

## KT Federation Curriculum Progression

### Music

<p><b>Intent –what do we want to achieve?</b></p>	<p>In the KT Federation we understand how music helps us to communicate and express ourselves, with many emotions and skills being unlocked through listening and performing, as well as singing, dancing and composing. Every culture is intertwined with music and this helps bring people together. We aim to encourage children to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians and to make links across other curriculum subjects, such as history, RE and art. We understand how progress in music requires children to develop musically across 3 ‘pillars’ that connect skills learnt as a musician and our aim is that our children are able to become competent musicians through these.</p> <ul style="list-style-type: none"> <li>• The first pillar is the ‘technical’ development which will involve playing instruments or singing, but may also include musical technology i.e. software, apps.</li> <li>• The second pillar is the ‘constructive’ pillar. This is the knowledge of how musical elements, such as harmony, melody and rhythm come together.</li> <li>• The third pillar, the ‘expressive’ pillar, is focused on musical quality and creativity.</li> </ul>
<p><b>How will we achieve this?</b></p>	<p>We will use the music scheme Charanga to ensure high quality content and subject coverage. Class teachers will use Charanga to plan, deliver and assess the music curriculum in line with National Curriculum requirements. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:</p> <ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Musical Activities (including pulse and rhythm)</li> <li>• Singing and Voice</li> <li>• Playing instruments</li> <li>• Improvisation / Composition</li> <li>• Perform and Share</li> </ul> <p>We will give opportunities for children to revisit and practice music skills and content learned so that knowledge becomes embedded. Children will be given space to develop their own ideas independently, but in an environment that is structured and supportive when needed. Feedback will be clear, encouraging and guide the children on how to improve their musical competence.</p> <p>Children will become aware of music from a broad spectrum of cultures to build an appreciation of others and the diversity of the world.</p>
<p><b>What will the impact on learning be?</b></p>	<p>Outcomes after children have followed our music curriculum demonstrate progression and show how knowledge and skills are embedded. Our children enjoy their music lessons and are confident when singing and performing. Their achievements will be shared with parents and carers during class and whole school performances, both in person and uploaded to watch remotely.</p> <p>We measure the impact of our curriculum through the assessments that are carried out at the end of each Charanga unit. We also use photo and video evidence of the children's practical learning.</p> <p>The subject leader monitors the teaching of music, attending relevant CPD opportunities and will support other staff whenever needed.</p>

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Cycle 1 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Style</b>	Nursery rhymes and action songs	Nursery rhymes and action songs	Nursery rhymes and action songs	Nursery rhymes and action songs	Transition unit for Year 1	
<b>Knowledge</b>	<b>Knowledge to be developed throughout Reception year</b>					
	<b>Listen and Respond</b>	<b>Explore and Create</b>		<b>Singing</b>	<b>Share and Perform</b>	
	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.		To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	A performance is sharing music.	
<b>Skills</b>	<b>Skills to be developed throughout Reception year</b>					
	<b>Listen and Respond</b>	<b>Explore and Create</b>		<b>Singing</b>	<b>Share and Perform</b>	
	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	Find the pulse by copying a character. Copy basic rhythm patterns. Explore high and low using voices and tuned percussion instruments. Invent a pattern using one pitched note.		To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	
<b>Vocabulary</b>	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	
<b>Enrichment</b>	EYFS/ Key Stage 1 Christmas production					

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<b>Assessment Opportunities</b>	Charanga Teacher Assessment document for this unit.						
<b>Cycle 1 – Year 1 &amp; 2</b>							
	<b>Autumn</b>		<b>Spring</b>			<b>Summer</b>	
<b>Topic</b>	Year 1 Hey You!	Year 1 Rhythm In The Way We Walk and Banana Rap	Year 1 In The Groove	Year 1 Round and Round	Year 1 Your Imagination	Year 1 Reflect, Rewind and Replay	
<b>Style</b>	<b>Old School hip-hop</b>	<b>Reggae, Hip-hop</b>	<b>Blues, Latin, Folk, Funk, Baroque, Bhangra</b>	<b>Latin Bossa Nova, Film Music, Big Band Jazz, Mash Up, Latin Fusion</b>	<b>Pop</b>		
<b>Knowledge</b>	<b>Knowledge to be developed throughout Year 1</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.
<b>Skills</b>	<b>Skills to be developed throughout Year 1</b>						

