



**Skills progression + Long Term Overview**

**Subject – Music**

Unit of Work/Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 1	<p><b>Charanga</b></p> <p>'Me'</p> <p>Freestyle – 'Action Songs'</p> <p>My Stories</p> <p>'Everyone'</p> <p>'Our World'</p> <p>'Big Bear Funk'</p> <p>'Reflect, Rewind and Replay'</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Hey You – Old School Hip Hop</p> <p><u>Spring</u> In The Groove – Blues, Latin, Folk, Funk, Baroque</p> <p><u>Summer</u> Your Imagination – Film, Pop, Musicals</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Hands Feet Heart – South African Music</p> <p><u>Spring</u> I Wanna Play In A Band – Rock</p> <p><u>Summer</u> Friendship song – Pop, Soul, Film, Musical</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> <u>Let your spirit fly</u></p> <p><u>Spring</u> <u>Dragon Song</u></p> <p><u>Summer</u> Reflect Rewind and Replay</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> <u>Mamma Mia</u></p> <p><u>Spring</u> <u>Stop</u></p> <p><u>Summer</u> Reflect Rewind and Replay</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Classroom Jazz 1</p> <p><u>Spring</u> Fresh Prince of Bel Air (Rap)</p> <p><u>Summer</u> Reflect Rewind and Replay</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Classroom Jazz 2</p> <p><u>Spring</u> You've Got A Friend (Pop)</p> <p><u>Summer</u> Reflect Rewind and Replay</p>
Cycle 2		<p><b>Charanga</b></p> <p><u>Autumn</u> Rhythm In The Way We Walk and Banana Rap – Reggae, Hip-hop</p> <p><u>Spring</u> Round and Round – Latin Bossa Nova, Film Music, Big Band Jazz, Mashup, Latin Fusion</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Ho Ho Ho – Christmas, Big Band, Motown, Elvis, Freedom, Songs</p> <p><u>Spring</u> Zootime – Reggae</p> <p><u>Summer</u> Reflect, Rewind and Replay – Western Classical Music and</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Glockenspiels stage 1</p> <p><u>Spring</u> Three Little Birds</p> <p><u>Summer</u> Bringing us Together <b>Sefton Local Authority (1.5 terms)</b> SLA Drumming lessons</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Glockenspiels stage 2</p> <p><u>Spring</u> Gospel</p> <p><u>Summer</u> Blackbird <b>Sefton Local Authority (1.5 terms)</b></p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Livin' on a Prayer (Classic Rock)</p> <p><u>Spring</u> Make you feel my love - Pop</p> <p><u>Summer</u> Dancing In The Street (New Wave/Post Punk)</p>	<p><b>Charanga</b></p> <p><u>Autumn</u> Happy (Pop)</p> <p><u>Spring</u> A New Year Carol (Folk)</p> <p><u>Summer</u> Music In Me (Contemporary R&amp;B)</p>

