















Whole school Music curriculum:
Progression of knowledge, skills and
understanding 2022-2023







Year B

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Whole School Intent	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	To be able to develop the process of design thinking and seeing design as a process. Appreciate the design process that has influenced products we use everyday.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.	Develop ideas - how do ideas develop through an artistic process? Master techniques - developing a skill. Take inspiration - learn from great artists.
Mulberry Reception & Year 1	Me and My Community 	Once Upon a Time 	Why do Zebras have stripes? 	Big Wide World 	Ready Steady Grow 	What can you see in Summer? 
EYFS/Year 1	Rhythm in the way we walk Banana Rap		Me!		Big Bear Funk	
Listen and Respond	Rhythm In The Way We Walk by Joanna Mangona The Planets: Mars by Gustav Holst Rhythm In The Way We Walk by Joanna Mangona Tubular Bells by Mike Oldfield The Banana Rap Happy by Pharrell Williams When I'm 64 by The Beatles		Celebration by Kool & The Gang Happy by Pharrell Williams Sing by the Carpenters Sing a Rainbow sung by Peggy Lee Happy Birthday by Stevie Wonder Our House by Madness		Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout A Thing performed by Incognito My Promise by Earth Wind & Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	
Explore and Create using voices	Flexible Games Vocal warm ups		Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks, Name Song, or Things for Fingers games track, find the pulse in different ways. Copycat rhythm games High and low games (pitch)		Find the pulse in different ways Rhythm games (copy back teacher then child-led) Explore pitch by creating your own sounds with voices and instruments (copy back games and riff building leading to improvisation and composition)	
Sing - learn to sing Sing the Song	Start to learn to sing the song Rhythm In The Way We Walk Continue to learn the song Rhythm In The Way We Walk Start to learn The Banana Rap		Listen to then learn to sing a nursery rhyme/s. Options: Pat-A-Cake 1, 2, 3, 4, 5, and This Old Man Five Little Ducks b. Listen to or sing along with the action song.		Sing Big Bear Funk including the copy back section Revisit activity options 1, 2, 3 or 4 (dancing) Sing the song again and include activity options 1, 2, 3 or 4 Revisit a song from a previous Unit	
Share and Perform	Sing the song Rap Prepare for the end of unit performance		Share what you have learnt in the lesson		Share what you have learnt in the lesson	
Milestone 1 (Core Skills)	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Make and combine sounds using the inter-related dimensions of music.					
Early Learning Goal	Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Key Stage 1	<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Make and combine sounds using the inter-related dimensions of music. 			Vocabulary: EYFS - Rhyme Song Listen Sounds Hit Shake Scrape Year 1 - Rhythm Melody Feelings Mood Musician Xylophone Piano Drum Beat		







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Apple Year 1 & Year 2	Enchanted Woodland: Our Wonderful World 	Towers, Tunnels & Turrets 	Superheroes 	Memory Box Movers & Shakers 	Location Study 	Rio De Vida 
Year 1/Year 2	Ho Ho Ho		Zoo Time		Round and Round	
Listen and Appraise	Ho Ho Ho by Joanna Mangona Bring Him Back Home (Nelson Mandela) by Hugh Masekela Suspicious Minds by Elvis Presley Sir Duke by Stevie Wonder Fly Me to the Moon by Frank Sinatra		Zootime by Joanna Mangona Kingston Town by UB40 Shine by ASWAD I.G.Y. by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff		Round And Round (Bossa Nova) by Joanna Mangona Livin' La Vida Loca (Latin/Pop) by Ricky Martin The Imperial March, Darth Vader's Theme by John Williams It Had Better Be Tonight (Latin/Big Band) by Michael Bubl�e Why Don't You by (Dance/Big Band) Gramophonedzie Oye Como Va (Latin/Jazz) by Santana	
Musical Activities	Flexible Games Sing the song Ho Ho Ho Play instrumental parts		Warm-up Games Flexible Games (optional) Sing the song Zoo time Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option . Play your composition(s) within the song		Warm-up Games Flexible Games (optional) Sing the song Round And Round Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option	
Performance	Sing the song and play instrumental parts within the song Prepare for the end-of-unit performance		Sing the song and play instrumental parts within the song Prepare for the end-of-unit performance		Sing the song and play instrumental parts within the song Prepare for the end-of-unit performance	
Milestone 1 (Core Skills)	Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Make and combine sounds using the inter-related dimensions of music.					
Key Stage 1	<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Make and combine sounds using the inter-related dimensions of music. 			Vocabulary: Year 1 - Rhythm Melody Feelings Mood Musician Xylophone Piano Drum Beat Year 2 - Dynamics (Loud) Tempo (speed) Performance Percussion		





