

Stage of progression	Through creatively engaging with the <b>practical process</b> of ‘ <b>music making and thinking in context</b> ’, pupils understand:
<b>Lower KS1</b>	How sounds can be <b>made</b> and <b>changed</b>
<b>Upper KS1</b>	How sounds can be <b>sequenced</b> (usually with one sound after another)
<b>Lower KS2</b>	How sounds can be <b>combined</b> in <b>layers</b> (as well as sequenced one after the other)
<b>Upper KS2</b>	How musical ideas relate to each other through <b>patterning</b> - across time to create <b>musical structures</b> (ABA, verse and chorus, etc ); and at the same time so that <b>independent parts</b> fit together (tune, accompaniment, bass line).
<b>Lower KS3</b>	How and why sets of musical <b>devices</b> are used in different types of music
<b>Upper KS3</b>	How the difference <b>processes</b> of making music lead to it being created or realised in different ways across time and place.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	<p><b>(3 weeks of 'settling' – no music)</b></p> <p><b>OURSELVES</b> Songs about ourselves</p> <p><b>Dimension(s):</b> <i>Pitch, dynamics</i></p> <p><b>ELG:</b> Sings a few familiar songs. Enjoys joining in with dancing and ring games. Imitates movement in response to music.</p>	<p><b>NURSERY RHYMES</b></p> <p><b>CHRISTMAS PRODUCTION</b> <i>Born in a Barn</i></p> <p><b>Dimension(s):</b> Pitch, dynamics, tempo</p> <p><b>ELG:</b> Begins to build a repertoire of songs and dances.</p>	<p><b>KODALY UNIT</b> Developing singing voice</p> <p><b>COLOURS (3 weeks)</b> Rainbow fish - composition</p> <p><b>Dimension(s):</b> Timbre, structure</p> <p><b>ELG:</b> Beginning to move rhythmically. Explores and learns how sounds can be changed. Imitates movement in response to music.</p>	<p><b>KODALY UNIT</b> Enabling solo singing</p> <p><b>ANIMALS (4 weeks)</b></p> <p><b>Dimension(s):</b> Timbre, duration, structure</p> <p><b>ELG:</b> Explores the different sounds of instruments. Imitates movement in response to music.</p>	<p><b>GROWTH AND CHANGE</b> Exploring duration</p> <p><b>Dimension(s):</b> Duration, tempo</p> <p><b>ELG:</b> Taps out simple repeated rhythms.</p> <p><b>CLASS ASSEMBLY</b></p>	<p><b>SONGS FROM AROUND THE WORLD</b></p> <p>Developing singing expressive singing voice</p> <p><b>Dimension(s):</b> Pitch, dynamics, tempo</p> <p><b>ELG:</b> Begins to build a repertoire of songs and dances. Imitates movement in response to music.</p>
1	<b>How sounds can be made and changed</b>					
	<p><b>INTERNATIONAL EVENING (2 weeks)</b></p> <p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 1-2</i></p> <p><b>Dimension(s):</b> <i>Pitch, tempo</i></p>	<p><b>CHRISTMAS PRODUCTION</b> <i>Zog LPO Concert</i></p> <p><b>CHRISTMAS CONCERT</b> <b>Context:</b> <i>Born in a Barn</i></p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 4-6</i></p> <p><b>Referenced musicians:</b> <b>Dimension(s):</b> <i>Pitch, duration, dynamics</i></p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 8 and 9 and 10</i></p> <p><b>Referenced musicians:</b> Haydn <b>Dimension(s):</b> <i>Duration, Tempo, Timbre</i></p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music Units 11, 12 and 13</i></p> <p><b>Referenced musicians:</b> Grieg <b>Dimension(s):</b> <i>structure, pitch</i> <b>Key skills:</b></p>	<p><b>PEACE AT LAST</b></p> <p><b>Context:</b> <i>Picture book</i></p> <p><b>Referenced musicians:</b> Bjork <b>Dimension(s):</b> <i>Timbre, structure, dynamics</i> <b>Key skills:</b> Composing, choosing and arranging sounds.</p>