		<p><u>Summer</u> Reflect, Rewind, Replay – Western Classical Music and your choice of genre from Year 1.</p>	<p>your choice of genre from Year 2.</p>		<p>SLA drumming</p>	<p><b><u>Sefton Local Authority (1.5 terms)</u></b> Piano/Keyboard</p>	<p><b><u>Sefton Local Authority (1.5 terms)</u></b> Piano/Keyboard</p>
	<p><b><u>Local</u></b> Ticket to Ride - The Beatles</p> <p><b><u>Legend</u></b> Reggae - Bob Marley</p> <p><b><u>Musicals</u></b> Annie</p>	<p><b><u>Local</u></b> Octopus Garden – The Beatles</p> <p><b><u>Legend</u></b> Rock and Roll – Elvis Presley</p> <p><b><u>Musicals</u></b> Mary Poppins</p>	<p><b><u>Local</u></b> Let It Be – The Beatles</p> <p><b><u>Legend</u></b> Country music – Dolly Parton</p> <p><b><u>Musicals</u></b> Lion King</p>	<p><b><u>Local</u></b> All you need is love – The Beatles</p> <p><b><u>Legend</u></b> Rock – Queen</p> <p><b><u>Musicals</u></b> Joseph</p>	<p><b><u>Local</u></b> I want to hold your hand – The Beatles</p> <p><b><u>Legend</u></b> Pop – Adele</p> <p><b><u>Musicals</u></b> Hairspray</p>	<p><b><u>Local</u></b> Here comes the sun – The Beatles</p> <p><b><u>Legend</u></b> Funk – Chic/Niall Rogers</p> <p><b><u>Musicals</u></b> Billy Elliot</p>	<p><b><u>Local</u></b> Yesterday – The Beatles</p> <p><b><u>Legend</u></b> Indie –Oasis</p> <p><b><u>Musicals</u></b> Oliver</p>
<p>Performing</p>	<p><b>References to Musical development matters (2018)</b></p> <ul style="list-style-type: none"> <li>Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively to speak and chant</li> </ul>	<ul style="list-style-type: none"> <li>Follow a melody accurately when singing</li> <li>Perform with others song/simple rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression</li> <li>Show control of the voice when singing</li> <li>Play clear notes on an instrument/si</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmically perform a simple part, including rests</li> <li>Improvise using</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play using correct phrasing showing understanding of how to add expression</li> </ul>	<ul style="list-style-type: none"> <li>Provide rhythmic support in a performance from notation</li> <li>Perform from a variety of notations</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to sing the melodic shape (moving melody up and down, down and up) of familiar songs.</li> <li>• Sing entire songs.</li> <li>• May enjoy performing, solo and or in groups.</li> <li>• Moves to the sound of instruments.</li> <li>• Combines moving, singing and playing instruments whilst singing (e.g. tapping the drum along to a song).</li> <li>• Moves in time to the pulse of the music being listened to and responds to changes in music (e.g. jumping in response to loud or sudden changes in the music).</li> <li>• Replicates familiar choreographed dances e.g. imitates dance and movements</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing songs</li> <li>• Use instruments to perform</li> <li>• Copy sounds</li> <li>• Perform short dynamic rhythmic patterns</li> <li>• Use dynamics when performing (loud &amp; quiet)</li> </ul>	<p>patterns on an instrument</p> <ul style="list-style-type: none"> <li>• Keep a steady pulse when performing simple patterns</li> <li>• Perform keeping the beat whilst showing simple changes in tempo</li> <li>• Copy changes in pitch</li> <li>• Perform patterns in different tempos</li> </ul>	<p>singing clearly (diction)</p> <ul style="list-style-type: none"> <li>• Play clear notes on an instrument/singing clearly (diction)</li> <li>• Work with a partner to perform a piece using more than one instrument</li> <li>• Perform a piece using minims, crotchets and semibreves</li> </ul>	<p>repeated patterns</p> <ul style="list-style-type: none"> <li>• Maintain a part in a group showing awareness of others</li> <li>• Memorise songs and perform with accuracy (pitch)</li> <li>• Perform songs using simple harmonic ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Hold their own part in a group – improvising melody and rhythm, singing a harmony part, drones/ostinati etc.</li> <li>• Perform music using a variety of structural forms</li> <li>• Perform by ear and using simple notations</li> <li>• Perform/improvise an idea that builds up layers of sounds to produce simple chords</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing a harmony part with accuracy</li> <li>• Perform from memory</li> <li>• Take a lead role in a performance</li> <li>• Perform a solo or solo part in an ensemble</li> <li>• Perform a piece of music which has at least 2 or more parts showing understanding of how the parts fit together</li> </ul>
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	<p>associated with pop songs.</p> <ul style="list-style-type: none"> <li>Choreographs his or her own dances to familiar music, individually or in pairs/small groups.</li> </ul>						
Composing	<p><b>References to Musical development matters (2018)</b></p> <ul style="list-style-type: none"> <li>Creates his or her own songs often with a real sense of structure e.g. beginning, middle and end.</li> <li>Merges elements of familiar songs with improvised singing.</li> <li>Changes some or all of the words in a song.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices to create different sounds</li> <li>Play an instrument creating different sounds</li> <li>Create and repeat short rhythmic and melodic patterns</li> <li>Create a sequence of sounds</li> <li>Notate their sounds using pictures/symbol</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between notations and musical sounds</li> <li>Use symbols to represent sounds</li> <li>Order sounds into a structure (beginning, middle, end)</li> <li>Create music from different starting points</li> <li>Use a simple structure when composing (e.g. Ternary)</li> </ul>	<ul style="list-style-type: none"> <li>Use different elements in their work</li> <li>Compose repeated patterns on a range of instruments</li> <li>Create accompaniments to a melody (e.g. drone)</li> <li>Choose and combine different sounds to create an intended effect</li> <li>Show an awareness of time signatures</li> <li>Recognise minim, crotchet and semibreve and their value</li> </ul>	<ul style="list-style-type: none"> <li>Use basic rhythmic notation to transcribe ideas</li> <li>Notate composition ideas using basic notation (notes on the staff) and use to record performance</li> <li>Compose a short song (lyrics and melody) and perform</li> <li>Create more than one musical idea to be performed simultaneously</li> </ul>	<ul style="list-style-type: none"> <li>Create a song showing understanding of the link between lyrics and melody</li> <li>Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc</li> <li>Compose using chords and record ideas using notation including time signatures</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant notations for your composition work</li> <li>Combine several musical devices when composing</li> <li>Use digital technologies to aid with the creation and recording of ideas</li> <li>Use a variety of notes, including chromatic notes to build up ideas</li> </ul>

