



Doing all the good we can
Music Progression Overview

Year 1 & 2	<u>Autumn A</u> Why is Richmond Special? (plants and trees local area)	<u>Spring A</u> What's it made of and why? (history)	<u>Summer A</u> How do people tell their stories? (Creativity media Choice) Plants and knowledge	<u>Autumn B</u> How do I care for my body and mind?	<u>Spring B</u> What makes a good home? (history/places)	<u>Summer B</u> Why is our environment precious? (Kenya)
NY unit	<u>Pulse Unit 1</u>	<u>Elements Unit 6</u>	<u>Structure Unit 4</u>	<u>Mood Unit 5</u>	<u>Pitch Unit 2</u>	<u>Rhythm Unit 3 African Drumming</u>
	Clap and repeat short rhythmic and melodic patterns Perform simple patterns and accompaniments keeping a steady pulse. Play tuned and untuned instruments musically. Listen to a range of instruments.	Experiment with, create and combine sounds as a sequence Respond to different moods in music <i>Listen to a range of music and recognise how musical elements affect the mood of the music</i> Perform a part in a group building up layers of sound (texture) Sing a song in tune and with expression.	Say whether they like or dislike a piece of music Order sounds to create a beginning, middle and an end representing mood and emotions <i>Create short patterns and repeat them, putting them together to form a structure</i> Sing a song in tune and with expression Perform a part in a group. Talk about how the interrelated	Play instruments to perform and choose sounds to represent different things. Experiment with sounds created on different instruments Create music in response to different starting points. <i>Respond and talk about moods in music. Create sounds and put them together to represent different moods and emotions</i>	Make different sounds with voice and tuned instruments Make connections between notations and musical sounds. Recognise sound and put them into patterns <i>Perform simple patterns and accompaniments keeping a steady pulse.</i> Sing in tune. Sing / play a short musical pattern	Play simple rhythmic patterns on an instrument <i>Clap and repeat short rhythmic and melodic patterns</i> Respond to a conductor about when to play or sing. Change sounds and put them into patterns Experiment with, create, select and combine short patterns and repeat them (ostinato) Create sounds and put them together to



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		Listen to and discuss which instruments have been used and for what purpose /effect.	dimensions affect the mood when listening to music. Play tuned and untuned instruments musically.		keeping a steady pulse.	represent different moods and emotions.
Year 3/4	Autumn A Why is Richmond special?	Spring A What is beneath us and why does it matter? (natural disasters)	Summer A How do we get our message across? Creativity Media (Greeks)	Autumn B How do I care for my body and mind? (Science based)	Spring B Why is history worth knowing? (Egypt)	Summer B How can I have my say? (Romans)
	Sing songs from memory with accurate pitch Perform in solo and ensemble contexts using their voices with increasing accuracy Listen to and appreciate music from great composers and musicians. Begin to identify the style of work of Beethoven, Mozart and Elgar	Identify and describe the different purposes of music Recognise high and low phrases (pitch) Recognise and use basic notation Use notation to record and interpret sequences of pitches. Learn to play xylophones or Glockenspiels	Make up short patterns (simple notation) and repeat them. Perform from simple notation. Use notation to record compositions in a small group or individually. Perform in groups showing awareness of others. Recognise sound and put them into patterns.	Use musical words to describe a piece of music and compositions – pitch, rhythm, dynamics tempo Use musical words to describe what they like and do not like about a piece of music. Explain why silence is often needed in music and explain what effect it has Perform from simple notation	Play instruments with increasing accuracy, fluency, control and expression. Clap and repeat short rhythmic and melodic patterns Create music for particular themes – e.g. a graphic score with percussion instruments Use musical words to describe a piece of music and compositions Listen to the mood created in music	Combine different sounds to create a specific mood of feeling and expression. Use notation to record compositions in a small group or individually. Identify and describe the different purposes of music Explore sounds and put them together to create moods and expressions.



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		<p>Listen to the pitch in the work of composers e.g. Mozart: The Magic Flute</p> <p>Sing a song accurately (in tune) and with expression. Talk about the quality of a performance and make suggestions for improvement.</p>	<p>Perform a simple rhythm part using a short range of notes Talk about rhythm, dynamics, timbre, and texture when listening to music such as the work of Beethoven, Mozart and Elgar</p> <p>Talk about what is good in the work and what can be improved.</p> <p>(Computing: Music Box / Garage Band)</p>	<p>Recognise sounds and identify patterns Perform a part in time within a group piece showing awareness of other parts. Appreciate a wide range of live and recorded music using the interrelated dimensions of music</p> <p>Learn to Play xylophone / Glockenspiel</p>	<p>Discuss how the interrelated dimensions affect the mood of the music</p>	<p>Use percussion instruments to portray mood and emotion Improve and develop ideas by listening to the opinions of other people. Talk about how the interrelated dimensions affect the mood of the music such as Mussorgsky Pictures at an Exhibition</p> <p>Use other musical notation such as graphic scores to record ideas. Compose music using the computer - Music box</p>
	<p>Pulse Unit 1 Rhythm cards Slick games to build up steady beat. Ostinato patterns – percussion, Voice</p>	<p>Pitch Unit 2 Voice and ostinato rhythm patterns in groups Listening and responding to pitch</p>	<p>Rhythm Unit 3 Notation, ostinato, timbre and texture Rhythm cards and notation – layering a number of rhythms at the same time –</p>	<p>Structure Unit 4 Drone on instruments Singing Pentatonic scale Tuned percussion, Glockenspiels / chime bars – drone to accompany singing.</p>	<p>Elements Unit 6 Listening to mood in music. Create music for particular themes – graphic score with percussion instruments</p>	<p>Mood Unit 5 Percussion instruments to portray mood and emotion. Graphic score</p> <p>Computing - Music box 2</p>



