

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>"Marvellous Magical Me"</u> <u>Rhythm and Voice</u>	<u>"Marvellous Me"</u> <u>Rhythm and Voice</u> <u>Christmas performance.</u>	<u>"The Enchanted Forest"</u> <u>Tempo and Dynamics</u>	<u>"The Enchanted Forest"</u> <u>Tempo and Dynamics</u>	<u>"Jaw, Paws and Claws"</u>	<u>"Jaw, Paws and Claws"</u>
Year 1	<u>"Blow Your House Down"</u>	<u>Christmas performance:</u> <u>simple carols</u>	<u>"From Zero to Hero"</u>	<u>"From Zero to Hero"</u>	<u>"It's Alive"</u>	<u>"It's Alive"</u>
Year 2	<u>"Fire and Ice"</u>	<u>Christmas performance:</u> <u>simple carols</u>	<u>"Inventors + Pioneers"</u>	<u>"Inventors + Pioneers"</u>	<u>"A Drop in the Ocean"</u>	<u>"A Drop in the Ocean"</u>
Year 3	<u>"All Wrapped Up"</u>	<u>Christmas performance:</u> <u>contemporary carols</u>	<u>"To Infinity and Beyond"</u>	<u>"To Infinity and Beyond"</u>	<u>"Earth Beneath Our Feet"</u>	<u>"Earth Beneath Our Feet"</u>
Year 4	<u>"Best of Both Worlds"</u>	<u>Christmas performance:</u> <u>Traditional and</u> <u>contemporary carols</u>	<u>"Feasts and Festivals"</u>	<u>"Feast and Festivals"</u>	<u>"Full Steam Ahead"</u>	<u>"Full Steam Ahead"</u>
Year 5	<u>"Brave New World"</u>	<u>Christmas performance:</u> <u>Carols with extended</u> <u>complexity</u>	<u>"Extreme Earth"</u>	<u>"Extreme Earth"</u>	<u>"Into The Wild"</u>	<u>"Into The Wild"</u>
Year 6	<u>"Battles, Bombs and Bravery"</u>	<u>Christmas performance:</u> <u>carols with harmonies</u>	<u>"Over the Deep Blue Sea"</u>	<u>"Over the Deep Blue Sea"</u>	<u>"Fears and Dreams"</u>	<u>"Fears and Dreams"</u> <u>End of year production.</u>

Instruments – learning about them and playing them

Composition – composing a piece and playing it

Listening and appreciating – listening and responding to music

Singing/Performance

Summary & Overview of Skills Progression

Subject	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Instruments and making music	Loud and quiet/short and long sounds. Use percussion instruments; Loud and quiet/short and long sounds. Explore and create different sounds through instrument and voice	"Three Little Pigs" and "Little Red Hen" song "Paperbag Princess" instrument activity Simple percussive accompaniment to songs Superheroes instrument activity Dinosaur rhythm song with instruments "Dino Hunt" instrument matching activity	Fire and Ice instruments Extended percussive accompaniment Simple grouped percussion Individual chime bars	Basic tuned or extended percussive accompaniment Stone Age/mood and feelings instrument composition Basic tuned instruments: in animal composition – grouped chime bars	Basic tuned accompaniment with basic percussion Victorians instrument composition glockenspiel & tin whistles	Extended tuned accompaniment with extended percussion Recorders and glockenspiel. Basic keyboard skills	Extended tuned accompaniment with matched percussion as an ensemble Learn to play school songs on the recorder or glockenspiel Learn to play school songs on range of other instruments in the school (guitar, brass, keyboard)
Composition – composing a piece and playing it	Understand rhythm; Rhythm – feel the beat. Exploring tempo and pace Explore and create different sounds through instrument and voice High and low/fast and slow	Superhero suspense composition Rhythmic hero sayings Composer and conductor activity Compose song about minibeasts – repeating rhythm and chorus	Inventors composition: grouped percussion	Egyptian composition: chorus and verse Animal carnival songs composition with chime bars (or other tuned instruments)	Romans composition: tuned and untuned instruments together	Compose Tudor Fanfares on recorder Compose rainforest soundscapes (body percussion)	Viking composition: drums, brass and chimes
Singing/Performance	Building a repertoire of songs and dances Nursery rhymes sock Performance skills: sing to your class	Sing, perform and evaluate Simple carols and themed songs Perform and evaluate	Simple carols and themed songs Songs linked to the seaside for curriculum assemblies	"Blast Off" songs for curriculum assemblies	Traditional and contemporary carols "India is Awesome" song for curriculum assembly	Various carols with extended musical and lyrical complexity 'It's a Natural Disaster' song for curriculum assembly Performance of "Emerald Forest"	End of year performance – all songs and variations. Various carols with extended musical and lyrical complexity
Listening and appreciating – listening and responding to music	Action songs and structure	Listening and appreciating different styles of music Listening to film-linked music Minibeast music	Listen to different sea music from different composers	Egyptian music Tim Peake's favourite songs Gustav Holst's "Planet Suite" Instruments in the orchestra through John William's "Star Wars" Stone Age music "The Carnival of the Animals" by Saint-Saëns	Beethoven, Mozart, Elgar Indian traditional and contemporary music "Peter and the Wolf" by Prokofiev	"The Four Seasons" Vivaldi	WW2 songs Listening to songs and composers of that time

