

Music Progression Overview								
Autumn Term	Autumn 1	Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understanding of the World links	Stone Age, Iron Age, Bronze Age	Romans in Britain	Anglo-Saxons and Vikings up to 1066	The Tudors	Civil War	Victorian – Harrogate and medical advancement	
Objectives	Exploring sounds -I can use my voice to make a variety of sounds. -I can use my body to make sounds. -I can identify sounds of different instruments. -I can identify sounds in the environment.	Musical vocabulary (Under the sea) -I can identify the difference between the pulse and rhythm of a song. -I can consolidate understanding of these concepts through listening and performing activities.	West African call and response song (Theme: Animals) -I can use instruments to represent different animals. -I can copy rhythms. -I can recognise simple notation. -I can create an animal-based call and response rhythm.	Creating compositions in response to an animation (Theme: Mountains) -I can listen to music and consider the narrative it represents through dynamics, pitch, and tempo. -I understand how dynamics, pitch, and tempo change throughout a piece of music. -I can create an original composition to match an animation.	Body and tuned percussion (Theme: Rainforests) -I can learn new musical terms through exploring the rainforest through music. -I can create rhythms to represent the rainforest using body percussion and tuned percussion.	Composition notation (Theme: Ancient Egypt) -I can identify the pitch and rhythm of written notes. -I can use different ways to notate my composition. -I have a good understanding of staff notation.	Dynamics, pitch, and texture (Theme: Coast - Fingal's Cave by Mendelssohn) -I can appraise the work of Mendelssohn. -I can further develop the skills of improvisation and composition.	
	Celebration music -I can learn about music from a range of cultural and religious celebrations. -Diwali, Hanukkah, Kwanzaa and Christmas.	Pulse and rhythm (All about me) -I can use my body and instruments to respond to different pieces of music. -I can learn and perform a song. -I can compose a short section of music, with a focus on dynamics and tempo.	Orchestral instruments (Theme: Traditional Western stories) -I know the instruments of the orchestra. -I know how different characters can be represented by timbre. -I know emotions can be represented by pitch. -I know how changes in tempo can convey actions.	Developing singing technique (Theme: the Vikings) -I can develop my singing technique. -I can learn to keep in time. -I can take part in a group performance of a song with actions.	Rock and Roll -I know the origin and features of rock and roll music. -I know what a walking baseline is and can use it when playing. -I can perform a while-class piece.	Blues -I can identify the key features and mood of Blues music. -I understand the importance and purpose of Blues music. -I can learn the 12-bar Blues and Blues scale. I can use the 12-bar Blues and Blues scale to create an improvised piece of music.	Songs of World War 2 -I can develop a greater accuracy in pitch and control. -I can identify pitches within an octave when singing. -I can use my knowledge of pitch to develop confidence when singing in parts.	
Coppice 50	Take part in a play or a show.	Take part in a play or a show.	Take part in a play or a show.	Take part in a play or a show.	Take part in a play or a show.	Take part in a play or a show.	Take part in a play or a show.	

Music Progression Overview								
Spring Term	Spring 1	Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Changes	United Kingdom – Great Fire of London	Europe - Ancient Greeks	Americas – Maya Civilisation	Africa – Ancient Egyptians	Asia – Genghis Khan	Victorian – Suffrage and social reform	
Objectives	Music and movement -I can create simple actions to well-known songs. -I know how to move to the beat of the music. -I can express feelings and emotions through movement of music.	Classical music, dynamics, and tempo (Animals) -I can explore different key musical vocabulary.	Musical me -I can learn to sing a song 'Once a man fell in a well'. -I can play the song using tuned percussion. -I can experiment with timbre and dynamics. -I can use letter notation to write a melody.	Ballads -I know what a ballad is. -I know how to identify a ballad features. -I can convey different emotions when performing. -I can create lyrics following the structure if a traditional ballad.	Changes in pitch, tempo and dynamics (Theme: Rivers) -I know what an ostinato is. -I will understand the different stages of a river through vocal and percussive ostinatos. -I can use what I have learnt within a whole class performance.	Unit 4: Indonesia (Instrumental lessons) -I can learn about the key features of gamelan music. -I can play a gamelan inspired piece of music in two parts on tuned percussion using staff notation.	Film music -I can explore and identify the characteristics of film music. -I can create a composition and graphic score to perform alongside a film.	