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	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Find the pulse. Listen to the rhythm and clap back. Create rhythms for others to copy. Listen and sing back. March to the beat.	Learn about voices, singing notes of different pitches. Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play a differentiated instrumental part. Listen to and follow musical instructions from a leader.	Listen and clap back, answering with own answer. Listen and sing or play back using one or two notes.	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
<b>Vocabulary</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.		
<b>FLASHBACK –Links to previous/future learning</b>	The Fresh Prince of Bel-Air (Year 5)	Zootime (Year 2) Three Little Birds (Year 3) Hey You! (Year 1)		In The Groove (Year 1)			All Year 1 units
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	EYFS/ Key Stage 1 Christmas production						

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Assessment Opportunities							
<b>Cycle 1 – Year 3 &amp; 4</b>							
	<b>Autumn</b>		<b>Spring</b>			<b>Summer</b>	
<b>Topic</b>	Year 3 Let Your Spirit Fly	Year 3 Glockenspiel Stage 1	Year 3 Three Little Birds	Year 3 The Dragon Song	Year 3 Bringing Us Together	Year 3 Reflect, Rewind and Replay	
<b>Style</b>	<b>R&amp;B, Western Classical, Musicals, Motown, Soul</b>	<b>Learning basic instrumental skills in various styles</b>	<b>Reggae</b>	<b>A little bit funky and music from around the world</b>	<b>Disco</b>	<b>Western Classical Music</b>	
<b>Knowledge</b>	<b>Knowledge to be developed throughout Year 3</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics, what the song is about, any musical dimensions featured in the song, and where they are used, identify the main sections of the song, name some	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	To know and be able to talk about: What a choir is. What a leader or conductor is. Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice	To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently	To know and be able to talk about: A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: Performing is sharing music with other people, an audience. You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an

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	of the instruments they heard in the song				is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.		audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music
<b>Skills</b>	<b>Skills to be developed throughout Year 3</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Clap and say back rhythms. Create own simple rhythm patterns. Listen and sing back (no notation). Copy back with instruments (without, then with notation).	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context	Listen and sing back. Listen and copy back using instruments using two different notes. Using instruments, listen and play your own answer using one or two notes.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased

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				of the Unit song. To listen to and follow musical instructions from a leader.		decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in an appropriate way that recognises the connection between sound and symbol.	with what they would change and why.
<b>Vocabulary</b>	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.		
<b>FLASHBACK –Links to previous/future learning</b>		Glockenspiels stage 2 (Year 4)	Zootime (Year 2)	Your Imagination (Year 1)	Friendship Song (Year 2) Stop! (Year 4) You’ve Got a Friend (Year 6)	All Year 3 units	
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>			Sing On- specialist singing teaching and large scale concert at the Bedford Corn Exchange		Key Stage 2 end of year production		
<b>Assessment Opportunities</b>							

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Cycle 1 – Year 5 & 6							
	Autumn		Spring			Summer	
Topic	Year 5 Livin' on a Prayer	Year 5 Classroom Jazz 1	Year 5 Make you feel my love	Year 5 The Fresh Prince of Bel-Air	Year 5 Dancing in the Street	Year 5 Reflect, Rewind and Replay	
Style	<b>Rock</b>	<b>Jazz</b>	<b>Pop ballads</b>	<b>Hip Hop</b>	<b>Motown</b>	<b>Western Classical</b>	
Knowledge	<b>Knowledge to be developed throughout Year 5</b>						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and other similar songs. To choose other songs and be able to talk about: the style indicators of the songs, the lyrics, what the songs are about, any musical dimensions featured in the songs and where	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song, how to keep the internal pulse, musical Leadership-creating musical ideas for the group to copy or respond to	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics, to know and explain the	To know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave, the instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about improvisation: improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them, to know that if you improvise using the notes you are given, you cannot make a mistake, to	To know and be able to talk about what a composition is. Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol	To know and be able to talk about: performing is sharing music with an audience, everything that will be performed must be planned and learned, you must sing or rap the words clearly and play with confidence, a performance can be a special occasion and involve an audience of people you don't know, a

