

Music Progression Overview

Below is an overview of music progression gained during the Foundation Stage, Key Stage One and Two at St Thomas'.

For more detailed knowledge, please refer to the Knowledge Organisers for each class.

Year Group	Core Knowledge (Learning objectives from each lesson)	Key Concepts	Assessment Outcome	Repertoire
EYFS	<u>Me!</u> - Find the pulse - Clap and copy the rhythm of names - Explore high sounds and low sounds using voices and glockenspiels <u>My Stories</u> - Find the pulse as a character from the song - Clap and copy small phrases from the song - Explore high pitch and low pitch in the context of the songs - Compose a pattern for a song using one note. <u>Everyone!</u> - Listen and respond to different styles of music - Embed foundations of the interrelated dimensions of music - Learn to sing or sing along with nursery rhymes and action songs - Improvise leading to playing classroom instruments - Sing and learn to play instruments within a song - Share and perform - Explore high pitch and low pitch in the context of the songs. - Use the starting note to explore melodic patterns using one or two notes. <u>Big Bear Funk</u> - Listen and appraise Funk music	Memorisation Rhyming words Pulse Pitch Rhythm Improvisation Composition	To sing a song from memory using actions and a backing track To describe features of funk music To listen and respond to different styles of music To explore high pitch and low pitch using my voice and glockenspiel To know that music can touch my feelings To find the pulse To use two notes to invent music patterns	Key Composer Thomas Tallis (1505-1585) Key pieces: O Sacrum Convivium Audi Vocem Lamentations Loquebantur Variis Linguis Videte Miraculum Mass For Four Voices – Sanctus Call & Cry To Thee, O Lord Singing Repertoire Twinkle Twinkle Little Star Wheels on the Bus Wind the Bobbin Lullaby If You're Happy and You Know It Big Bear Funk Heads, Shoulders, Knees and Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Listening Repertoire



Jesus said, 'Come follow me, live your lives the way God wants you to.'



	• Embed foundations of the interrelated dimensions of music using voices and instruments • Learn to sing Big Bear Funk and other nursery rhymes and action songs • Play instruments within a song • Improvise using voices and instruments • Create a riff-based composition <u>Our World</u> • Find the pulse • Explore high pitch and low pitch using the images and rhythms from the song. • Compose their own ostinato. • As a class create a music story. <u>Reflect, Rewind and Replay</u> • Listen and appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Explore the History of Music			I Feel Good James Brown Flight of the Bumblebee Rimsky Korsakov Jupiter & Mars, Holst Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams Lovely Day by Bill Withers Beyond the Sea by Robbie Williams Frogs, Legs and Dragon Teeth by Bellowhead Ain't No Mountain High Enough by Marvin Gaye & Tammi Terrell Singing in the Rain by Gene Kelly We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement
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Year One	<u>Rhythm In The Way We Walk & Banana Rap – Year 1, Unit 2</u> - Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. - Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. - March to the pulse. - Copy back the rhythms they hear. - Copy and clap back rhythms. - Clap the rhythm of your name. - Clap the rhythm of your favourite colour. - Make up your own rhythm. - Rap and sing in time to the music. - Start to understand that pitch is high and low sounds.	Instrumentation Pulse Rhythm Pitch	To know that music has a steady pulse, like a heartbeat. To know that you can create rhythms from words, our names, favourite food, colours and animals.	Key composer JS Bach (1685-1750) Key pieces: Brandenburg concertos Goldberg variations 6 suites for cello solo Sonata and partitas for solo violin St Matthew Passion Mass in B minor
	<u>In The Groove — Year 1, Unit 3</u> - Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. - Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. - Dance to each style or move to the pulse – be “In The Groove!” - March to the pulse. - Copy the actions on-screen. - Copy back the rhythms they hear. - Clap the rhythm of their name. - Clap the rhythm of their favourite food. - Make up their own rhythms. - Sing together and in time, in all the different styles. - Play accurately and in time as part of the performance, the notes C and D. - Compose and improvise a simple melody using simple rhythms, and use as part of the performance.	Blues Baroque Latin Folk Funk Pulse Rhythm	To know that music has a steady pulse, like a heartbeat. To know that you can create rhythms from words, our names, favourite food, colours and animals.	Singing Repertoire Dr Knickerbocker Kye Kye Kule In the Groove

