



## Music Progression of Knowledge



### Early Years Framework




The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### National Curriculum

Pupils should be taught in KS1: Pupils should be taught to: ☐ 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.

Pupils should be taught in KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ☐ 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p> 	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p> 	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 &amp; 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>
Playing instruments	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>
Improvising/ exploring	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4)</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</p> <p>Explore layers and layering using a graphic score (Unit 7)</p> <p>Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>
Composing	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose and notate pentatonic melodies on a graphic score (Unit 6)</p> <p>Compose a rap (Unit 9)</p> <p>Compose a fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>	<p>Develop a structure for a vocal piece and create graphic scores (Unit 3)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</p> <p>Use the musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>
Listening	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about Hindustani classical music (Unit 3)</p> <p>Learn how sounds are produced and how instruments are classified (Unit 3)</p> <p>Listen to and learn about traditional Chinese music (Unit 5)</p> <p>Listen to and learn about a Romantic piece of music (Unit 6)</p> <p>Listen to and learn about a medieval antiphon (Unit 7)</p> <p>Listen to, learn about, play and dance to Tudor dance music (Unit 7)</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</p> <p>Listen to and learn about 1940s dance band music (Unit 3)</p> <p>Listen to and play along with Bhangra music (Unit 4)</p> <p>Copy rhythms and a short melody (Unit 9)</p> <p>Match short rhythmic phrases with rhythm notation (Unit 10)</p> <p>Listen to and learn about Renaissance instruments (Unit 11)</p>	<p>Hear and understand the features of the whole tone scale (Unit 2)</p> <p>Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)</p> <p>Learn about the music of an early Baroque opera (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Experience and understand the effect of changing harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6)</p>

Appraising	Identify a sequence of sounds (structure) in a piece of music (Unit 4) Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6) Identify metre by recognising its pattern (Unit 8) Identify a repeated rhythm pattern (Unit 10)	Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3) Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9) Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Unit 12)	Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6) Recognise pitch shapes (Unit 10)	Identify different instrument groups from a recording (Unit 3) Describe the structure of a piece of orchestral music (Unit 5) Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7) Compare and contrast the structure of two pieces of music (Unit 7) Identify the metre of a new song or piece (Unit 10) Listen to and analyse 20th century ballet music (Unit 10)	Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2) Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2) Compare and contrast two pieces of 19th century Romantic music (Unit 3) Identify changes in tempo and their effects (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Explore and analyse a song arrangement and its structure (Unit 6) Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3) Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)
						

## Abbeys Units of work- Two yearly Overview

	Foundation Stage	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Cycle A</b>	This is us  Let's celebrate  Baa Quack Moo  Overground/ Underground	Science- I'm a Survivor History- The lady with the lamp Geography- Arctic adventures History- Life long ago History-Castles Geography- In the Jungle	History – Tomb raider Geography – mountains and rivers Science – light and dark Science – healthy me Geography – stars and stripes History – Divide and conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley park Geography- across the ocean Geography – Exciting explorers
<b>Cycle B</b>	To the rescue  Oh I do like to be beside the seaside	Science-Marvellous Minibeasts History- The great fire of London History- Transport through time Science-Growing up Geography- Sink or swim Geography- Waste not want not	History – Rotten Romans Geography – Volcanos History – Heads will roll Geography – It's a wonderful world History – From stone age to iron age Geography – my MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare's sagas Geography – Where land meets the sea Science – Fitness or football



	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Experiment with, create select and combine sounds using the interrelated dimensions of music.</li> </ul>			<p>To respond to a new rhythm adding the ending, and transfer this to drums.</p> <p>To begin to learn a new African song. To be able to use handsigns to pitch match soh, me, la, low doh.</p> <p>To be able to play new rhythm using both rim and bass tones.</p> <p>To sing African song in canon. To be able to use handsigns to pitch match soh, me, la, low doh.</p> <p>To be able to play new rhythm using both rim and bass tones.</p> <p>To begin a new song. To be able to use handsigns to pitch match soh, me, la, low doh, high doh. To be able to combine two rhythms as a class.</p> <p>To be able to use handsigns to pitch match soh, me, la, low doh, high doh, re.</p> <p>To take part in question and answer sequences.</p> <p>To know what an ostinato is. To be able to sing an ostinato as others sing the melody.</p>		
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			<p>To plan a performance.</p> <p>To decide on the arrangement of the piece as a class.</p> <p>To take part in a final rehearsal.</p>		
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## Autumn 2

