

# Music Programme of Study Progression Map



Y1	Autumn 1: Tell me a Story	Autumn 2: Fireworks & Fantasy	Spring 1: Get on Board	Spring 2: Changes	Summer 1: Under the Sea	Summer 2: Blast Off
	<p>Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P)</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Identify the pulse (Y1 L)</p> <p>Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)</p>	<p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P)</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)</p> <p>Perform chants (Y1 P)</p> <p>Understand that symbols can be used to represent and organise sound (Y1 U)</p> <p>Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)</p>	<p>Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P)</p> <p>Perform short copycat rhythms accurately (Y1 P)</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)</p> <p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Respond to the pulse in recorded / live music through movement and dance (Y1 L)</p> <p>Listen to sounds in the local environment and compare high and low sounds and long and short (Y1 L)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C)</p> <p>Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U)</p> <p>Understand that symbols (pictures) can be used to represent and organise sound (Y1 U)</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C)</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)</p> <p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)</p> <p>Respond to the pulse in recorded / live music through movement and dance (Y1 L)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Improvise simple vocal chants using question and answer phrases (Y1 C)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C)</p> <p>Use music technology to capture, change and combine sounds (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Understand that symbols (pictures) can be used to represent and organise sound (Y1 U)</p> <p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)</p>

# Music Programme of Study Progression Map



Y2	Autumn 1: Down in the Woods	Autumn 2: Fire! Fire!	Spring 1: Round the World	Spring 2: Whatever the Weather	Summer 1: Down in the Jungle	Summer 2: Sun, Moon and Stars
	<p>Create music in response to a non-musical stimulus (Y2 C)</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C)</p> <p>Create and perform their own chanted rhythms (with the corresponding stick notation) (Y2 C)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U)</p> <p>Understand that music can be structured in different ways (Y2 U)</p> <p>Respond independently to pitch changes heard in short melodic phrases indicating with actions (Y2 L)</p>	<p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P)</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Understand that different sounds suit different moods (Y2 U)</p> <p>Comment constructively on the music produced by others and begin to use the inter-related dimensions in music in their answers (Y2 U)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p>	<p>Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control (Y2 P)</p> <p>Sing short phrases independently / small groups within a singing game (Y2 P)</p> <p>Change the way music is performed to reflect occasion e.g., lullaby (Y2 P)</p> <p>Perform actions confidently and in time to a range of action songs (Y2 P)</p> <p>Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C)</p> <p>Responding to the leader's directions and visual symbols of dynamics and tempo (Y2 U)</p> <p>Understand the difference between rhythm and pulse (Y2 U)</p> <p>Move to music, responding to the mood and emotion (Y2 L)</p>	<p>Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P)</p> <p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P)</p> <p>Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p> <p>Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L)</p> <p>Understand the speed of the music can change (Y2 U)</p>	<p>Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control (Y2 P)</p> <p>Change the way music is performed to reflect occasion e.g., lullaby (Y2 P)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Create a simple grid to record a 4 beat rhythmic pattern (Y2 C)</p> <p>Understand that music can be structured in different ways (Y2 U)</p> <p>Understand that different sounds suit different moods (Y2 U)</p> <p>Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p> <p>Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L)</p>	<p>Create music in response to a non-musical stimulus (Y2 C)</p> <p>Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C)</p> <p>Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C)</p> <p>Create and perform their own chanted rhythms (with the corresponding stick notation) (Y2 C)</p> <p>Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C)</p> <p>Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U)</p> <p>Comment constructively on the music produced by others and begin to use the inter-related dimensions in music in their answers (Y2 U)</p>

