



Music Curriculum Progression Map



Musicianship Activities: Understanding Music, Improvise Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p>	<p>Explore the time signatures of 2/4, 3/4 and 4/4.</p> <p>Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy more complex rhythmic patterns by ear or from notation.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p> <p>Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p> <p>Identify if a song is major or minor in tonality.</p>	<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B b , C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>

Activity: Listening (Listen and Respond)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Move, dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like it.</p> <p>Talk about any instruments they might hear and perhaps identify them.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Begin to understand where the music fits in the world.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.</p> <p>Describe differences in tempo and dynamics with more confidence.</p> <p>Begin to understand that there are different styles of music.</p>	<p>Talk about the style of the Music and about what the song or piece of music means.</p> <p>Use appropriate musical language to describe and discuss the music.</p> <p>Start to use musical concepts and elements more confidently when talking about the music.</p> <p>Identify specific instruments if they can.</p> <p>Talk about where the music fits into the world.</p> <p>Discuss the style of the music and any other music they have heard that is similar.</p>	<p>Talk about the words of the song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Identify:</p> <ul style="list-style-type: none"> ● Call and response ● A solo vocal/instrumental line and the rest of the ensemble ● A change in texture - The articulation of certain words <p>Know and understand what a musical introduction is and its purpose.</p> <p>Describe legato and staccato.</p>	<p>Talk about feelings created by the music.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain rapping.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Begin to identify the musical style of a song or piece of music using styles they have listened to i.e. hip hop, blues, jazz, orchestral</p>	<p>Justify a personal opinion with reference to the musical elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; piano and synthesisers; and vocal techniques such as scat singing.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>

Activity: Singing (Learn to Sing the Song)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Sing or rap nursery rhymes and simple songs from memory.</p> <p>Know songs have sections.</p> <p>Sing along with a pre-recorded song and add actions.</p> <p>Sing along with the backing track.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Sing unit songs from memory.</p> <p>Try to understand the meaning of the song.</p> <p>Try to follow the leader or conductor.</p> <p>Add actions to a song</p>	<p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing and try to Communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Sing as part of a choir and in unison.</p> <p>Sing with attention to clear diction.</p> <p>Sing more expressively, with attention to breathing and phrasing.</p> <p>Follow the leader or conductor confidently.</p> <p>Sing with attention to the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Perform actions confidently and in time.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used in the various styles of song visited throughout this year.</p> <p>Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>

Activity: Playing Instruments (Play Your Instruments with the Song)
Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Adding a 2-note melody to the rhythm of the words.</p> <p>Playing with two pitched notes to invent musical patterns.</p> <p>Play high and low sounds on a glockenspiel</p>	<p>Play a part on a tuned or untuned instrument by ear.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as the recorder.</p> <p>Play a part on a tuned instrument by ear or from notation.</p> <p>Play the instrumental part they are comfortable with and swap when appropriate.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Play their instruments with good posture and technique.</p> <p>Play the right notes with secure rhythms.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E \flat major, C minor and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Play together with everybody while keeping the beat.</p> <p>Play a more complex part.</p>

Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Add new verses to well-known songs by changing the words i.e. the whales on the bus go splish splash splosh.</p> <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>When improvising, follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, E b , F, G C, D, E, F, G C, D, E, G, A F, G, A, B b , C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p>Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</p> <p>Include rests or silent beats.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B b , C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms.</p> <p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>

Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Add sound effects to well-known songs</p> <p>Adding a 2-note melody to the rhythm of the words.</p> <p>Playing with two pitched notes to invent musical patterns.</p>	<p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Create a simple melody using crotchets</p> <p>Create a story, choosing and playing classroom instruments.</p>	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one. i.e. start and end on a C.</p> <p>Create a simple melody using crotchets and minims.</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimuli.</p> <p>Begin to use graphic symbols to keep a record of composed pieces.</p>	<p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple chord progression ● Composing over beat <p>Include a home note (start and end composition on same note), to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Give the melody a shape.</p> <p>Describe how their melodies were created.</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale to compose: C, D, E, G, A</p> <p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple groove ● Composing over a drone. <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics (piano/forte)</p> <p>Introduce Music Notepad and compose a piece of music which includes:</p> <ul style="list-style-type: none"> ● Four or six bars ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests 	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use major and minor tonality:</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature - A treble clef ● Four, six or eight bars ● Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests ● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end 	<p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) Piece and notate their melody</p> <p>Use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● Four, six, eight or 12 bars ● The correct notes for the scale and key signature ● Expression/dynamics and an explanation of why this was created and for what effect.