	Spring 2	Musical stories -I can move to music with instruction. -I can change my movement to match the tempo, pitch, or dynamics. -I know that music and instruments can convey moods and represent characters.	Timbre and rhythmic patterns (Fairy tales) -I understand the concept of timbre. I know that different sounds can represent different character and events in stories. -I can clap to the syllables of words and phrases before creating rhythmic patterns.	Dynamics, timbre, tempo and motifs (Theme: Space) -I can identify dynamics, timbre, tempo and instruments in music heard. -I can compare pieces of music by the same composer. -I can represent music in creative and more formal ways. I can learn to play and compose motifs.	Pentatonic melodies and composition (Theme: Chinese New Year) Using the story of Chinese New Year as a stimulus: -I can revise key musical terminology. -I can play and create pentatonic melodies. -I can compose a piece of music in a group using layered melodies. -I can perform a finished piece.	Haiku, music and performance (Theme: Hanami festival) -I can use descriptive language to create a Haiku. -I can put music to my Haiku and add percussion sound effects to bring all elements together. -I can perform a final group performance of my Haiku.	Composition to represent the festival of colour (Theme: Holi festival) -I can explore the associations between music, sound, and colour. -I can compose and perform my own musical composition to represent Holi, as a class.	Theme and variations (Theme: Pop Art) -I can explore the musical concept of theme and variations. -I can discover how rhythms can 'translate' onto different instruments.
Coppice 50		Paint through musical representation.					Play an instrument in a performance.	

Music Progression Overview

Summer Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Community	United Kingdom – History of Harrogate and Coppice Valley	Europe – The French Revolution	Americas – Civil Rights Movement	Africa – Scramble for Africa	Asia - Birth of Modern Religions	Victorian – Empire and Exploration	
Objectives	Summer 1	Transport -I can identify and copy sounds produced by different vehicles using voices, bodies, and instruments. -I know when the tempo changes in the music. -I know how symbols can represent sound.	Pitch and tempo (Superheroes) -I can identify high and low notes. -I can compose a simple tune. -I can use a different range of instruments. -I know that tempo changes can tell a story and make music more exciting.	On this island: British songs and sounds -I can take inspiration from the British Isles. -I can explore how to create sounds to represent three contrasting landscapes. -I can create my own soundscape.	Jazz -I can learn about ragtime style music, traditional jazz music and scat singing. -I can create a jazz motif using a swung rhythm. -I can play a jazz version of a nursery rhyme using tuned percussion.	Samba and carnival sounds and instruments (Theme: South America) -I understand samba and the sights and sounds of the carnival. -I can learn about the traditional sounds and instruments, syncopates rhythms and compose my samba break.	Looping and remixing -I know how dance music is created, focusing particularly on the use of loops. -I can learn how to play a well-known song. -I can put a dance music spin onto well-known songs to create my own version.	Baroque -I can explore music of the Baroque period. -I know about great Baroque composers and musicians. -I understand the structural and stylistic features of Baroque music.
	Summer 2	Big band -I know what makes a musical instrument. -I know the four different groups of musical instruments. -I can follow a beat using an untuned instrument. -I can perform a practiced song.	Vocal and body sounds (By the sea) -I can feel a piece of music. -I can convey a mood through movement. -I can make links between music, sounds and environment.	Myths and legends -I can develop an understanding of musical language. -I know how timbre, dynamics and temp affect the mood of the song.	Traditional instruments and improvisation (Theme: India) -I can learn about traditional Indian music. -I can learn about the rag and tal. -I can listen to a range of examples of Indian music and identify tradition instruments. -I can use this knowledge to create improvisations and influence my performance.	Adapting and transposing motifs (Theme: Romans) -I can draw upon my understanding of repeating patterns in music. -I understand the concepts of motifs. -I can adapt and transpose motifs and perform them to my peers.	Musical theatre -I have an understanding of musical theatre. -I can learn how singing, acting and dancing can be combined to give a overall performance. -I can explore how music can be used to tell a story. -I can learn about performance aspects.	Composing and performing a Leavers' song -I can create my own leavers' song personal to the experiences as a class. -I can listen to and critique well known songs. -I can write lyrics. -I can explore the concept of the four-chord backing track and composing melodies.
Coppice 50			Sing for an audience.					