# Music Programme of Study Progression Map



Y3	Autumn 1: Peter and the Wolf	Autumn 2: Christmas Singing	Spring 1: World Percussion Taiko Drums	Spring World Percussion Taiko Drums	Summer 1: World Percussion Djembe Drums	Summer 2: World Percussion Djembe Drums
	<p>Perform with a greater awareness of the inter-related dimensions of music (Y3 P)</p> <p>Select, organise &amp; order sounds, structuring musical ideas (e.g. beginning, middle and end) (Y3 C)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C)</p> <p>Present multiple layers on graphic scores or rhythm grids (Y3 C)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p> <p>Understand how sounds combine and create different effects on mood referring to the inter-related dimensions of music (Y3 U)</p>	<p>Perform with a greater awareness of the inter-related dimensions of music (Y3 P)</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5<sup>th</sup> (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P)</p> <p>Provide more opportunities to sing as a choir to an audience (Y3 P)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder (Y3 P)</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Have clear diction when singing to communicate lyrics effectively (Y3 P)</p> <p>Understand and identify different sections of a song e.g. intro, verse, chorus &amp; bridge (Y3 U)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p>	<p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music - Japanese/ Buddhist music in a cultural context. (Y3 U)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music using “call and response” to exercise and introduce aural memory. (Y3 L)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments and develop stick control. (Y3 P)</p> <p>Co-ordinate voice and rhythical elements, including use of Japanese language and vocal sounds at varying dynamics. (Y3 P)</p> <p>Develop a musical structure in preparation for a performance (Y3 P)</p> <p>Play a rhythmical musical canon (Y3 P)</p>	<p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music - Japanese/ Buddhist music in a cultural context. (Y3 U)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music using “call and response” to exercise and introduce aural memory. (Y3 L)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments and develop stick control. (Y3 P)</p> <p>Increase self-confidence by creating and performing drum solos and allow peer leadership of differing parts. (Y3 P)</p> <p>Learn about the 5 different taiko sounds and experiment with variations. (Y3 L)</p> <p>Control to develop final performance (Y3 P)</p>	<p>Kuku or other authentic grooves using djembes/djundjuns/auxilliary percussion as appropriate.</p> <p>include stop and start signals</p> <p>Emphasise that singing is a traditional accompaniment to drumming in Africa (Oo A Lay-a-lay/Obwisana etc.)</p> <p>Aim for singing and drumming at the same time if possible</p> <p>Own compositions using traditional ‘layered’ groove structure as a starting point</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 L)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments and develop stick control. (Y3 P)</p> <p>Develop a musical structure in preparation for a performance (Y3 P)</p>	<p>Kuku or other authentic grooves using djembes/djundjuns/auxilliary percussion as appropriate.</p> <p>include stop and start signals</p> <p>Emphasise that singing is a traditional accompaniment to drumming in Africa (Oo A Lay-a-lay/Obwisana etc.)</p> <p>Aim for singing and drumming at the same time if possible</p> <p>Own compositions using traditional ‘layered’ groove structure as a starting point</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments and develop stick control. (Y3 P)</p> <p>Develop a musical structure in preparation for a performance (Y3 P)</p>

# Music Programme of Study Progression Map



	<p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)</p>	<p>Understand a rest indicates silence in music (crotchet rest) (Y3 U)</p> <p>Identify silent beats in music (rests) (Y3 L)</p>	<p>Play 3 rhythms at the same time. (Y3 – P)</p> <p>Develop self-control and discipline through arm choreography (Y3 P)</p>			
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# Music Programme of Study Progression Map