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	they are used, identify the main sections of the songs, name some of the instruments they heard, the historical context of the songs.		importance of warming up your voice		know that you can use some of the riffs you have heard in the challenges in your improvisations, to know three well-known improvising musicians		performance involves communicating ideas, thoughts and feelings about the song/music
<b>Skills</b>	<b>Skills to be developed throughout Year 5</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. To talk	Find the pulse. Lead the class by inventing rhythms for them to copy back. Copy back two note riffs, both by ear and with notation.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing	Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical	Copy back using instruments with 1, 2 or 3 notes. Improvise using 1, 2 or 3 notes.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went

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	about the musical dimensions.		with awareness of being 'in tune'.	instructions from a leader. To lead a rehearsal session.		composition in any way appropriate that recognises the connection between sound and symbol.	well?" and "It would have been even better if...?"
<b>Vocabulary</b>	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.		
<b>FLASHBACK –Links to previous/future learning</b>	I Wanna Play In A Band (Year 2)	Classroom Jazz 2 (Year 6)	Mamma Mia (Year 4)	Hey You! (Year 1)	Happy (Year 6)	All Year 5 units	
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>					Key Stage 2 end of year production		
<b>Assessment Opportunities</b>							
<b>Cycle 2 - EYFS</b>							
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Topic</b>	See Cycle 1						
<b>Cycle 2 – Year 1 &amp; 2</b>							

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	Autumn		Spring		Summer		
<b>Topic</b>	Year 2 Hands, Feet and Heart	Year 2 Ho, Ho, Ho	Year 2 I Wanna Play In A Band	Year 2 Zootime	Year 2 Friendship Song	Year 2 Reflect, Rewind and Replay	
<b>Style</b>	South African styles	Christmas, Big Band, Motown, Elvis, Freedom Songs	Rock	Reggae		Western Classical Music	
<b>Knowledge</b>	Knowledge developed throughout Year 2						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
<b>Skills</b>	Skills developed throughout Year 2						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>

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	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Find the pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words. March to a steady beat. Create rhythms for others to copy. Listen and sing back.	Learn about voices singing notes of different pitches. Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Listen and clap back. Listen and clap own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
<b>Vocabulary</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.	Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.		
<b>FLASHBACK –Links to previous/future learning</b>		Christmas units	Livin’ on a Prayer (Year 5)	Three Little Birds (Year 3)			
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>	EYFS/ Key Stage 1 Christmas production						

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Assessment Opportunities								
<b>Cycle 2 – Year 3 &amp; 4</b>								
	<b>Autumn</b>		<b>Spring</b>			<b>Summer</b>		
<b>Topic</b>	Year 4 Mamma Mia	Year 4 Glockenspiel Stage 2	Year 4 Stop!	Year 4 Lean On Me	Year 4 Blackbird	Year 4 Reflect, Rewind and Replay		
<b>Style</b>	<b>Musical styles from the 70s and 80s</b>	<b>Learning basic instrumental skills playing in a variety of styles</b>	<b>Grime, Classical, Bhangra, Tango, Latin Fusion</b>	<b>Gospel</b>	<b>Pop- The Beatles</b>	<b>Western Classical Music</b>		
<b>Knowledge</b>	<b>Knowledge to be developed throughout Year 4</b>							
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>	
	To know five songs from memory and who sang them or wrote them and their style. To choose one song and be able to talk about: some of the style indicators of that song, the lyrics, any musical dimensions featured in the song, identify the main sections of the song, name	Know and be able to talk about: How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical	To know and be able to talk about: what a choir and a conductor or leader is, songs can make you feel different things e.g. happy, energetic or sad, singing as part of an ensemble or large group is fun, but that you must listen to each other, texture: How a solo singer makes a thinner	To know and be able to talk about: the instruments used in class (a glockenspiel, recorder or xylophone), other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about improvisation: improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them, to know that using one or two notes	To know and be able to talk about: a composition-music that is created by you and kept in some way. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: performing is sharing music with other people, an audience. A performance can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A	

