

# MUSIC - Summary of progression

Continuous learning: Instill Vocal warm-ups before any singing. Embedding of the National Anthem 'God Save Our Queen'

Term/ Topic	1	2	3	4	5	6
<b>National Anthem</b> - use the song during sports events, become familiar with the pulse and rhythm of the song.						
	<b>Wonderful me and my Family</b>	<b>Magical place</b>	<b>Oh where, oh where in the world is it cold?</b>	<b>The ground is changing! Isn't milk brilliant?</b>	<b>I think to myself, what a wonderful world.</b>	<b>We're off to see the queen, keep safe!</b>
<b>Nursery</b> Explore finding the pulse in a range of different ways: freestyle, clapping, shoulders, blinking, fingers and thumbs, stomping, tapping, feet etc..	Use pitch to Sing songs Copying vocalisations – Introduce the visual 'Pitch Ladder' -If you're Happy and you know it Find the pulse with our 'freestyle' moving.	Instrument match -Incy Whincy Spider -Christmas songs -Disco Music 'I gotta Feelin'  Find the pulse with our shoulders	Clap/tap/Pat on their body and using then using their feet to music (pulse/beat). -Bear hunt chant-  Find the pulse with our clapping	Music – Tempo Fast/slow -Humpty Dumpty -Baa, baa black sheep -Old McDonald -Karaoke Fridays Find the pulse with our blinking	Singing puppets – suggest he's forgot the next words. The forgetful singer -Mary, mary quite contrary -Reggae music – 3 Little Birds Find the pulse with our finger and thumb	Abstract creative tasks to music e.g. painting, dough disco -Hickory, dickory dock -Rap Find the pulse with our feet.
	<b>Magical Me</b>	<b>Abracadabra</b>	<b>Wonderful world</b>	<b>Once upon a time</b>	<b>In the garden</b>	<b>Let's go on an adventure</b>
<b>National Anthem</b> - use the song during sports events, become familiar with the pulse and rhythm of the song. Join in with the rhythm 'God Save our Queen' with voice and body percussion.						
<b>Reception</b>	Play the beat on an instrument for others to move to.	Use voice recorders to record children's singing and favorite songs.	Clap/tap/Pat as a group, then individually and then on an instrument (pulse/beat).	Abstract paintings inspired by music (Melissa McCracken)  Abstract thinking about music e.g. "this music sounds like walking through the woods"	Encourage children to move/dance whilst playing instruments. (Use 'Creepy Crawly Calypso') Use MUSICAL SIGNALS – on an instrument use two note e.g. "sit down", "stand up"	Look closer at music/songs, where does it originate and who is the artist? What might have inspired the artist? e.g. Bob Marley -Reggae Opportunities for 'solo' singing.
<b>Charanga</b> Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<b>ME</b> Intro to the characters. Finding the pulse Copy back the rhythm of their name. Explore high sounds and low sounds using voices and glockenspiels.	<b>My Stories</b> Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs Explore high pitch and low pitch in the context of the songs.  Invent a pattern to go with a song using one note.	<b>Everyone</b> Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Distinguish high-pitched sounds from low-pitched sounds. Use the starting note to explore melodic patterns using one or two notes. On an instrument play a 1-note pattern in time with the pulse.	<b>Our world</b> Find the pulse and show others your ideas Choose one phrase from the song and have a go at clapping the rhythm. Explore high pitch and low pitch using their voice and images from the songs Use the starting note to explore melodic patterns using one or two notes. Improvising a two note pattern.	<b>Big Bear Funk</b> Find a funky pulse. Play the pulse with a pitched note or untuned percussion instrument. Enjoy the challenge of performing with just the backing track and adding actions to the songs. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Playing patterns using a combination of any of the three notes C, D and E.	<b>Reflect, rewind, replay</b>  Enjoy thinking up and sharing their own ideas for actions.  What's your favourite and why?  Encourage children to make choices in music.  Celebrate individuals' musical achievements.
<b>Vocabulary</b>	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	

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# Embedding of the **National Anthem** 'God Save Our Queen'