Y4	Autumn 1: Woodwind Unit 1	Autumn 2: Woodwind Unit 2	Spring 1: Woodwind Unit 3	Spring 2: Woodwind Unit 4	Summer 1: Adverts	Summer 2: Say Hello, Wave Goodbye
	<p>Assembling and looking after their instrument, holding it correctly. (Y4 p)</p> <p>Producing sound on a mouthpiece with correct embouchure and if possible tonguing (Y4 p)</p> <p>Learning correct fingering for first 2 notes (Y4 P)</p> <p>Moving between the above pitches in a performance context. (Y4 P)</p> <p>Perform simple pieces in unison (Y4 P)</p> <p>Maintain a steady pulse (Y4 P)</p> <p>Recognise aurally and discriminate between the musical elements of pitch, rhythm, pulse, dynamics and tempo (Y4 L)</p> <p>Aural understanding of crotchet/minim and quaver. (Y4 U)</p> <p>Awareness of the conductor; knowing when to start, trying to keep together and knowing when to stop. (Y4 L)</p> <p>Recognising, recalling and repeating a rhythm (vocal/clapping). (Y4 L)</p> <p>Develop a musical 'inner voice' internalizing sounds by singing, chanting and 'playing' parts in their head. (Y4 L)</p>	<p>Produce a clearly articulated sound. (Y4 P)</p> <p>Develop breath control (Y4 P)</p> <p>Play 3/4 pitches in succession (Y4 P)</p> <p>Change reeds (Y4 U)</p> <p>Play with good posture both sitting and standing (Y4 P)</p> <p>Improvise over 1,2 or 4 bars using up to 3 notes (Y4 C)</p> <p>listen to a rhythmic call and response and reproduce it accurately on their instrument. (Y4 L)</p> <p>learn to play short pieces from memory, symbols or notation. (Y4 P)</p> <p>Develop individual and ensemble skills. (Y4 P)</p>	<p>Continue to build on sound production and develop clear articulation (Y4 P)</p> <p>Develop low note with good fingering technique. (Y4 P)</p> <p>Develop good breath control and play longer phrases. (Y4 P)</p> <p>Maintain a musical line with 2-4 part arrangement (Y4 P)</p> <p>Develop ability to read and understand rhythmic/stave notation (crotchets, quavers, minims, rests) (Y4 U)</p> <p>Improvise with increasing confidence 2-4 bars over 12 bar blues chord sequence. (Y4 C)</p> <p>Develop and demonstrate a sense of ensemble. (Y4 P)</p> <p>Reflect and evaluate their own performances and those of others. (Y4 R)</p>	<p>Extension of note range. (Y4 P)</p> <p>Clarinets to develop fingering using lower keys and appropriate technique to play high A/Bflat. (Y4 P)</p> <p>Further ability to read stave/rhythmic notation through composition activity. (Y4 U)</p> <p>Create, rehearse and perform a written composition (Y4 C + P)</p> <p>Develop listening and appraising skills through composition work. (Y4 C)</p> <p>Perform and follow complete pieces of music with increasing confidence. (Y4 P)</p> <p>Contribute musical ideas when rehearsing performance pieces using appropriate vocabulary. (Y4 P)</p>	<p>Play and perform melodies following stave notation using a small range of notes (Y4 P)</p> <p>Perform in 2 or more parts from simple notation (Y4 P)</p> <p>Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C)</p> <p>Begin to make decisions about the overall structure of compositions (Y4 C)</p> <p>Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Include a range of different instruments to create small ensembles when composing (Y4 C)</p> <p>Read and perform pitch notation within a defined range (octave) (Y4 C)</p> <p>Copy short melodic phrases including those using the pentatonic (Y4 L)</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (Y4 P)</p> <p>Perform in a variety of settings with an awareness of occasion and audience (Y4 P)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard (Y4 U)</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)</p> <p>Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U)</p> <p>Copy short melodic phrases including those using the pentatonic (Y4 L)</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p>

# Music Programme of Study Progression Map



	<p>Listen to a broad range of music from different times and places (Y4 L)</p>				<p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p> <p>Begin to identify key stylistic features within a genre of music (Y4 L)</p>	
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# Music Programme of Study Progression Map