<p><b>Key skills:</b> Developing pitch awareness and voice.</p> <p><b>HOMES</b> – exploring sounds composition <i>Timbre</i></p> <p><b>Context:</b> Haunted House/Halloween</p> <p><b>Dimension(s):</b> <i>Pitch, tempo</i></p> <p><b>Key skills:</b> Composing, choosing and arranging sounds.</p>	<p><b>Dimension(s):</b> <i>Pitch, structure, dynamics</i></p> <p><b>Key skills:</b> Singing with expression</p>	<p><b>Key skills:</b> Using thinking voice, changing dynamics</p>	<p><b>Key skills:</b> Playing rhythms in simple time, using correct technique for range of classroom instruments</p> <p><b>CLASS ASSEMBLY</b></p>	<p>Phrases, breath control</p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music Units 14 and 15</i></p> <p><b>Referenced musicians:</b> <b>Dimension(s):</b> dynamics, pitch, <b>Key skills:</b> Identifying and performing changes in dynamics and pitch</p>
<p>2</p> <p>How sounds can be <b>sequenced</b> (usually with one sound after another)</p>					
<p><b>INTERNATIONAL EVENING (2 weeks)</b></p> <p><b>TAKING OFF</b></p> <p><b>Context:</b> <i>Incl. Inside Music units 17 and 19</i></p> <p><b>Referenced musicians:</b> Beethoven</p> <p><b>Dimension(s):</b> <i>Pitch</i></p> <p><b>Key skills:</b></p>	<p><b>CHRISTMAS PRODUCTION</b></p> <p><i>Night Before Christmas</i></p> <p><b>Zog LPO Concert</b></p> <p><b>Context:</b> Performance</p> <p><b>Dimension(s):</b> pitch, tempo, dynamics</p> <p><b>Key skills:</b> singing with expression</p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 18 and 20 and 22</i></p> <p><b>Referenced musicians:</b> Top Secret Drum Corps, Buddy Rich</p> <p><b>Dimension(s):</b> Tempo, duration</p> <p><b>Key skills:</b> Distinguishing between rhythm and pulse</p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 23</i></p> <p><b>Referenced musicians:</b> <b>Dimension(s):</b> tempo, duration, structure</p> <p><b>Key skills:</b> Rhythm improvisation in simple time, identifying difference</p>	<p><b>CARNIVAL OF THE ANIMALS</b></p> <p><b>Context:</b> Western Classical Music</p> <p><b>Referenced musicians:</b> Saint-Saens</p> <p><b>Dimension(s):</b> Dynamics Pitch Timbre</p> <p><b>Key skills:</b> Composition, playing untuned percussion,</p>	<p><b>KODALY UNIT</b></p> <p><b>Context:</b> <i>Inside Music units 24 and 25</i></p> <p><b>Referenced musicians:</b> <b>Dimension(s):</b> Tempo</p> <p><b>Key skills:</b></p>

	Playing tuned percussion			between melodic and rhythmic phrases	creating graphic scores, composing using set structures.  <b>CLASS ASSEMBLY</b>	
3	How sounds can be <b>combined</b> in <b>layers</b> (as well as sequenced one after the other)					
