



KING'S ACADEMY MEADOW VALE



Curriculum Progression Map - Music

EYFS Expectations	
EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive <ul style="list-style-type: none">● Sing a range of well-known nursery rhymes and songs.● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● use their voices expressively and creatively 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● experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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.



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	Autumn	Spring	Summer
Year 1	<p>Hey You!</p> <ul style="list-style-type: none">● To know 5 songs off by heart● To know what the songs are about.● To know and recognise the sound and names of some of the instruments they use.● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.● 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.● 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.	<p>In The Groove</p> <ul style="list-style-type: none">● To know 5 songs by heart.● To know what the songs are about.● To know and recognise the sound and names of some of the instruments they use.● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Games Knowledge Skills● 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 animal● 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● To learn the names of the notes in their instrumental part from memory or when written down.	<p>Your Imagination</p> <ul style="list-style-type: none">● 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● 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.



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		<ul style="list-style-type: none">● Learn the names of the instruments they are playing	
Year 2	<p>Hands and Feet</p> <p>Listen & Appraise</p> <ul style="list-style-type: none">● Know 5 songs from memory; recognise choruses and musical styles.● Understand steady pulse; enjoy moving to music. Know songs can tell stories or describe ideas. <p>Musical Games</p> <ul style="list-style-type: none">● Find/keep the pulse. Copy and create rhythms using words.● Explore high/low pitch.● Take part in pulse, rhythm and pitch copy-back games.	<p>I Wanna Play In A Band</p> <p>Listen & Appraise</p> <ul style="list-style-type: none">● Know 5 songs; recognise chorus/call-and-response and musical styles.● Understand that songs tell stories and enjoy moving to music. <p>Games (Pulse, Rhythm, Pitch)</p> <ul style="list-style-type: none">● Understand steady pulse; know rhythm comes from words and is different to pulse.● Explore high/low pitch.● Take part in pulse-finding, rhythm copy-back/creation, and pitch copy-back games. <p>Singing</p> <ul style="list-style-type: none">● Sing 5 songs in unison confidently.● Warm up voice; use voice in different ways (including rap).● Sing high/low notes; follow a leader and use good posture. <p>Playing</p>	<p>Friendship Song</p> <p>Listen & Appraise</p> <ul style="list-style-type: none">● Know 5 songs; recognise choruses, call-and-response and musical styles.● Understand that songs tell stories and enjoy moving to music. <p>Games (Pulse, Rhythm, Pitch)</p> <ul style="list-style-type: none">● Understand steady pulse and that rhythms come from words.● Know rhythm is different from pulse and explore high/low pitch.● Take part in pulse-finding, rhythm copy-back/creation, and pitch copy-back vocal warm-ups. <p>Singing</p> <ul style="list-style-type: none">● Sing 5 songs confidently in unison.● Warm up the voice; use it in different ways (including rap).● Sing high/low notes, use good posture, follow a leader.



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	<p>Singing</p> <ul style="list-style-type: none">● Sing 5 songs in unison with confidence. Warm up voice; use voice in different ways (including rap). Follow a leader and maintain good singing posture. <p>Playing</p> <ul style="list-style-type: none">● Name classroom instruments.● Play simple tuned parts using 1–3 notes in time with the pulse. Handle instruments safely and follow instructions. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise using 1–2 notes.● Clap, sing or play back and create own responses. <p>Composition</p> <ul style="list-style-type: none">● Create simple melodies using limited notes.● Begin to record and change musical ideas. <p>Performance</p>	<ul style="list-style-type: none">● Know names of class instruments.● Play simple tuned parts (1–3 notes) in time with the pulse.● Treat instruments respectfully and follow instructions. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise simple ideas using 1–2 notes.● Clap/sing/play back and create own responses. <p>Composition</p> <ul style="list-style-type: none">● Create simple melodies using limited notes.● Begin to write down and adapt musical ideas. <p>Performance</p> <ul style="list-style-type: none">● Perform a learnt song for an audience, adding simple ideas.● Record and reflect on their performance.	<p>Playing</p> <ul style="list-style-type: none">● Know classroom instrument names.● Play simple tuned parts (1–3 notes) in time with the pulse.● Treat instruments respectfully and follow instructions. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise simple ideas using 1–2 notes.● Clap, sing or play back and create own responses. <p>Composition</p> <ul style="list-style-type: none">● Create short melodies using a small number of notes.● Begin writing down and adapting musical ideas. <p>Performance</p> <ul style="list-style-type: none">● Perform a learnt song for an audience and add simple ideas.● Record and reflect on the performance.
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	<ul style="list-style-type: none"> ● Perform a learnt song for an audience. ● Add simple ideas and reflect on performance. 		
Year 3	<p>Let Your Spirit Fly</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● Let Your Spirit Fly by Joanna Mangona ● Colonel Bogey March by Kenneth Alford ● Consider Yourself from the musical 'Oliver!' ● Ain't No Mountain High Enough by Marvin Gaye <p>Musical Activities</p> <p>- learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> 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 Compose with the Song <p>Perform the Song</p> <p>- perform and share your learning as you progress through the Unit of Work.</p>	<p>Three Little Birds</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● Three Little Birds by Bob Marley ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 54 - 46 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse <p>Musical Activities</p> <p>- learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> 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 3. 	<p>Bringing Us Together</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● Bringing Us Together by Joanna Mangona and Pete Readman ● Good Times by Nile Rodgers ● Ain't Nobody by Chaka Khan ● We Are Family by Sister Sledge © Copyright 2018 Charanga Ltd Page 1 of 9 ● Ain't No Stopping Us Now by McFadden and Whitehead ● Car Wash by Rose Royce <p>Musical Activities</p> <p>- learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Option: Play Instruments with the Song in the chorus sections only Option: Improvise with the Song in the chorus sections only



