

Stage of progression	Through creatively engaging with the practical process of ‘ music making and thinking in context ’, pupils understand:
Lower KS1	How sounds can be made and changed
Upper KS1	How sounds can be sequenced (usually with one sound after another)
Lower KS2	How sounds can be combined in layers (as well as sequenced one after the other)
Upper KS2	How musical ideas relate to each other through patterning - across time to create musical structures (ABA, verse and chorus, etc); and at the same time so that independent parts fit together (tune, accompaniment, bass line).
Lower KS3	How and why sets of musical devices are used in different types of music
Upper KS3	How the difference processes 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>(3 weeks of 'settling' – no music)</p> <p>OURSELVES Songs about ourselves</p> <p>Dimension(s): <i>Pitch, dynamics</i></p> <p>ELG: Sings a few familiar songs. Enjoys joining in with dancing and ring games. Imitates movement in response to music.</p>	<p>NURSERY RHYMES</p> <p>CHRISTMAS PRODUCTION <i>Born in a Barn</i></p> <p>Dimension(s): Pitch, dynamics, tempo</p> <p>ELG: Begins to build a repertoire of songs and dances.</p>	<p>KODALY UNIT Developing singing voice</p> <p>COLOURS (3 weeks) Rainbow fish - composition</p> <p>Dimension(s): Timbre, structure</p> <p>ELG: Beginning to move rhythmically. Explores and learns how sounds can be changed. Imitates movement in response to music.</p>	<p>KODALY UNIT Enabling solo singing</p> <p>ANIMALS (4 weeks)</p> <p>Dimension(s): Timbre, duration, structure</p> <p>ELG: Explores the different sounds of instruments. Imitates movement in response to music.</p>	<p>GROWTH AND CHANGE Exploring duration</p> <p>Dimension(s): Duration, tempo</p> <p>ELG: Taps out simple repeated rhythms.</p> <p>CLASS ASSEMBLY</p>	<p>SONGS FROM AROUND THE WORLD</p> <p>Developing singing expressive singing voice</p> <p>Dimension(s): Pitch, dynamics, tempo</p> <p>ELG: Begins to build a repertoire of songs and dances. Imitates movement in response to music.</p>
1	How sounds can be made and changed					
	<p>KODALY UNIT</p> <p>Context: <i>Inside Music units 1-2</i></p> <p>Dimension(s): <i>Pitch, tempo</i></p> <p>Key skills: Developing pitch awareness and voice.</p>	<p>SPANISH SONGS</p> <p>CHRISTMAS PRODUCTION <i>Context: Born in a Barn</i></p> <p>Dimension(s): <i>Pitch, structure, dynamics</i></p> <p>Key skills: Singing with expression</p>	<p>KODALY UNIT</p> <p>Context: <i>Inside Music units 4-6</i></p> <p>Referenced musicians:</p> <p>Dimension(s): <i>Pitch, duration, dynamics</i></p>	<p>KODALY UNIT</p> <p>Context: <i>Inside Music units 8 and 9 and 10</i></p> <p>Referenced musicians: Haydn</p> <p>Dimension(s): <i>Duration</i> <i>Tempo, Timbre</i></p>	<p>KODALY UNIT</p> <p>Context: <i>Inside Music Units 11, 12 and 13</i></p> <p>Class Assembly</p> <p>Referenced musicians: Grieg</p> <p>Dimension(s): <i>structure,</i></p>	<p>PEACE AT LAST</p> <p>Context: <i>Picture book</i></p> <p>Referenced musicians: Bjork</p> <p>Dimension(s): <i>Timbre, structure, dynamics</i></p> <p>Key skills: Composing, choosing and arranging sounds.</p>

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

3	How sounds can be combined in layers (as well as sequenced one after the other)					
	KODALY UNIT Context: Inside Music KS2 Units 1-4 Referenced musicians: Dimension(s): Pitch Dynamics Tempo Key skills: Singing	SPANISH SONGS CHRISTMAS PRODUCTION Musical Context: Christmas songs Dimension(s): Pitch, texture, dynamics Key skills: Singing in 2-3 parts	RECORDER Context: Learning an instrument Referenced musicians: Charlotte Barbour-Condini, Vivaldi Dimension(s): Pitch, timbre, duration Key skills: Posture, holding recorder correctly, finger position, tonguing	RECORDER Context: Learning an instrument Referenced musicians: Telemann Dimension(s): Pitch, timbre, duration Key skills: Reading simple rhythm notation, pieces using B A and G Spring Concert	RECORDER Context: Learning an instrument Referenced musicians: Dimension(s): Pitch, structure, duration Key skills: Reading stave notation, composition, playing notes E and C	RECORDER Playing in parts Musical Context: Young Person's guide to the Orchestra Referenced musicians: Britten Dimension(s): Texture, structure Key skills: Playing and singing in 2 parts
4	MUSIC OF BLACK ORIGIN Musical Context: Reggae, Three Little Birds Referenced musicians: Bob Marley, Aswad Dimension(s): Tempo, duration, timbre, structure	SPANISH SONGS CHRISTMAS PRODUCTION Musical Context: Christmas songs, incl. rounds Dimension(s): Pitch, texture, dynamics Key skills: Singing in 2-3 parts	BOLERO Musical Context: Western Classical, Big band jazz Referenced Musicians: Ravel, Buddy Rich, Herbie, Mike Oldfield Dimensions: Structure, texture, dynamics, timbre Key Skills: Playing tuned and untuned	RECYCLING RHYTHMS – Musical Context: Stomp Referenced musicians: Underworld, Evelyn Glennie Dimension(s): Structure, texture, duration Key skills: Playing untuned percussion	GARAGEBAND ADVERT JINGLES Musical Context: TV + Film Music Referenced musicians: Clean Bandit Dimension(s): Timbre, texture, Structure Key skills: ICT ipads, composition,	PAINTING WITH SOUND Musical Context: Pictures at an Exhibition Referenced musicians: Mussorgsky, Chopin, Villa-Lobis Dimension(s): Pitch, dynamics, tempo, timbre