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Cherry Year 2 & Year 3	Flow 	I am Warrior 	Scrumdiddlyumptious! 	Gods and Mortals 	Location Study 	Blue Abyss 
Year 2/Year 3	Glockenspiel Stage 2		The Dragon Song		Stop!	
Listen and Appraise	Mardi Gras Groovin' March of the Golden Guards from Stage 1. Portsmouth, Strictly D What's up? DeeCee's Blues Play Your Music, Drive		The Dragon Song Birdsong - Chinese Folk Music Vaishnava Java - A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan		Stop! Gotta Be Me by Secret Agent 23 Skidoo Radetzky March by Strauss Can't Stop The Feeling! by Justin Timberlake Libertango by Astor Piazzolla Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas	
Musical Activities	Finding out about music: Pulse. Finding out about music: Pulse question. Flea Fly (notes + note-names) Flea Fly theory - the language of music Finding out about song rhythms Finding out about different pulses		Warm-up Games Flexible Games (optional) c. Sing the song The Dragon Song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option . Play your composition(s) within the song		Games and vocal warm ups Start to learn Stop! - the song and rapped b. Learn Stop! - option to learn the rapped examples Option to compose own raps.	
Performance	Perform /share the learning from this step		Prepare for the end-of-unit performance		Perform /share the learning from this step	
Pupils should be taught to:	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.			Vocabulary: Year 2 - Dynamics (Loud) Tempo (speed) Performance Percussion Year 3 - High pitch Low pitch Timbre Pulse Jazz Rock Classical Blues Pop Folk Country		
Milestone 2	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the basics of the staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music.					

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Horse chestnut Year 4 & Year 5	Road Trip to USA! 	Off with her Head! 	Animal 	Dynamic Dynasties 	Location Study 	Potions 
Year 4/Year 5	Lean on Me		Classroom Jazz 1		Livin' on a Prayer	
Listen and Appraise	Lean On Me by Bill Withers He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir		Three Note Bossa Desafinado Cotton Tail Five Note Swing Perdidó Things Ain't What They Used To Be		Livin' On A Prayer by Bon Jovi We Will Rock You By Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles	
Musical Activities	Warm-up Games Flexible Games (optional) Sing the song Lean On Me Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option		Play the tune/head and the middle 8 Build on improvisation skills using instruments.		Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song	
Performance	Sing the song and play instrumental parts within the song Sing the song and improvise using voices and/or instruments within the song		Sing the song and play instrumental parts within the song Sing the song and improvise using voices and/or instruments within the song		Perform and share your learning as you progress through the Unit of Work.	
Pupils should be taught to:	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.			Vocabulary: Year 4 -Composer Duration of notes Notation: piano, forte Composition Solo Ensemble Year 5 -Major key Minor key Harmony Time signature Crotchet Minim quavers Semibreve Stave Bar lines		
Milestone 3	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the basics of the stave and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music.					

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Oak Year 5 & Year 6	Frozen Kingdom 	Revolution 	Blood Heart 	Fallen Fields 	Location Study 	ID 
Year 5/Year 6	Happy		Music and Me		Fresh Prince of Bel Air	
Listen and Appraise	Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly		Anna Meredith - Something Helpful Shiva Feshareki - O and V-A-C Moscow Eska - Heroes & Villains and Shades Of Blue Afrodeutsche - And! and The Middle Middle Option to listen to artists from the Inspirational Women timeline		The Fresh Prince of Bel Air Me, Myself and I by De La Soul Ready or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer	
Musical Activities	a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Sing the song Happy d. Choose and play two performance options, then decide which one to practise for the end-of-unit performance		Over the six steps/weeks, you will watch some or all of the videos and discuss together the key words and themes (see 'Guide to Writing Your Own Music') that arise. Use this in preparation for the 'Create' section of the unit.		a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Choose and play any of the options below; then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation)	
Performance	Prepare for the end-of-unit performance		Perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/ weeks.		Prepare for the end-of-unit performance	
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