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	some of the instruments they heard in the song.	Leadership: creating musical ideas for the group to copy or respond to	texture than a large group. To know why you must warm up your voice		confidently is better than using five, to know that if you improvise using the notes you are given, you cannot make a mistake, to know that you can use some of the riffs you have heard in the Challenges in improvisations		performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music
<b>Skills</b>	<b>Skills to be developed throughout Year 4</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's	Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using simple rhythms. Copy back singing. Copy back with instruments, both without and with notation.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – from memory or using notation. To rehearse and perform their part within the context of the Unit song.	Listen and sing back melodic patterns, using instruments and two different notes. Using instruments, listen and play back your own answer using one or two notes.	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed. Talk about how it was created. Listen to and reflect upon the developing composition and	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the

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	thoughts about the music. When you talk try to use musical words.		the group when singing.	To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays.		make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol.	best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
<b>Vocabulary</b>	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.		
<b>FLASHBACK –Links to previous/future learning</b>	Livin’ on a Prayer (Year 5)	Using scores/notation in other units	The Fresh Prince of Bel-Air (Year 5)	A New Year Carol (Year 6)	Dancing In the Street (Year 6)	All Year 4 units	
<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>					Key Stage 2 end of year production		
<b>Assessment Opportunities</b>							

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## KT Federation Curriculum Progression

Cycle 2 – Year 5 & 6							
	Autumn		Spring			Summer	
<b>Topic</b>	Year 6 Happy	Year 6 Classroom Jazz 2	Year 6 A New Year Carol	Year 6 You've Got A Friend	Year 6 Music And Me	Year 6 Reflect, Rewind and Replay	
<b>Style</b>	<b>Pop/Motown</b>	<b>Jazz, Latin, Blues</b>	<b>Benjamin Britten (Western Classical), Gospel, Bhangra</b>	<b>Popular Music- Carole King</b>	<b>Contemporary music and identity</b>	<b>Western Classical Music</b>	
<b>Knowledge</b>	<b>Knowledge to be developed throughout Year 6</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To know five songs from memory, who sang or wrote them, when they were written and why and the style. To choose other songs and be able to talk about: the style indicators, the lyrics, what the songs are about, any musical dimensions featured in the songs and where they are used, the structure of the songs, name some	Know and be able to talk about: how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music, how to keep the internal pulse, musical leadership-creating musical ideas for the group to copy or respond to	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: its main features, singing in unison, the solo,	To know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave, the instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about improvisation: improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before, to know that using one, two or three notes confidently is better than using five, to know that if you improvise	To know and be able to talk about: a composition- music that is created by you and kept in some way. It's like writing a story, a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure, notation: recognise the connection	To know and be able to talk about: performing is sharing music with an audience with belief, a performance can be to one person or to each other, everything that will be performed must be planned and learned, you must sing or rap the words clearly and play with confidence, a performance can be a special

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	of the instruments used in the songs, the historical context of the songs- what else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity		lead vocal, backing vocals or rapping, know what the song is about and the meaning of the lyrics, to know and explain the importance of warming up your voice		using the notes you are given, you cannot make a mistake, to know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations, to know three well-known improvising musicians.	between sound and symbol	occasion and involve an audience including of people you don't know, a performance involves communicating ideas, thoughts and feelings about the song/music
<b>Skills</b>	<b>Skills to be developed throughout Year 6</b>						
	<b>Listen and Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Performance</b>
	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two or three-note riffs by ear and with notation. Question and answer using two/three different notes	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how	Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, from memory or using notation. To	Copy back using instruments. Use one, two or three notes. Question and answer using instruments, using 2 or 3 notes (always start on G). Improvise using one, two or three notes.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance

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	Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. To talk about musical dimensions. Talk about the music and how it makes you feel, using musical language to describe the music.		you fit into the group. To sing with awareness of being ‘in tune’.	rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.		the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
<b>Vocabulary</b>	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.			
<b>FLASHBACK –Links to previous/future learning</b>	Dancing In The Streets (Year 5)	Classroom Jazz (Year 5)	Lean on Me (Year 4) In The Groove (Year 1)	Make You Feel My Love (Year 5)			All other Year 6 units



## KT Federation Curriculum Progression

<b>Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits &amp; Visitors</b>					Key Stage 2 end of year production	
<b>Assessment Opportunities</b>						

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