	EYFS, Let's celebrate	1 & 2 History- The lady with the lamp	Year 3 AUTUMN 2	Year 4 AUTUMN 2	Years 5 & 6 Geography – Mighty Mayans
<b>Cycle A</b>	Performance songs and Nativity <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	Performance songs and Nativity <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	Continue with objective above.		<b>Cycle A</b> <p>Listening- World Unite- Music express 10-11</p> <ul style="list-style-type: none"> <li>Play and perform sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposed using interrelated dimension of music.</li> <li>Use and understand staff and other musical notations.</li> <li>Prepare for performance by considering narration, performance space, setting up and other logistics.</li> </ul>

					<ul style="list-style-type: none"> <li>• Demonstrate understanding of pitch through singing from simple staff notation.</li> <li>• Demonstrate understanding of the beat and syncopation through singing and body percussion.</li> <li>• Demonstrate coordination and rhythm skills by participating in a complex circle game.</li> <li>• Develop accompaniment using ostinato and invents or improvise rhythms on untuned percussions.</li> <li>• Learn about jazz scat singing and device scat sounds.</li> <li>• Devise, combine and structure rhythms through dance.</li> </ul>
	EYFS Let's celebrate	1 & 2 History- The great fire of London			Years 5 & 6 Geography – Rainforests

<b>Cycle B</b>	<p>Performance songs and Nativity</p> <ul style="list-style-type: none"> <li>● Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p>Performance songs and Nativity</p> <ul style="list-style-type: none"> <li>● Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>			<p><b>Cycle B</b></p> <p>Listening Music express-Roots 10-11</p> <ul style="list-style-type: none"> <li>● Play and perform sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>● Improvise and compose music for a range of purposed using interrelated dimension of music.</li> <li>● Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>● Sing and play scales and chromatic melodies accurately.</li> <li>● Develop rehearse and perform mini-musical including dialogue- singing, playing and movement.</li> </ul>
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# Spring 1

	EYFS, Baa Quack Moo	1 & 2 Geography- Arctic adventures	Year 3 SPRING 1 Planned by MK Music Service	Year 4 SPRING 1 Planned by MK Music Service	Years 5 & 6 Science – Space	
<b>Cycle A</b>	Animals Music Express- 5-6 <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Experiment with, create select and combine sounds using the interrelated dimensions of music.</li> <li>Sing a song with contrasting high and low melodies</li> <li>Identify ways of producing sounds.</li> <li>Match descriptive sounds to images.</li> <li>Explore timbre and texture to understand how sounds can be descriptive.</li> </ul>	Composing our land-Music Express 6-7 <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experiment with, create select and combine sounds using the interrelated dimensions of music.</li> <li>Sing a song with contrasting high and low melodies</li> <li>Identify ways of producing sounds.</li> </ul>	To develop their singing voice further To recognise and control changes in pitch To develop an awareness of simple musical structures To explore and play simple melodic patterns on pitched percussion instruments To Improvise / compose simple pitched ostinato patterns To explore and explain their ideas about music they hear and play To perform to an audience To be able to sing the soh,me, la, doh pitches with accuracy To notice the different sections of songs and pieces played To play a simple pitched percussion instrument with some accuracy To create a pitched pattern with the correct number of beats and a	To identify different instruments and how the sounds are produced. To begin the Arts Award booklet. To be able to say name in time to steady pulse. To understand ascending and descending patterns. To begin to play simple ascending and descending patterns. To be able to say name in time to steady pulse. To understand ascending and descending patterns. To begin to play simple ascending and descending patterns. To be able to say name in time to steady pulse. To understand ascending and descending patterns. To begin to play simple ascending and descending patterns. To be able to say name in time to steady pulse. To understand ascending and descending patterns. To begin to play simple ascending and descending patterns.	<b>Cycle A</b>	
	EYFS, Baa Quack Moo	1 & 2 History- Transport through time				<b>Years 5 &amp; 6 History – Vile Victorians</b>
<b>Cycle B</b>	Animals Music Express- 5-6 <ul style="list-style-type: none"> <li>Use their voices expressively and</li> </ul>	Composing- Travel Music Express 6-7 <ul style="list-style-type: none"> <li>Use their voices expressively and</li> </ul>			<b>Cycle B</b>	