	What makes me marvelous	How incredible is india	How do I live here?	What makes space special?	What would your castle look like?	Which came first the chicken or the egg?
<b>National Anthem</b> – Sing the lyrics of the anthem, use instruments/body percussions to find the pulse and rhythm of the song.						
<b>Year 1</b>	Explore the use of the <b>voice</b> in different ways, such as speaking, singing and chanting  <b>Create a singing area</b> where small groups or individuals can sing e.g. a large box (singing in the shower effect!) for solitary singing. – X factor.	look closely at the <b>Indian 'Saptak festival'</b> use movement and dance to reinforce the enjoyment of music.  Explore <b>body percussion</b> through musical groups such as: Barbatuques.	Listen to pieces of music that describe e.g. the sea, fireworks etc  <b>Create a sequence of long and short sounds</b> with help, including clapping longer rhythms.	Choose <b>sounds to represent</b> different things (ideas, thoughts, feelings, moods etc.)  Explore the effect of <b>silence</b> .	Play instruments for others to move to.  <b>Use symbols to represent sounds</b> -	<b>Find out</b> how to sing with expression, confidence and creativity to an audience <b>Watch present day performers on stage.</b> <b>Reflect on music</b> and say how it makes people <b>feel</b> , act and move. Does it create <b>stereotypes?</b> Do you associate music with someone or something e.g. rock music with bikers?
<b>Charanga</b>	<b>Hey you!</b> How pulse, rhythm and pitch work together. <b>Rap and sing in time to the music</b> Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks <b>Copy back the rhythms they hear.</b> Create their own rhythm for others to copy <b>Improvise and play with notes C &amp; G.</b>	<b>Rhythm in the way we walk &amp; Banana rap</b> Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <b>March to the pulse. Copy back the rhythms they hear.</b> <b>Be an animal and keep the pulse.</b> Start to understand that pitch is high and low sounds. <b>Clap the rhythm of your name.</b> Make up your own rhythm.	<b>In the groove</b> Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. <b>March to the pulse.</b> Clap the rhythm of their favourite food. <b>Sing together and in time, in all the different styles.</b> Play with and improvise with the notes C & D accurately and in time as part of the performance. <b>Compose a simple melody using simple rhythms, and use as part of the performance</b>	<b>Round and round</b> Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <b>Use their imagination to find the pulse</b> Clap the rhythm of their favourite animal. <b>Play accurately and in time as part of the performance the notes: D, F, C + D.</b> Use notes D & E to improvise as part of a performance.	<b>Your imagination</b> Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.  <b>Be a pop star finding the pulse.</b>  Clap the rhythm of their favourite colour.  <b>Sing in unison and in two parts.</b>  Play notes C & D accurately and in time as part of the performance.	<b>Reflect, rewind, replay</b>  What did they like best? Why?  Reflect on an instrument the heard.
<b>Vocabulary</b>	<i>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</i>	<i>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</i>	<i>Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</i>	<i>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</i>	<i>Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</i>	

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	How do we keep ourselves alive and kicking?	How do we Know about the great fire of London?	Where is China and what is it like there?	Where do different animals live?	Whatever happened to the dinosaurs?	What's inside the magic box?
<b>National Anthem</b> – Sing the anthem at events including 'World Cup', 'Euros' and the beginning of sports events (sports day). What instruments can we hear within the anthem.						
<b>Year 2</b>	Record their voices, chants and songs – can peers identify them? Look at some of the first composers of music such as Joseph Haydn and Carl Philipp Emanuel Bach and compare them to today's artists such as Ed Sheeran.	Watch previous Y2 performances and critic.	Introduce a conductor in class performances; respond to a range of gestures for stop/start, fast/slow, loud/quiet.	Notice how different music can be used to create different moods and effects and to communicate ideas.	To represent sound with symbols e.g. dinosaur footprints.  Use sounds to achieve an effect (including ICT). Create short musical patterns.	Sing with a sense of the shape of a melody - Graphic scoring.  What is a recording studio? Visit to the local radio station?
<b>Charanga</b>	<b>Hands, feet, heart</b> South African music Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals March in time with the pulse. Be an animal finding the pulse. Know that rhythm is different to the pulse. Recognise that songs sometimes have a question and answer section and a chorus. Play accurately and in time expected to play the notes G, A + C. Improvise and compose with the notes C & D	<b>Ho. HO, Ho</b> Festivals and Christmas Understand that songs have a musical style. This song has a rap in it – spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Be a rapper and find the pulse. Clap the rhythm of their name. Pitch high and low sounds we add to the pulse and rhythm when we sing/play an instrument. Play accurately and in time notes G, A & B. Improvise using words (rap).	<b>I wanna play in a band</b> Playing together in a band Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Be a rockstar finding the pulse. Clap the rhythm of their favourite colour. Sing and dance together, in time and using actions Play accurately and in time the notes C & D Improvise with notes F & G. Compose with notes F, G and A.	<b>Zootime</b> Reggae and animals Find the pulse being an animal of choice and know that this Unit is about Reggae music, understanding that songs have a musical style. Create their own rhythms for the class to copy back. Compose a simple melody using simple rhythms, and use as part of the performance using the notes C, D & E.	<b>Friendship song</b> A song about being friends Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel Decide how to find the pulse. Create their own rhythms for the class to copy back. Sing: In two parts. Play accurately and in time note E & G. Compose a simple melody using simple rhythms, and use as part of the performance using notes E, G, A & B.	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music  Listen and understand how to improve own composition.
<b>Vocabulary</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.	Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	