Summary of Vocabulary Progression

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Audience</u> <u>Beat</u> <u>Dance</u> <u>High/low</u> <u>Perform</u> <u>Rhythm</u> <u>Voice</u>	<u>Call/response</u> <u>Chant</u> <u>March</u> <u>Octave</u> <u>Percussion</u> <u>Pitch</u> <u>Pulse/beat</u>	<u>Body percussion</u> <u>Canon</u> <u>Downbeat</u> <u>Dynamics</u> <u>Graphic notation</u> <u>Round</u> <u>Tempo</u> <u>Texture</u> <u>Untuned instruments</u>	<u>Allegro</u> <u>Adagio</u> <u>Bar</u> <u>Chorus</u> <u>Crotchets</u> <u>Duet</u> <u>Forte</u> <u>Minims</u> <u>Octave</u> <u>Orchestra</u> <u>Pentatonic scale</u> <u>Piano</u> <u>Quavers</u> <u>Solo</u> <u>Stave</u> <u>Structure</u> <u>Texture</u> <u>Tuned instruments</u> <u>Unison</u> <u>Verse</u>	<u>AABA – 32-bar form</u> <u>Accelerando</u> <u>Accompaniment</u> <u>Arrangement</u> <u>Character</u> <u>Crescendo</u> <u>Diminuendo</u> <u>Form</u> <u>Introduction</u> <u>Legato</u> <u>Major and Minor</u> <u>Melody</u> <u>Pitch</u> <u>Rallentando</u> <u>Rests</u> <u>Rondo form</u> <u>Rhythm patterns</u> <u>Semibreve</u> <u>Semi-quaver</u>	<u>Bass line</u> <u>Bridge</u> <u>Compound time</u> <u>Diatonic scale</u> <u>Fortissimo</u> <u>Mezzo forte</u> <u>Mezzo piano</u> <u>Pianissimo</u> <u>Staccato</u> <u>Stave</u> <u>Syncopation</u> <u>Ternary form</u> <u>Timbre</u>	<u>Accent</u> <u>Chord</u> <u>Chord progression</u> <u>Clef</u> <u>Dissonance</u> <u>Dot notation</u> <u>Flat</u> <u>Harmony</u> <u>Key</u> <u>Melodic Phrase</u> <u>Moderato</u> <u>Off beat</u> <u>Ostinato</u> <u>6/8 time</u> <u>Sharp</u> <u>Staccato</u> <u>Time signature</u> <u>Treble clef</u> <u>Triads</u>
<u>Instruments</u> <u>Table/hands</u> <u>Triangle</u> <u>Maraca</u> <u>Wood block</u> <u>Egg shakers</u> <u>Frog guiro</u>	<u>Instruments</u> <u>Triangle</u> <u>Tambourine</u> <u>Maraca</u> <u>Wood block</u> <u>Claves</u>	<u>Instruments</u> <u>Chime bars (pitched)</u> <u>Drums – djembe, bongos, tambour</u>	<u>Instruments</u> <u>Glockenspiels (pitched)</u> <u>Sleigh bells</u> <u>Two-tone wood block</u> <u>Cymbals</u> <u>Cowbell</u>	<u>Instruments</u> <u>Glockenspiels (pitched)</u> <u>Indian bells</u> <u>World percussion instruments</u> <u>Castanets</u>	<u>Instruments</u> <u>Recorders (pitched)</u> <u>Cabasa</u> <u>Guiro</u> <u>Agogo bells</u>	<u>Instruments</u> <u>Recorders</u> <u>Violins</u> <u>Trumpets</u> <u>Guitar (all pitched)</u>