	<u>Reflect, Rewind and Replay</u> - Listen and appraise classical music - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Play instruments within a song - Improvise using voices and instruments - Sing and compose - Share and perform	Instrumentation Style Rhythm Pitch	Complete a performance of song and activities from throughout the year. To name an instrument that they have played. To sing confidently sing in unison, learn the names of some notes and attempt a composition and improvisation.	Listening Repertoire Rhythm in the Way We Walk by Joanna Mangona Tubular Bells by Mike Oldfield Banana Rap by Jane Sebba Happy by Pharrell Williams When I'm 64 by the Beatles How Blue Can You Get by BB King Let the Bright Seraphim by Handel Livin La Vida Loca by Ricky Martin Jai Ho by A.R.Rahman Lord of the Dance by Roman Hardiman Diggin on James Brown by Tower of Power
Year Two	<u>Friendship Song – Year 2, Unit 5</u> - Find the pulse and know that this Unit is about being friends. - To know that songs have a musical style. - Recognise and name all or many of the instruments they can hear: Keyboard, drums, bass, a female singer, a glockenspiel. - Decide how to find the pulse. - Clap the rhythm of their name. - Clap the rhythm of their favourite colour. - Sing in two parts. - Play accurately and in time the notes E + G. - Improvise the lessons and as part of the performance using the notes C. - Compose a simple melody using simple rhythms, and use as part of the performance, using the notes E + G.	Pulse Musical style Instrumentation Rhythm	To know that pitch is high and low sounds.	Mozart (1756-1791) Key pieces: Concerto for flute and harp String quartet in D major Piano Sonata No 11 Eine Kleine Nachtmusik (any symphony)
	<u>Hands, Feet, Heart – Year 2, Unit 1</u>	Instrumentation Rhythm	To know that	Singing Repertoire Rain Rain Go Away

	• Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Recognise and name all or many of the instruments they can hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. • Find the pulse (a steady heartbeat) • March in time with the pulse. • Clap rhythms (long + short sounds whilst marching to the pulse) • Know that rhythm is different to the pulse. • Copy and clap back rhythms. • Clap the rhythm of their name. • Create simple rhythms themselves. • Recognise that songs sometimes have a question and answer section and a chorus. • Play accurately and in time the notes G, A + C. • Compose a simple melody using simple rhythms, and use as part of the performance.	Pulse Compose Structure	that rhythms are different from the pulse.	Teddy Bear Rock and Roll Ebenezer Sneezer
	<u>Rewind, Reflect and Replay</u> • Listen and appraise classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Play instruments within the song • Sing and compose • Improvise using voices and instruments • Share and perform	Improvisation Composition Rhythm	To identify some instrumentation when listening to a piece of music.	Listening Repertoire Count on Me by Bruno Mars We Go Together (from Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For (various artists) You've Got A Friend In Me (by Randy Newman) The Click Song by Miriam Makeba Mbube by Soweto Gospel Choir Bring Him Back Home by Hugh Masekela You Can Call Me Al by Paul Simon