	Key skills: Playing tuned percussion,		percussion, composing and performing ostinato	instruments and found sounds, composition	structuring and layering loops, choosing appropriate timbres for audience	Texture, Structure Key skills: playing tuned percussion and singing in parts, composition
5	How musical ideas relate to each other through patterning - across time to create musical structures (ABA, verse and chorus, etc); and at the same time so that independent parts fit together (tune, accompaniment, bass line).					
	MUSIC OF BLACK ORIGIN Musical Context: 12 Bar Blues Referenced musicians: Robert Johnson, Ella Jenkins, Dimension(s): Pitch, structure, duration Key skills: playing chords on tuned percussion, rhythmic and melodic improvisation on classroom instruments, sung improvisation	SPANISH SONGS CHRISTMAS PRODUCTION – Musical Context: Christmas songs, incl. rounds Referenced musicians: Ne-Yo Dimension(s): Pitch, texture, dynamics Key skills: Singing in 2-3 parts	SAMBA Musical Context: World Music Referenced musicians: Dimension(s): Tempo, texture, timbre, duration, structure Key skills: Play syncopated rhythms on Samba percussion instruments in 5-6 parts <i>Inspire Works planning</i>	SAMBA Musical Context: World Music Referenced musicians: Dimension(s): Tempo, texture, timbre, duration, structure Key skills: Play syncopated rhythms on Samba percussion instruments in 5-6 parts <i>Inspire Works planning</i>	TEN PIECES Musical Context: Western Classical Music The Planets, Peter Grimes Sea Interludes Referenced musicians: Holst, Britten Dimension(s): Duration, timbre, structure, dynamics Key skills: Composing using graphic scores. Creating rhythmic and melodic ostinato.	TEN PIECES Musical Context: Western Classical Music Referenced musicians: Beethoven, Anna Meredith Dimension(s): Key skills: Composing using body percussion and simple rhythmic notation
6	LOOPS	SPANISH SONGS	SAMBA	SOULTANA OYE COME VA	GARAGEBAND PLANET EARTH	JAZZ WORKSHOP GARAGEBAND

	<p>Musical Context: Pentatonic scale in world and popular music</p> <p>Referenced musicians: Nitin Sawney</p> <p>Dimension(s): Pitch, texture, structure</p> <p>Key skills: Performing and composing pieces using pentatonic and rhythmic loops</p>	<p>CHRISTMAS PRODUCTION –</p> <p>Musical Context: Christmas Songs</p> <p>Referenced musicians:</p> <p>Dimension(s): Pitch, texture</p> <p>Key skills: Singing in a round and 3 parts</p>	<p>Musical Context: World Music</p> <p>Referenced musicians: Sergio Mendes, Black Eyed Peas, Olodum</p> <p>Dimension(s): Tempo, texture, timbre, duration, structure</p> <p>Key skills: Paradhina, Play syncopated rhythms on Samba percussion instruments in 5-6 parts</p> <p><i>Inspire Works planning</i></p>	<p>(If time)</p> <p>Musical Context: World Music – Latin Rock</p> <p>Referenced musicians: Santana</p> <p>Dimension(s): Timbre, duration, tempo, structure, texture</p> <p>Key skills: Identifying structures in song, identifying and performing rhythmic and melodic riffs</p>	<p>Musical Context: Film/TV Music</p> <p>Referenced musicians: Hans Zimmer</p> <p>Dimension(s): Structure, texture, timbre</p> <p>Key skills: ICT – ipads, composition, structuring and layering loops, creating contrasting sections of music and creating musical links between them.</p>	<p>PLANET EARTH</p> <p>Musical Context: Film/TV Music</p> <p>Referenced musicians: Hans Zimmer</p> <p>Dimension(s): Structure, texture, timbre</p> <p>Key skills: ICT – ipads, composition, structuring and layering loops, creating contrasting sections of music and creating musical links between them.</p>
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