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		Perform the Song - perform and share your learning as you progress through the Unit of Work.	f. Option: Compose with the Song in the chorus sections only
Year 4	Recorders All Classes To confidently identify and move to the pulse. <ul style="list-style-type: none">● Talk about the music and how it makes them feel.● To treat instruments carefully and with respect.● Play any one, or all 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 of the Unit song.● To listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song.	Stop, Lean on Me Listen and Appraise Lean On Me and other gospel-based songs: <ul style="list-style-type: none">● Lean On Me by Bill Withers● He Still Loves Me by Walter Williams and Beyoncé● Shackles by Mary Mary● Amazing Grace by Elvis Presley● Ode To Joy Symphony No 9 by Beethoven● Lean On Me by The ACM Gospel Choir Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none">Warm Up Games (including vocal warm ups)Flexible Games (optional extension work)Learn to Sing/Rap the SongCompose your own lyrics with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work. Teaching and Learning support for this unit: Please use the accompanying ACTI.	Mamma Mia Listen & Appraise: Mamma Mia by Abba <ul style="list-style-type: none">● Dancing Queen by Abba● The Winner Takes It All by Abba● Waterloo by Abba● Super Trouper by Abba● Thank You For The Music by Abba Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none">Warm Up Games (including vocal warm ups)Flexible Games (optional extension work)Learn to Sing the SongPlay Instruments with the SongImprovise with the Song (and optional extension activities)Compose with the Song



