples of famous operas across different musical periods Sing with confidence in the style of an opera chorus Sing excerpts from famous operas Use drama to accompany a song
Year 5	<ul style="list-style-type: none"> Play the ukulele with correct posture, including sitting, arm, hand and strumming positions Recognise and play early ukulele chords: Am, C, C7, F, G7, with increasing accuracy and fluency Play and sing with increasing accuracy fluency and musicality 	<ul style="list-style-type: none"> Sing seasonal songs confidently with awareness of diction, dynamics and good breath control Sing in harmony confidently and accurately 	<ul style="list-style-type: none"> Play simple tunes by ear on keyboard Listen or sing songs which use four chords. Identify different chord progressions in songs Play, improvise and compose songs using four chords 	<ul style="list-style-type: none"> Play complex rhythms, with articulation and dynamic control Play for extended periods of time Improve leadership in music 	<ul style="list-style-type: none"> Explore the structure of Bolero Learn to play both rhythmic and melodic different parts of Bolero Use Bolero as a stimulus to compose and perform a piece of music



Music progression

Year 6	<ul style="list-style-type: none">• Revise knowledge of early ukulele work. Consolidate first 5 chords• Sing along to a song reading both lyrics and chords – developing fluency and sight reading• Build links with other instruments through understanding of chord and key theory	<ul style="list-style-type: none">• Sing seasonal songs, performing more complex and integral parts with clear diction, breath control and quality of tone	<ul style="list-style-type: none">• Explore the musical, historical and cultural importance of blues music• Know and play the structure of the 12 bar blues on ukulele and / or keyboard• Improvise a solo for a blues song, using the blues scale• Write and perform a blues song	<ul style="list-style-type: none">• Listen to examples of famous musicals across different musical periods• Learn a piece of music by Anna Meredith (Handsfree), considering how performers' actions influence musical delivery• Convey character and emotion through singing, solo or ensemble• Perform songs while acting and interacting• Sing from memory while being able to move and act
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