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			percussion with instrumental ostinato Tuned instruments – create tune using CEG	Pentatonic scale (sharps) and rhythm cards to create their melody to accompany drone.	How inter-related dimensions / musical elements affect the mood of the music. Saint-Saens Carnival of the animals Saint-Saens Carnival of the animals	Mussorgsky Pictures at an Exhibition (Unit 5)
Year 5/6	Autumn A Why is Richmond special? Rivers	Spring A Where does it come from and where does it go? Anglo Saxon & Space	Summer A How do words make us feel? (Vikings and forces)	Autumn B How do I care for my body and mind? (stone age / mountains)	Spring B What legacy will I leave behind? (WW2)	Summer B What makes a colourful world? South America
Learn Ukulele Autumn Year A Learn Keyboard Spring Year B	Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Use a variety of different musical devices in composition including melody rhythms and chords Contrast the work of a famous composer with another and explain preferences	Compose music for a particular purpose using the interrelated dimensions of music Perform from a graphic score. Listen to music and explain why they think music is successful or unsuccessful Play and perform in solo and ensemble contexts using their voices and playing musical instruments	Sing a song in tune and keep a steady pulse. Using their own part confidently and accurately. Perform a part in time within a group piece showing awareness of other parts. Play and perform in solo and ensemble contexts. Use their voices with increasing accuracy,	Perform songs from memory Use their voices with increasing accuracy, fluency, control and expression – explore their own vocal range. Accurately recall a part of the music listened to. Talk about different types of music and compare them using musical vocabulary.	Compose music which meets specific criteria – 12 bar blues Choose the most appropriate tempo for a piece of music Improvise a short melody for a song e.g Keyboard Learn to play the keyboard. Begin to analyse and identify different structures. Perform from staff notation	Describe, compare and evaluate music using musical vocabulary explaining why they think music is successful or unsuccessful Perform from simple notation Appreciate and understand the traditions from composers and musicians.



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	<p>Listen to and comment on the interrelated dimensions of music within a piece of music e.g. Young person's guide to the Orchestra Benjamin Britten Use and understand basic staff notation. Some basics to be able to play the Ukulele.</p> <p>Learn Ukulele</p>	<p>with increasing accuracy, fluency, control and expression.</p> <p>Recording sounds using Audacity (using ICT to capture, change and combine sounds)</p> <p>Analyse features within different pieces of music</p> <p>Talk about the different effects being created to show the composer's intention. Identify what is happening in the music analysing and comparing features in different pieces of music.</p> <p>COMPUTING: Audacity</p>	<p>fluency, control and expression. Listen with attention to detail and recall the sounds with increasing aural memory.</p> <p>Make up musical patterns using rhythm and pitch. Identify and discuss the good things in performances and suggest how to improve them. Identify what is happening in the music e.g. Bernstein's West Side Story.</p>	<p>Identify and talk about good aspects in performances and how to improve them. Use pictures and symbols (graphic scores) to communicate sound ideas. Listen to and appreciate music from different times.</p>	<p>Compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>Listen to and discuss a range of music from the 1930s and how music has changed over the years – Vera Lynn, Rock and Roll, Blues, Beatles. Recognise and name some styles of music through history.</p> <p>Keyboard</p>	<p>Y6 Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>
Unit and music listening focus	Musical Elements (Unit 6)	Mood (Unit 5) COMPUTING: Audacity	Pulse (Unit 1) Singing in parts	Pitch (Unit 2) Singing. Controlling voice	Structure (Unit 4) – 12 bar blues. Chords	Rhythm (Unit 3) Samba music



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	Young person's guide to the Orchestra Benjamin Britten Peter and the Wolf Prokofiev The sorcerer's Apprentice Paul Dukas	Music telling a story The Storm from Symphony number 6, Pastoral – Beethoven Mars from The Planets Holst Theme from Star Wars – John Williams	Chords and accompaniment	The best of Ladysmith Black Mambazo Adiemus Karl Jenkins	ground bass melody The Beatles Deep moanin' Blues	Working with others. Structure. Black Eyed Peas - Where is the love
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Y1-2 Pupils should be taught to:

- Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Mu1/1.2 play tuned and untuned instruments musically
- Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music
- Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

Y3-6 Pupils should be taught to:

- Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



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Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.