	<p>creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Experiment with, create select and combine sounds using the interrelated dimensions of music.</li> <li>Sing a song with contrasting high and low melodies</li> <li>Identify ways of producing sounds.</li> <li>Match descriptive sounds to images.</li> <li>Explore timbre and texture to understand how sounds can be descriptive.</li> </ul>	<p>creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Use voices to create descriptive sounds.</li> <li>Prepare and improve a performance using movement, voice and percussion.</li> <li>Use instruments to create descriptive sounds.</li> <li>Create a picture in sound.</li> <li>Understand musical structure by listening and responding through movement.</li> <li>Use simple musical vocabulary to describe music.</li> <li>Listen, describe and respond to</li> </ul>	<p>sense of melodic awareness</p> <p>To describe their preferences about music they hear and play</p> <p>To perform in front of an audience as part of a group</p>	<p>To be able to tap a steady pulse.</p> <p>To know the notes of the C pentatonic scale, and why it is important.</p> <p>To begin to improvise using a given rhythm.</p> <p>To be able to use walk, jogging, stride to improvise a pentatonic phrase.</p> <p>To know what an ostinato is.</p> <p>To be able to combine a spoken ostinato and a chant.</p> <p>To know what an ostinato is.</p> <p>To be able to combine a played ostinato with a sung melody.</p> <p>To be able to pitch with greater accuracy, and use hand signs.</p> <p>To begin to play parts, that will be combined into an ensemble.</p> <p>To be able to pitch with greater accuracy, and use hand signs.</p> <p>To begin to play parts, that will be combined into an ensemble.</p> <p>To be able to internalise pentatonic pitches.</p> <p>To begin to combine two partner songs.</p> <p>To begin to combine two parts using instruments.</p> <p>To be able to internalise pitches.</p> <p>To begin to combine two partner songs</p>		
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		contemporary orchestral music.		To begin to combine three parts using instruments. To understand how to present a performance.		
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## Spring 2

	<b>EYFS, Overground/ Underground</b>	<b>1 &amp; 2 History- Life long ago</b>	<b>Year 3 Spring 2 Planned by MK Music Service</b>	<b>Year 4 Spring 2 Planned by MK Music Service</b>	<b>Years 5 &amp; 6 History – Bletchley park</b>	
<b>Cycle A</b>	Seasons Music Express- 5-6 <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music,</li> <li>Experiment with, create and combine sounds using the interrelated dimensions of music.</li> <li>Identify changes in pitch and respond to them with movement.</li> <li>Listen in detail to a piece of orchestral music and identify instruments.</li> </ul>	Pattern- Music Express 6-7 <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using interrelated dimensions of music.</li> <li>Explore different ways to organise music.</li> <li>Invent and perform new rhythms to a steady beat.</li> <li>Perform and create simple three and four beat rhythms using a simple score.</li> <li>Identify a repeated rhythm pattern.</li> </ul>		To identify different instruments used in samba and how the sounds are produced. To begin the Arts Award booklet. To have an understanding of the origins of Samba music. To experience playing two of the samba instruments. To be able to clap off the beat. To experience playing two further samba instruments. To be able to clap off the beat. To be able to play syncopated rhythms. To be able to pitch match using tonic solfa pitches. To be able to play syncopated rhythms. To be able to pitch match using tonic solfa pitches. To combine sounds in groups. To combine sounds in groups.	<b>Cycle A</b>	Composing- Music express at the movies- 9-10 <ul style="list-style-type: none"> <li>Play and perform sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposed using interrelated dimension of music.</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Listen with attention to detail and recall sounds with interesting aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Sing and play percussion in a group piece and with changes in tempo and dynamics.</li> </ul>