	<b>INTERNATIONAL EVENING (2 weeks)</b>  <b>KODALY UNIT</b>  <b>Context:</b> <i>Inside Music KS2 Units 1-4</i>  <b>Referenced musicians:</b> <b>Dimension(s):</b> Pitch Dynamics Tempo  <b>Key skills:</b> Singing	<b>CHRISTMAS PRODUCTION</b>  <i>Night Before Christmas</i>  <b>Context:</b> Christmas <b>Referenced musicians:</b> <b>Dimension(s):</b> Pitch Dynamics Tempo  <b>Key skills:</b> Singing	<b>RECORDER</b>  <b>Context:</b> Learning an instrument  <b>Referenced musicians:</b> Charlotte Barbour-Condini, Vivaldi <b>Dimension(s):</b> Pitch, timbre, duration <b>Key skills:</b> Posture, holding recorder correctly, finger position, tonguing <b>CLASS ASSEMBLY</b>	<b>RECORDER</b>  <b>Context:</b> Learning an instrument  <b>Referenced musicians:</b> Telemann <b>Dimension(s):</b> Pitch, timbre, duration <b>Key skills:</b> Reading simple rhythm notation, pieces using B A and G	<b>RECORDER</b>  <b>Context:</b> Learning an instrument  <b>Referenced musicians:</b> <b>Dimension(s):</b> Pitch, structure, duration <b>Key skills:</b> Reading stave notation, composition, playing notes E and C	<b>RECORDER</b> Playing in parts  <b>Musical Context:</b> Young Person's guide to the Orchestra  <b>Referenced musicians:</b> Britten <b>Dimension(s):</b> Texture, structure <b>Key skills:</b> Playing and singing in 2 parts
4	<b>INTERNATIONAL EVENING (2 weeks)</b>  <b>MUSIC OF BLACK ORIGIN</b>	<b>CLASS ASSEMBLY</b>  <b>CHRISTMAS PRODUCTION</b>	<b>PAINTING WITH SOUND</b>  <b>Musical Context:</b> Pictures at an Exhibition	<b>RECYCLING RHYTHMS –</b>  <b>Musical Context:</b> Stomp <b>Referenced musicians:</b>	<b>CARILLON</b>  <b>Musical Context:</b> Carillon <b>Referenced musicians:</b> Bizet <b>Dimension(s):</b> Structure	<b>GARAGEBAND ADVERT JINGLES</b>  <b>Musical Context:</b> TV + Film Music <b>Referenced musicians:</b> Clean Bandit

<p><b>Musical Context:</b> Reggae, Three Little Birds</p> <p><b>Referenced musicians:</b> Bob Marley, Aswad</p> <p><b>Dimension(s):</b> Tempo, duration, timbre, structure</p> <p><b>Key skills:</b> Playing tuned percussion,</p>	<p><b>Musical Context:</b> Music from diverse cultures</p> <p><b>Referenced musicians:</b> Ne-Yo</p> <p><b>Dimension(s):</b> Pitch, structure, dynamics</p> <p><b>Key skills:</b> Singing in a round</p>	<p><b>Referenced musicians:</b> Mussorgsky, Chopin, Villa-Lobis</p> <p><b>Dimension(s):</b> Pitch, dynamics, tempo, timbre</p> <p>Texture, Structure</p> <p><b>Key skills:</b> playing tuned percussion and singing in parts, composition</p>	<p>Underworld, Evelyn Glennie</p> <p><b>Dimension(s):</b> Structure, texture, duration</p> <p><b>Key skills:</b> Playing untuned percussion instruments and found sounds, composition</p>	<p>Texture, dynamics</p> <p><b>Key skills:</b> Singing in parts, playing untuned percussion, composing with rhythm girds</p>	<p><b>Dimension(s):</b> Timbre, texture, Structure</p> <p><b>Key skills:</b> ICT ipads, composition, structuring and layering loops, choosing appropriate timbres for audience</p>	
<p>5 How musical ideas relate to each other through <b>patterning</b> - across time to create <b>musical structures</b> (ABA, verse and chorus, etc ); and at the same time so that <b>independent parts</b> fit together (tune, accompaniment, bass line).</p>	<p><b>INTERNATIONAL EVENING (2 weeks)</b></p> <p><b>MUSIC OF BLACK ORIGIN</b></p> <p><b>Musical Context:</b> 12 Bar Blues Jazz Workshop</p> <p><b>Referenced musicians:</b> Robert Johnson, Ella Jenkins,</p> <p><b>Dimension(s):</b> Pitch, structure, duration</p>	<p><b>STOP! ANTI-BULLYING RAPS</b></p> <p><b>Musical Context:</b> Raps</p> <p><b>Referenced musicians:</b> Dizzee Rascal</p> <p><b>Dimension(s):</b> Tempo, structure</p> <p><b>Key skills:</b> Learning and composing raps, performing lyrical complexity in time with beat and</p>	<p><b>TEN