



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)
	Pulse Unit 1	Elements Unit 6	Structure Unit 4	Mood Unit 5	Pitch Unit 2	Rhythm Unit 3 African Drumming
	Y1 Clap and repeat short rhythmic and melodic patterns Perform simple patterns and accompaniments keeping a steady pulse.	Make a sequence of sounds and respond to different moods in music (recognise how musical elements affect the mood of the music)	Y1 Say whether they like or dislike a piece of music Y2 Order sounds to create a beginning, middle and an end (Create short patterns and	Y1 use instruments to perform and choose sounds to represent different things. Create music in response to different starting points.	Y1 make different sounds with voice and with instruments Y2 Make connections between notations and musical sounds.	Respond to a conductor about when to play or sing. Y2 play simple rhythmic patterns on an instrument Y1 Clap and repeat short



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	Y2 sing or clap increasing and decreasing tempo		repeat them, putting them together to form a structure)	(Respond and talk about moods in music. Create sounds and put them together to represent different moods and emotions)	Perform simple patterns and accompaniments keeping a steady pulse.	rhythmic and melodic patterns
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 Begin to identify the style of work of Beethoven,	Identify and describe the different purposes of music Listen carefully and recognise	Begin to identify the style of work of Beethoven, Mozart and Elgar Recognise the work of at least	Use musical words to describe a piece of music and compositions	Play clear notes on instruments and use different elements in composition	Combine different sounds to create a specific mood of feeling. Use notation to record



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	Mozart and Elgar	high and low phrases Y4 Use notation to record and interpret sequences of pitches. Learn Glockenspiel	one famous composer. Use notation to record compositions in a small group or individually. (Computing: Music Box / Garage Band)	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 Learn / Play Glockenspiel	Use musical words to describe a piece of music and compositions	compositions in a small group or individually. Identify and describe the different purposes of music Computing - Music box
	Pulse Unit 1 Rhythm cards Stick games to build up steady beat. Ostinato patterns – percussion, Voice	Pitch Unit 2 Voice and ostinato rhythm patterns in groups Listening and responding to pitch	Rhythm Unit 3 Notation, ostinato, timbre and texture Rhythm cards and notation – layering a number of rhythms at the same time – percussion with instrumental ostinato	Structure Unit 4 Drone on instruments Singing Pentatonic scale Tuned percussion - Glockenspiels / chime bars – drone to accompany singing.	Elements Unit 6 Listening to mood in music. Create music for particular themes – graphic score with percussion instruments How inter-related dimensions / musical	Mood Unit 5 Percussion instruments to portray mood and emotion. Graphic score Computing - Music box 2



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			Tuned instruments – create tune using CEG	Pentatonic scale (sharps) and rhythm cards to create their melody to accompany drone.	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	Y5 Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Sp B	Y5 use music diary to record aspects of the composition process Y5 Explain why they think music is successful or unsuccessful	Y5 Maintain own part whilst others are performing their part Y6 Sing in harmony confidently and accurately	Y5 Repeat a phrase from the music after listening intently Y6 Accurately recall a part of the music listened to.	Y5 Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music	Y5 describe, compare and evaluate music using musical vocabulary Y5 Explain why they think music is successful or



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	<p>Y6 Use a variety of different musical devices in composition (including melody rhythms and chords)</p> <p>Y5 contrast the work of a famous composer with another and explain preferences</p> <p>Learn Ukulele</p>	<p>Y6 analyse features within different pieces of music</p> <p>COMPUTING: Audacity</p>	<p>Perform parts from memory Take the lead in a performance</p>		<p>Y5 contrast the work of a famous composer with another and explain preferences Aut A</p> <p>Y6 Compare and contrast the impact that different composers from different times have had on people of that time. Keyboard</p>	<p>unsuccessful Sp A</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)	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	Singing. Controlling voice 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



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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

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.