				<p>To combine sounds in groups. To know when one group will have a solo, and respond to the signals given. To combine sounds in groups. To know when one group will have a solo, and respond to the signals given. To know what a Break is. To combine sounds in groups. To know when one group will have a solo, and respond to the signals given. To know what Breaks 1 &amp; 2 are. To combine sounds in groups. To know when one group will have a solo, and respond to the signals given. To know what Breaks 1,2 3 are. To prepare for a performance. To participate in a performance.</p>		<ul style="list-style-type: none"> <li>• Refine vocal performance with consideration of posture, breathing and enunciation.</li> <li>• Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities.</li> <li>• Perform music together in synchronisation with a short movie.</li> <li>• Use the musical dimensions to create and perform music for a movie.</li> <li>• Evaluate and refine compositions with reference to the inter-related dimensions of music.</li> <li>• Create sounds for a movie following a timesheet.</li> <li>• Compose programme music from a visual stimulus.</li> <li>• Identify changes in tempo and their effects.</li> </ul>
	EYFS Overground/ Underground	1 & 2 Science-Growing up				Years 5 & 6 History – Shakespeare's sagas
Cycle B	Seasons Music Express- 5-6 <ul style="list-style-type: none"> <li>• Listen with concentration and</li> </ul>	Listening Seasons- Music Express 6-7 <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by</li> </ul>			Cycle B	Composing- Growth- Music express 10-11 <ul style="list-style-type: none"> <li>• Play and perform sole and ensemble contexts, using their voices and playing musical</li> </ul>

	<p>understanding to a range of high quality live and recorded music,</p> <ul style="list-style-type: none"> <li>● Experiment with, create and combine sounds using the interrelated dimensions of music.</li> <li>● Identify changes in pitch and respond to them with movement.</li> <li>● Listen in detail to a piece of orchestral music and identify instruments.</li> </ul>	<p>singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically.</li> <li>● Sing with expression, paying attention to the pitch and shape of the melody.</li> <li>● Accompany a song with vocal body percussion and instruments- Ostinato.</li> <li>● Explore sounds on instruments and explore ways to vary their sounds.</li> <li>● Identify metre by recognising its pattern.</li> <li>● Identify rising and falling pitch.</li> </ul>				<p>instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> <li>● Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>● Listen with attention to detail and recall sounds with interesting aural memory.</li> <li>● Use and understand staff and other musical notations.</li> <li>● Develop an understanding of the history of music.</li> <li>● Read a melody in staff notation.</li> <li>● Play a chordal accompaniment.</li> <li>● Follow and interpret a complex graphic score for four instruments.</li> <li>● Create musical effects using contrasting pitch.</li> <li>● Develop a structure for a vocal piece and create graphic scores.</li> <li>● Explore extended vocal techniques through listening to and composing acapella vocal music based on graphic scores.</li> <li>● Revise rehearse and develop music for performance, with reference to the interrelated dimensions of music.</li> <li>● Compare and contrast two places on the 19<sup>th</sup> Century-romantic music.</li> </ul>
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## Summer 1

	EYFS, To the rescue	1 & 2 History-Castles	Year 3 Summer 1 Planned by MK Music Service	Year 4 Summer 1 Planned by MK Music Service	Years 5 & 6 Geography- across the ocean	
<b>Cycle A</b>	Travel Music Express-5-6 <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music,</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Create, play and combine simple rhyme words,</li> <li>• Combine voices and movement to create a rhyme/ song.</li> <li>• Understand pitch through singing,</li> </ul>			To identify different instruments used in samba and how the sounds are produced. To begin the Arts Award booklet. To have an understanding of the origins of Samba music. To experience playing two of the samba instruments. To be able to clap off the beat. To experience playing two further samba instruments. To be able to clap off the beat. To be able to play syncopated rhythms. To be able to pitch match using tonic solfa pitches. To be able to play syncopated rhythms. To be able to pitch match using tonic solfa pitches. To combine sounds in groups.	<b>Cycle A</b>	

	movement and note names.			<p>To combine sounds in groups.</p> <p>To combine sounds in groups.</p> <p>To know when one group will have a solo, and respond to the signals given.</p> <p>To combine sounds in groups.</p> <p>To know when one group will have a solo, and respond to the signals given.</p> <p>To know what a Break is.</p> <p>To combine sounds in groups.</p> <p>To know when one group will have a solo, and respond to the signals given.</p> <p>To know what Breaks 1 &amp; 2 are.</p> <p>To combine sounds in groups.</p> <p>To know when one group will have a solo, and respond to the signals given.</p> <p>To know what Breaks 1,2 3 are.</p> <p>To prepare for a performance.</p> <p>To participate in a performance.</p>		
	<b>EYFS</b> To the rescue	<b>1 &amp; 2</b> Geography- Sink or swim				<b>Years 5 &amp; 6</b> Geography – Where land meets the sea