Y5	Autumn 1: Brass Unit 1	Autumn 2: Brass Unit 2	Spring 1: Brass Unit 3	Spring 2: Brass Unit 4	Summer 1: Improvising Colours	Summer 2: Newsbeat
	<p>Assemble and look after their instrument and hold it correctly (Y5 U).</p> <p>Producing a steady buzz.(Y5 P)</p> <p>Learn and recall the fingering/slide position for C &amp; D (or transpositions of these notes). (Y5 U)</p> <p>Move between the above pitches in a performance context. (Y5 P)</p> <p>Perform simple 8/12/16-bar pieces in unison. (Y5 P)</p> <p>Maintain a steady pulse. (Y5 P)</p> <p>Aural understanding of crotchet/ minim and quaver.(Y5 U)</p> <p>Awareness of the conductor; knowing when to start, trying to keep together and knowing when to stop. (Y5 L)</p> <p>Recognise, recall and repeat a rhythm (vocal/clapping). (Y5 L)</p>	<p>Play with the correct posture. (Y5 P)</p> <p>Show an awareness of pitch, pulse/beat. (Y5 L)</p> <p>Control pitch when singing and when playing an instrument. (Y5 P)</p> <p>Produce a note with the tongue. (Y5 P)</p> <p>Play 3 sequential pitches. (Y5 P)</p> <p>Control their fingering or the slide. (Y5 P)</p> <p>Empty water from their instrument. (Y5 U)</p> <p>Improvise within a simple 16-beat setting using 1,2, or 3 notes. (Y5 C)</p> <p>Listen to a rhythmic call and response and reproduce it accurately on their instrument using appropriate techniques. (Y5 L)</p> <p>Follow basic notation (annotated rhythm notations building to 2/3 note annotated stave notation. (Y5 U)</p>	<p>Sustain notes and strengthen tone quality.(Y5 P)</p> <p>Extension of range. (Y5 P)</p> <p>Development of more closely focused articulation. (Y5 P)</p> <p>Ability to maintain a musical line within a multi-part arrangement. (Y5 P)</p> <p>Develop ability to read and understand rhythm notation (crotchets, quavers, minims). (Y5 U)</p> <p>Understand and perform music in triple time. (Y5 U and P)</p> <p>Creating/improvising a 2-bar rhythm (vocalised/clapped). (Y5 C)</p> <p>Developing sense of ensemble. (Y5 P)</p> <p>Evidence of independent learning. (Y5 R)</p>	<p>Extension of range. (Y5 P)</p> <p>Move confidently around 3 pitches as a minimum. (Y5 P)</p> <p>Use the embouchure to support higher pitches. NB – Pieces which include slurring can be played articulated or used later in the year, as appropriate. (Y5 P)</p> <p>Maintain a musical line within a multi-part arrangement. (Y5 P)</p> <p>Develop ability to read stave notation, including through the medium of composition. (Y5 U)</p> <p>Create/improvise a 2-bar rhythm (instrument). (Y5 U)</p> <p>Basic melodic instrumental improvisation. (Y5 C)</p> <p>Perform and follow complete pieces of music with confidence. (Y5 P)</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Introduce a major and minor scale e.g. C major and A minor and identify which notes are different (Y5 U)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>

# Music Programme of Study Progression Map



Y6	Autumn 1: Codebreakers	Autumn 2: Musical Recycling	Spring 1: Sounds of the Future	Spring 2: Stage and Screen	Summer 1: Your Song	Summer 2: Lights, Camera, Action
	<p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Compose melodies using major or minor scales i.e C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)</p> <p>Listen to a wide range of live and recorded musicians (Y6 L)</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C)</p> <p>Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p> <p>Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)</p>	<p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Identify how specific musical techniques and devices contribute to the impact of a piece (Y6 U)</p> <p>Use appropriate musical vocabulary to explain choices in composition (Y6 U)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P)</p> <p>Continue to sing and play 3 /4 part rounds (Y6 P)</p> <p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Compose a melody to match a given lyric with sensitivity to stylistic features (Y6 C)</p> <p>Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests (Y6 U)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Use chord changes as part of a sequence which may be improvised (Y6 C)</p> <p>Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues scale (Y6 C)</p> <p>Begin to identify melodies built around major and minor melodies and their associated keys (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P)</p> <p>Continue to sing 3 and play 4 part rounds (Y6 P)</p> <p>Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C)</p> <p>Use a variety of textures and timbres when arranging a composition to show a specific mood e.g. solos, small groups, whole class (Y6 C)</p> <p>Extend improvised melodies beyond 8 beats (Y6 C)</p> <p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p>



# Music Programme of Study Progression Map



				Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)  Recognise syncopated rhythms (Y6 L)		Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)  Recognise syncopated rhythms (Y6 L)
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**P** = Performance

**C** = Composition

**L** = Listening

**U** = Understanding and Review