Performing (Perform the Song)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<p>Understand a performance is sharing music.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed</p> <p>Begin to play tuned and untuned instruments musically within the performance</p> <p>Begin to use the voice expressively and creatively by singing simple songs.</p> <p>Begin to play together as a whole class or group.</p>	<p>Rehearse a song and then perform it to an audience</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Include any actions, Instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>A student will lead part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the Performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Rehearse and lead parts of the performance, individually or as a group.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>

Vocabulary

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
Pulse High and low Fast and slow Rhythm clapping Action songs Performing Listening Musical style Words of the song	Actions, audience, band, beat , beaters, brass instruments, chorus, compose, composer, concert, copy back, count, count in, dance, high and low sounds, imagination, improvise, instrument, introduction, listen, loud and quiet sounds, lyrics , melody, musician, nursery rhyme, orchestra, perform, pitch , play, question and answer , rap , singer ,smooth and spiky sounds , song , songwriter, tempo , verse , vocals , voice , warm up	backing singers/backing vocals, ballet, band, bells, brass band , brass instruments, Calypso, canon, choir, Choral music, Classical music, composition, conductor, dynamics , Film Music, Folk music, glockenspiel, hymn, improvisation , instrumental, introduction, Jazz, keyboard, layers of sound, lead singer/vocals, major , minor, Musicals, off-beat rhythms , one-man band, opera , percussion, string instruments, structure and form , musical style, tambourine, tempo, woodwind instruments .	articulation, backing track, Ballad, bar, barline, Baroque music , bass, Blues , chorus, crotchet, expression, forte (Italian musical term for 'loud'), intro /introduction, key signature, legato (Italian musical term for 'smooth'), minim, notation, ostinato, pentatonic scale, piano (Italian musical term for 'quiet/soft'), repeats, rests, rhythm patterns, semibreve, scale, staccato (Italian musical term for 'detached'), texture (layers of sound), time signature	20th and 21st Century Orchestral music, Choral music, choreography, , clef, Contemporary, crescendo (Italian musical term for 'gradually getting louder'), crotchet, dotted crotchet, digital/electronic sounds , diminuendo (Italian musical term for 'gradually getting quieter'), dotted crotchet, dotted quaver, quaver, semiquaver, stave, structure and form, tempo, timbre (sound quality), tonality , treble clef, unison.	amplifier, backbeat, loops, brass section, bridge, chords, cover, dotted minim, dotted quaver, fortissimo (Italian musical term for 'very loud'), harmony, interlude, , mezzo forte (Italian musical term for 'medium-loud'), mezzo piano (Italian musical term for 'medium-quiet'), note names, note values , pianissimo (Italian musical term for 'very quiet/soft') strings , syncopation (playing on the off-beat,	Dimensions of Music, Elements of Music/Musical Elements , Folk music, Gospel, Hip Hop, Jazz, Motown , Musicals, producer, riff, Rock, Rock 'n' Roll, Salsa music , Soul, Style Indicators , Swing, triplet crotchet, triplet quaver

Musical styles

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
Funk	Hip hop	Soul	Country	20th and 21st Century	20th and 21st Century Orchestral	Soul
Dance Pop	Jazz	20 th Century Orchestra	Baroque	Orchestral	Gospel	20th and 21st Century
Pop	Pop	Jazz	Pop	Reggae	Pop	Orchestral
Nursery Rhyme	Soul	Rock	Disco	Soul: Ballad	Minimalism	Pop
Seasonal Traditional	Classical	Pop	New Orleans Jazz	Contemporary R&B	Rock n Roll	Hip Hop
Folk	Reggae	20th and 21st Century	Film and TV soundtracks	Electronic Dance Music	Gospel	Jazz: Swing
Disco	20th and 21st	Orchestral / Choral	Folk: Sea Shanty	Pop	South African Pop	Rock
Indie	Century Orchestral	Jazz:Swing	Pop: Ballad	Folk	Jazz: Contemporary	Disco
Jazz	Lullaby	Ragtime	Gospel	Jazz	Soul	Romantic
Classical	Waltz	Kwela	Musicians	Disco	Reggae	Rock n Roll
Soul	Funk	Rock n Roll	Romantic	Musicals	Film and TV soundtracks	Pop: Zimbabwean Pop
Musical	Jazz: Swing	Romantic/20th Century	Rock	Classical	Hip Hop	Folk
Reggae	Country	Orchestral	Native American	Romantic	Funk	Gospel
R & B	Gospel	Marching Band	Soul	Rock	Romantic	Contemporary R&B
		Gospel	Jazz	Gospel	Contemporary R & B	Salsa
		Film Music	20th and 21st Century	Medieval		Reggae
		Calypso	Orchestral			Jazz
		Funk	Hip Hop			Film and TV soundtracks
		Reggae				