<b>Cycle B</b>	<b>Travel Music Express- 5-6</b> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music,</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Create, play and combine simple rhyme words,</li> <li>• Combine voices and movement to create a rhyme/ song.</li> <li>• Understand pitch through singing, movement and note names.</li> </ul>	<b>Singing- Water Music Express 6-7</b> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music,</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>			<b>Cycle B</b>	
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## Summer 2

<b>EYFS, Oh I do like to be beside the seaside</b>	<b>1 &amp; 2 Geography- In the Jungle</b>	<b>Year 3 Summer 2</b>	<b>Year 4 Summer 2</b>	<b>Years 5 &amp; 6</b>
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<b>Cycle A</b>	<p>Listening Weather Music Express 5-6</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>• Play tuned and untuned instruments musically,</li> <li>• Experiment with, create, select and combine sounds using interrelated dimensions of music.</li> <li>• Control vocal dynamics, duration and timbre. With and without instruments.</li> <li>• Chant and sing in two parts while playing a steady beat.</li> </ul>	<p>Animals music express 6-7</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Experiment with, create, select and combine sounds using interrelated dimensions of music.</li> <li>• Play and control changes in tempo</li> <li>• Play pitched lines on tuned percussion</li> </ul>			<b>Cycle A</b>	<p>Geography – Exciting explorers</p>
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	<p>ELG- Sing a range of well-known nursery rhymes and songs.</p> <p>ELG- Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with the music.</p>					
	<b>EYFS</b> Oh I do like to be beside the seaside	<b>1 &amp; 2</b>				<b>Years 5 &amp; 6</b> Science – Fitness or football
<b>Cycle B</b>	<p>Listening Weather Music Express 5-6</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>• Play tuned and untuned instruments musically,</li> <li>• Experiment with, create, select and</li> </ul>				<b>Cycle B</b>	<p>Performance- Music express celebration. 9-10</p> <ul style="list-style-type: none"> <li>• Play and perform sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail and recall sounds with interesting aural memory.</li> <li>• Sing with attention to accuracy in rhythm, pitch and dynamics.</li> <li>• Perform complex song rhythms confidently,</li> <li>• Change vocal tone to reflect mood and style,</li> <li>• Develop ensemble playing, focusing on steady beat and placing notes accurately together,</li> </ul>

	<p>combine sounds using interrelated dimensions of music.</p> <ul style="list-style-type: none"> <li>Control vocal dynamics, duration and timbre. With and without instruments.</li> <li>Chant and sing in two parts while playing a steady beat.</li> </ul> <p>ELG- Sing a range of well-known nursery rhymes and songs.</p> <p>ELG- Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with the music.</p>					<ul style="list-style-type: none"> <li>Control short, loud sounds on a variety of instruments.</li> <li>Play tuned instrumental parts confidently from graphic scores with note names.</li> <li>Experience and understand the effect of changing harmony.</li> <li>Explore and analyse a song arrangements and its structures.</li> <li>Rehearse improve and analyse performance.</li> </ul>
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Foundation Stage	Years 1/ 2	Year 3/4	Year 5/6	
<b>Key Vocabulary:</b> -fast, slow, -long, short -high, low	<b>Key Vocabulary:</b> -beat -dynamics -pitch -timbre	<b>-Key Vocabulary:</b> -beat -dynamics -pitch -timbre	<b>Key Vocabulary:</b> beat -dynamics -pitch -timbre	time signature -treble clef - sharp and flat -cappella -chord

	<ul style="list-style-type: none"><li>-compose</li></ul>	<ul style="list-style-type: none"><li>-compose</li><li>-call and response</li><li>-verse and chorus</li><li>melody</li><li>-duration</li><li>-tempo</li><li>-rest</li><li>-notation</li><li>-improvise</li><li>-round</li><li>-</li></ul>	<ul style="list-style-type: none"><li>-compose</li><li>-verse</li><li>-chorus</li><li>-call and response</li><li>-verse and chorus</li><li>-melody</li><li>-duration</li><li>texture</li><li>-structure</li><li>-stave</li><li>-minim, crochet and semibreve</li><li>-drone</li></ul>	<ul style="list-style-type: none"><li>-staccato</li><li>-accent</li><li>-dotted rhythm</li><li>-quavers</li><li>ostinato</li><li>tempo</li><li>-rest</li><li>-notation</li><li>-improvise</li><li>-ostinato</li><li>-drone</li></ul>
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