		<ul style="list-style-type: none"> <li>Using long/short sounds in their composing</li> </ul>				and #b (sharp/flat)	
Listening and Appraising	<b>References to Musical development matters (2018)</b> <ul style="list-style-type: none"> <li>Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat”.</li> <li>Distinguishes and describes changes in music and compares pieces of music e.g. “this music has lots of instruments, but this music only has voices”.</li> <li>Associates genres of music with characters and stories.</li> <li>Accurately anticipates changes in music e.g. when music is going to get faster, slower, louder.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different moods in music saying how music makes them feel</li> <li>Choose sounds to illustrate different moods</li> <li>Recognise repeating patterns/ideas when listening to music</li> <li>Follow instructions about performing – when to</li> </ul>	<ul style="list-style-type: none"> <li>Improve their own work</li> <li>Recognise repeating patterns/ideas when listening to music</li> <li>Follow instructions about performing – when to play/sing/breath/be louder etc</li> <li>Listen and recognise particular elements of music (timbre/pitch/dynamics)</li> <li>Recognise sounds that move in steps and leaps</li> </ul>	<ul style="list-style-type: none"> <li>Use musical vocabulary to describe a piece of music discussing their likes/dislikes</li> <li>Improve their work stating how it has been improved</li> <li>Recognise the work of at least one famous composer showing awareness of when it was written</li> <li>Recognise changes in music</li> <li>Show an awareness of the time signatures of pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>Identify, using musical vocabulary, the different purposes of music</li> <li>Explain how silence can effect a musical piece or idea</li> <li>Begin to recognise the differences of eras in music</li> <li>Describe how specific musical elements, if changed, can affect the overall sound of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Improve their own work and suggest improvements to the work of others</li> <li>Use standard musical notation to record their ideas</li> <li>Evaluate their work, using appropriate musical vocabulary stating what was successful/unsuccessful and why</li> <li>Compare and contrast a variety of music indicating preferences using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Improve their work</li> <li>Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time</li> </ul>



		<p>play and sing</p> <ul style="list-style-type: none"> <li>Recognise the difference between basic elements (fast/slow/high/low/loud/quiet)</li> </ul>				to describe opinions	
Key Vocabulary	<ul style="list-style-type: none"> <li>Chant</li> <li>Fast</li> <li>Follow</li> <li>High</li> <li>Instrument</li> <li>Low</li> <li>Loud</li> <li>Quiet (use instead of 'soft')</li> <li>Repeat</li> <li>Rhythm</li> <li>Sing</li> <li>Slow</li> <li>Song</li> <li>Sounds</li> </ul>	<ul style="list-style-type: none"> <li>beat</li> <li>beater</li> <li>cymbal</li> <li>drum</li> <li>high (sound)</li> <li>listen</li> <li>loud</li> <li>low (sound)</li> <li>perform</li> <li>quiet</li> <li>shaker</li> <li>steady beat</li> <li>tambourine</li> <li>tempo</li> <li>triangle</li> <li>tune</li> <li>voice</li> </ul>	<ul style="list-style-type: none"> <li>accompany</li> <li>body percussion</li> <li>chime bar</li> <li>chord</li> <li>claves</li> <li>compose</li> <li>duration</li> <li>ostinato</li> <li>percussion</li> <li>phrase</li> <li>pitch</li> <li>pulse</li> <li>recorder</li> <li>score</li> <li>tuned percussion</li> <li>untuned percussion</li> <li>volume</li> </ul>	<ul style="list-style-type: none"> <li>names of orchestral instruments</li> <li>accompaniment</li> <li>call and response</li> <li>castanets</li> <li>composer</li> <li>conductor</li> <li>drone</li> <li>duet</li> <li>duration</li> <li>dynamics</li> <li>glockenspiel</li> <li>lyrics</li> <li>melodic phrase</li> <li>melody</li> <li>orchestra</li> <li>orchestration</li> <li>ostinati</li> <li>round</li> <li>scale</li> </ul>	<ul style="list-style-type: none"> <li>harmony</li> <li>improvise</li> <li>leaping (large interval between two notes)</li> <li>pentatonic</li> </ul>	<ul style="list-style-type: none"> <li>Accent</li> <li>bass</li> <li>notation</li> <li>texture</li> <li>timbre</li> </ul>	<ul style="list-style-type: none"> <li>diction</li> <li>interval</li> <li>syncopation</li> </ul>



				<ul style="list-style-type: none"> <li>• stepwise movement</li> <li>• structure</li> <li>• theme</li> <li>• unison</li> <li>• woodblock</li> <li>• xylophone</li> </ul>			
Enrichment activities	Christmas performance for parents Summer performance	Christmas song showcase + performance of local music class song  Performance in retirement home	Christmas song showcase + performance of local music class song	Spring performance – Legend songs – singing the hits	Spring performance – Legend songs – singing the hits	Summer performance -musical masterpiece  Trip to Beatles Museum/Cavern (educational tour)	Summer performance -musical masterpiece