PIECES</b></p> <p><b>Musical Context:</b> Western Classical Music The Planets, Peter Grimes Sea Interludes</p> <p><b>Referenced musicians:</b> Holst, Britten</p> <p><b>Dimension(s):</b> Duration, timbre, structure, dynamics</p> <p><b>Key skills:</b></p>	<p><b>TEN PIECES</b></p> <p><b>Musical Context:</b> Western Classical Music</p> <p><b>Referenced musicians:</b> Beethoven, Anna Meredith</p> <p><b>Dimension(s):</b> Composing using body percussion and simple rhythmic notation</p>	<p><b>TEN PIECES</b></p> <p><b>Musical Context:</b> Western Classical Music</p> <p><b>Referenced musicians:</b> Anna Meredith, Grieg</p> <p><b>Dimension(s):</b> Composing using body percussion and simple rhythmic notation</p>	<p><b>LOOPS</b></p> <p><b>Musical Context:</b> Pentatonic scale in world and popular music</p> <p><b>Referenced musicians:</b> Nitin Sawney</p> <p><b>Dimension(s):</b> Pitch, texture, structure</p> <p><b>Key skills:</b> Performing and composing pieces using pentatonic and rhythmic loops</p>

	<p><b>Key skills:</b> playing chords on tuned percussion, rhythmic and melodic improvisation on classroom instruments, sung improvisation</p>	<p>rhythm accompaniment  <b>CHRISTMAS PRODUCTION –</b>  <b>Musical Context:</b> Christmas songs, incl. rounds  <b>Referenced musicians:</b> Ne-Yo  <b>Dimension(s):</b> Pitch, texture, dynamics  <b>Key skills:</b> Singing in 2-3 parts, playing an accompaniment on tuned instruments</p>	<p>Composing using graphic scores.  Creating rhythmic and melodic ostinato.</p>			
6	<p><b>INTERNATIONAL EVENING (2 weeks)</b>  <b>SAMBA</b>  <b>Musical Context:</b> World Music  <b>Referenced musicians:</b> Sergio Mendes, Black Eyed Peas, Olodum  <b>Dimension(s):</b> Tempo, texture, timbre, duration, structure</p>	<p><b>SAMBA cont.</b>  <b>CHRISTMAS PRODUCTION –</b>  <b>Musical Context:</b> Christmas Songs  <b>Referenced musicians:</b> Ne-Yo  <b>Dimension(s):</b> Pitch, texture  <b>Key skills:</b> Singing in a round and 3 parts, playing own instruments and percussion</p>	<p><b>GARAGEBAND PLANET EARTH</b>  <b>Musical Context:</b> Film/TV Music  <b>Referenced musicians:</b> Hans Zimmer  <b>Dimension(s):</b> Structure, texture, timbre  <b>Key skills:</b> ICT – ipads, composition, structuring and layering loops, creating contrasting sections of music</p>	<p><b>GARAGEBAND PLANET EARTH</b>  <b>Musical Context:</b> Film/TV Music  <b>Referenced musicians:</b>  <b>Dimension(s):</b> Structure, texture, timbre  <b>Key skills:</b> ICT – As Spring 1</p>	<p><b>YEAR 6 PRODUCTION</b>  <b>Musical Context:</b> Musical Theatre  <b>Referenced musicians:</b> Sharman Brothers, Julie Andrews  <b>Dimension(s):</b>  <b>Key skills:</b> Singing with increased expression, including solo</p>	<p><b>YEAR 6 PRODUCTION</b>  <b>OYE COME VA</b>  (If time)  <b>Musical Context:</b> World Music – Latin Rock  <b>Referenced musicians:</b> Santana  <b>Dimension(s):</b> Timbre, duration, tempo, structure, texture</p>

<p><b>Key skills:</b> Play syncopated rhythms on Samba percussion instruments in 5-6 parts</p> <p><i>Inspire Works planning</i></p>	<p>instruments as an accompaniment</p>	<p>and creating musical links between them.</p>			<p><b>Key skills:</b> Identifying structures in song, identifying and performing rhythmic and melodic riffs</p>
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