Year Three	<u>Djembe Sessions (provided by Sefton Music Service)</u> • Introduction to musical composition • Introduction to reproducing sounds from aural memory • Begin to play and perform in solo and ensemble contexts with musical instruments	Skin/head of drum Different sounds: tone/bass Pulse Tempo Pitch (high/low tones on the drum) Rhythm Texture Dynamics	To compose a simple composition on Djembe drums. To reproduce a simple rhythm from aural memory. Most children will be able to perform in a musical group. To identify the parts of the Djembe drum. To understand the meaning of tempo and texture.	Hlokoloza by Arthur Mofokate Beethoven (1770-1827) Key pieces: Violin Sonata No 9 & 5 Piano Concerto No 5 (any symphony) Violin concerto Singing Repertoire Heads and Shoulders Skye Boat Song Shadow Si, Si, Si Jamawaile Listening Repertoire 1 st movement from Moonlight Sonata by Beethoven Night on Bare Mountain by Mussorgsky The Sorcerer's Apprentice by Dukas Four Sea Interludes from Peter Grimes by Britten I Got You I Feel Good by James Brown
Year Four	<u>Djembe Sessions (provided by Sefton Music Service)</u> • Explore more complex musical composition • Reproduce more complex rhythms from aural memory • Further opportunity to performance within solo and ensemble contexts with musical instruments • Improvise and compose music • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music draw from different traditions	Accelerando Rallentando Crescendo Diminuendo/Decrescendo	Most children will be able to compose a rhythm using a variety of note values. Most children will be able to perform in a musical group. Some children will be able to perform a	Tchaikovsky (1840-1893) Key pieces: Nutcracker Swan Lake Piano concerto No 1 Violin concerto Singing Repertoire Happy Birthday

	An introduction to the history of music		piece with changes of dynamics and tempo. To name dynamic symbols and their meaning. To understand the meaning of accelerando and rallentando	Just Like A Roman Namuma Maleezwah Listening Repertoire O Euchari by Hildegard Prelude from Cello Suite No 1 by JS Bach Für Elise by Beethoven Take the A Train by Duke Ellington Ceremony of Carols by Britten With A Little Help from my Friends by the Beatles
Year Five	<u>Violin Sessions</u> - Introduction to the parts of the violin - Name the strings, note names and identifying pitch on the instrument they are playing. - Recognising time signatures and understanding how bars structure music. - Reading structures of music including repeat marks. - Playing pizzicato open strings - Play open strings reading music on the stave - Composing their own basic rhythms - Clapping simple rhythms using crotchet, quavers - Playing simple rhythms using crotchet, quavers, quaver rests - An introduction to syncopation	Melody Pitch Rhythm- crotchets, quavers, crotchet rests Syncopation Improvisation Pizzicato Repeat Time signatures Form (structure)	To identify parts of the violin. To name strings on the violin. Most children should be able to play open strings with correct posture on the violin. Some children will be able to play rhythmically on the violin whilst playing in time.	Britten (1913-1976) Key pieces: Young Person's Guide to the Orchestra Four Sea Interludes from Peter Grimes Serenade for Tenor Horn and Strings A Ceremony of Carols Singing Repertoire Danny Boy Let My People Go Dipidu Row Row Row Your Boat Day O Listening Repertoire Runaway Blues by Ma Rainey English Folk Song Suite by Vaughn Williams Le Freak by Chic

				The Trumpet Shall Sound by Handel The Entertainer by Scott Joplin
Year Six	<u>Violin Sessions</u> - Recap of violin strings - Play using the bow with correct bow hold - Play more complex rhythms on the stave including first finger notes - Play pieces with a range of articulation - History of Music	Periods of Music – Renaissance, Baroque, Classical, Romantic, 20 th & 21 st century Chords Ties Minims Articulation Arco	Most children will be able to complete a convincing performance. Some children will be able to play with varying articulation. To identify the periods of music through history. To name composers both living and from the past.	Glass (1937-present) Key pieces: Glassworks Mad Rush (solo piano) String quartet No 5 Symphony No 4 Violin Concerto Singing Repertoire Siyahamba God Save the Queen Senwe de Dende Listening Repertoire Connect It by Anna Meredith Five telegrams – sender and receiver by Anna Meredith Mazurkas op 24 by Chopin 1812 Overture by Tchaikovsky Libertango by Piazzolla Hallelujah from Messiah by Handel



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