Connecting Across the Curriculum

Reception (Ladybirds Class)	Year 1 and 2 (Hedgehogs Class)		Year 3 and 4 (Otters Class)		Year 5 and 6 (Owls Class)	
	Year A	Year B	Year A	Year B	Year A	Year B
<ul style="list-style-type: none"> ● Growing, homes, colour, toys, how I look. ● Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. ● Family, friends, people, music from around the world. ● Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. ● Transition unit ● Consolidate learning and contextualise the history of music. 	<ul style="list-style-type: none"> ● Counting ● Days of the week ● Parts of the body ● Counting backwards from 10 ● Animals from around the world ● Insects ● Our planet/our solar system ● Stories ● Shapes ● Friendship and building relationships ● Kindness, respect and helping one another ● Responsibility ● Families and traditions ● Communication ● Using your imagination ● Life in different countries ● Nature, the environment ● Connections with the past ● Culture and communities ● Storytelling and entertainment ● Individuality and self-expression 	<p>The importance of communication</p> <ul style="list-style-type: none"> ● Working and playing together ● Stories ● Caring about other people ● Developing morals and ethics ● Music from different parts of the world ● Playing in a band together ● Nature: the sun ● Looking after the planet ● Identity and accepting one another ● Friendship and building relationships ● Kindness, respect and empathy ● Responsibility ● Families and traditions ● Communication ● Using your imagination ● Life in different countries ● Culture and communities ● Connections with the past ● Storytelling and entertainment ● Society and current events ● Celebrating differences 	<ul style="list-style-type: none"> ● Your place in your family ● Making friends and understanding each other ● Developing morals and ethics ● Using your imagination ● Life in different countries ● The way people lived ● Families ● Nature, the environment ● Caring for the planet ● History and connections with the past ● Kindness and helping one another ● Connecting and interacting with others ● Responsibility ● Entertainment, storytelling and folklore ● Society and current events ● Social justice ● Identity and accepting others ● Expressing yourself ● Culture and traditions: festivals, holidays, celebrations 	<ul style="list-style-type: none"> ● Friends and people we meet ● How people and children used to live ● Connecting with history and the way people lived in the past ● Music from different cultures ● Music and dancing ● Music and freedom ● Making friends and building interpersonal relationships ● Kindness and empathy ● Developing morals and ethics ● Communication, connecting and interacting with others ● Responsibility ● Families, your place in your family ● Using your imagination ● Life in different countries ● Culture and communities ● Traditions: festivals, holidays, celebrations ● Nature and environmental protection ● Habitats and ecosystems ● Entertainment, storytelling and folklore ● Society and current events ● Social justice and politics ● Acceptance, tolerance and respect ● Personal identity, self-expression 	<p>School</p> <ul style="list-style-type: none"> ● Heroes ● The solar system ● Space ● Freedom ● Friendship and building interpersonal relationships ● Kindness and helping one another, empathy ● Connecting/interacting with and understanding others ● Responsibility ● Families, your place in your family ● Using your imagination ● Life in different countries ● Nature, the environment ● Connections with history and the way people lived in the past ● Entertainment, storytelling and folklore ● Current events and society ● Social justice and politics ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Culture and communities ● Traditions: festivals, holidays, celebrations ● Sustainability and environmental protection ● Habitats and ecosystems ● Our solar system 	<ul style="list-style-type: none"> ● Understanding feelings ● Friendship, kindness and respect ● Standing up for democracy and eliminating oppression ● Knowing our cultural roots ● Engaging to protect and care for planet Earth: ecosystems, recycling, etc ● Helping one another and empathy ● Communicating with others ● Families, culture and tradition ● Creativity and using your imagination ● Life in different countries ● Culture and communities ● Nature, the environment ● History and connections with the past ● Entertainment, storytelling and folklore ● Society and current events ● Politics and social justice ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Traditions: festivals, holidays, celebrations ● Environmental protection and sustainability ● Habitats and ecosystems ● Our solar system and