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			<p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
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Year 5	<p>Livin' on a Prayer</p> <p>Listening & Appraising</p> <ul style="list-style-type: none">● Identify the style of Rock music and describe key features of rock anthems (strong pulse, electric guitars, repeated riffs, clear structure).● Recognise the main sections of the song (intro, verse, chorus) and identify instruments used.● Move confidently to the pulse and describe how the music makes you feel.● Begin to compare this rock song to other rock tracks (e.g., Queen, Status Quo). <p>Games (Pulse, Rhythm, Pitch)</p> <ul style="list-style-type: none">● Maintain the pulse through movement and clapping.● Copy back rhythms and simple riffs based on Livin' on a Prayer using 1–3 notes (Bronze, Silver, Gold levels).● Use rhythmic patterns including off-beat/syncopation.● Lead simple rhythm patterns for others to copy. <p>Singing</p> <ul style="list-style-type: none">● Sing Livin' on a Prayer confidently in unison with a strong internal pulse.	<p>Make You Feel My Love + The Fresh Prince of Bel-Air</p> <p>Listening & Appraising</p> <ul style="list-style-type: none">● Identify style features of Pop Ballads (smooth vocals, expressive melodies) and Old-School Hip-Hop (spoken rhythm, strong beat, sampled patterns).● Describe song structure (intro, verse, chorus, rap section) and identify instruments used.● Understand the lyrical meaning and emotional message of the songs.● Compare the two genres, noting similarities/differences and how each creates impact. <p>Games (Pulse, Rhythm, Pitch)</p> <ul style="list-style-type: none">● Keep a steady pulse and copy back riffs and rhythmic patterns using 1–3 notes relevant to each unit (C / D / E / F / G).● Perform syncopated rhythms (important for hip-hop).● Lead simple rhythm patterns and question-and-answer phrases. <p>Singing</p> <ul style="list-style-type: none">● Sing Make You Feel My Love with expression, accurate pitch and smooth phrasing.	<p>Dancing in the Street + Reflect, Rewind & Replay</p> <p>Listening & Appraising</p> <ul style="list-style-type: none">● Identify features of Motown music (strong backbeat, brass lines, steady groove) and recognise a range of musical styles from different historical periods (Baroque, Classical, Romantic, 20th Century).● Describe structure, instruments and style indicators confidently.● Understand how music has changed over time and the cultural context of key periods.● Compare pieces from different eras and discuss similarities, differences and musical impact. <p>Games (Pulse, Rhythm, Pitch)</p> <ul style="list-style-type: none">● Keep a steady pulse and copy back rhythmic and pitch patterns using 1–3 notes (F / G / A / D, depending on challenge).● Perform syncopated Motown rhythms and lead short rhythmic ideas for others to copy.● Use question-and-answer patterns with increasing accuracy. <p>Singing</p>
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	<ul style="list-style-type: none">● Follow the vocal leader and maintain accurate pitch.● Understand the meaning and message of the lyrics and discuss what the song is about.● Demonstrate correct singing posture and basic warm-up techniques. <p>Playing Instruments</p> <ul style="list-style-type: none">● Perform the instrumental parts for Livin' on a Prayer using the appropriate challenge level:● One-note part: G● Easy part: G, A, B● Medium/Melody: D, E, F#, G, A, B, C● Play with correct technique and keep in time with the group.● Rehearse and perform a chosen part within the whole-class ensemble. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise using note G (Bronze), G + A (Silver) or G, A, B (Gold).● Copy back improvised riffs and perform simple question-and-answer patterns.● Improvise within the rock style using given notes confidently. <p>Composition</p> <ul style="list-style-type: none">● Create short melodic patterns using the Autumn 1 note set (G/A/B).	<ul style="list-style-type: none">● Rap The Fresh Prince of Bel-Air in time with the beat, maintaining clear diction.● Perform in unison and listen carefully to the group.● Understand the message/meaning behind lyrics in both a ballad and a rap. <p>Playing Instruments</p> <ul style="list-style-type: none">● Play instrumental parts using challenge levels (one-note, simple, medium, melody) linked to each unit's note set:● Pop Ballad: C, D, E, F, G, A● Hip-Hop: F, G, A, D● Rehearse and perform with correct technique and internal pulse.● Follow and respond to musical direction within the group. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise within each style using allocated notes:● Ballad: C / C-D / C-D-E● Hip-Hop: D / D-E / D-E-F● Copy back riffs and perform question-and-answer patterns confidently.● Improvise using simple melodic shapes for ballads and rhythmic patterns for hip-hop. <p>Composition</p>	<ul style="list-style-type: none">● Sing Dancing in the Street in unison with energy, steady pulse and accurate tuning.● Recognise and discuss backing vocals, call-and-response and harmonised lines.● Sing with correct posture, group awareness and clear articulation.● Use learned vocabulary to describe the song's meaning and performance style. <p>Playing Instruments</p> <ul style="list-style-type: none">● Play instrumental parts using one-note, simple, medium or melody lines linked to Summer note sets (F / G / A / D patterns).● Rehearse and perform parts confidently in time with the class ensemble.● Follow musical directions and contribute to structured whole-class performances. <p>Improvisation</p> <ul style="list-style-type: none">● Improvise using Summer unit notes:● Motown: F / F-G / F-G-A● Consolidation: Review and apply improvisation skills from the year● Copy back riffs and create simple improvised phrases within the Motown style.
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	<ul style="list-style-type: none">● Combine pulse, rhythm, and pitch to make short rock-style motifs.● Use simple notation (iconic or staff) to record ideas. <p>Performance</p> <ul style="list-style-type: none">● Prepare and perform Livin' on a Prayer as a class ensemble (vocals + instruments).● Communicate the energy and meaning of the song during performance.● Reflect on the performance, discussing what went well and what could improve next time.	<ul style="list-style-type: none">● Create short melodic or rhythmic ideas inspired by ballads and hip-hop.● Use up to five notes to create motifs that fit the unit songs.● Decide on tempo, dynamics and structure to suit each style.● Record ideas using simple notation (icons, patterns or staff notation). <p>Performance</p> <ul style="list-style-type: none">● Perform songs and instrumental parts from both units as a class ensemble.● Communicate expression for the ballad and rhythmic accuracy for the rap.● Maintain confidence, clear diction and good posture.● Evaluate performances using musical vocabulary ("What went well?" / "Even better if...").	<ul style="list-style-type: none">● Improvise confidently using up to 3 notes, applying rhythmic variation. <p>Composition</p> <ul style="list-style-type: none">● Create short motifs that fit the Motown style using up to five notes.● Use rhythm, pulse and pitch purposefully, shaping ideas with tempo and dynamics.● Reflect on developing ideas, refine them and record using simple notation.● Apply understanding of musical structures studied across the year. <p>Performance</p> <ul style="list-style-type: none">● Prepare and perform Dancing in the Street and selected pieces from earlier units.● Communicate musical ideas clearly, using expression and ensemble awareness.● Use historical knowledge to talk about the music performed.● Evaluate performances using musical vocabulary and suggest improvements.
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<p>Year 6</p>	<p>Listen & Appraise: Bacharach Anorak and Meet The Blues</p> <p>What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2</p> <p>Musical Activities using glocks and/or recorders</p> <p>Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. Did you do both? Which notes did you use? Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?</p>	<p>Listen & Appraise: You've Got A Friend (The music of Carole King)</p> <p>What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Knowledge Organiser – You've Got A Friend – Year 6, Unit 4</p> <p>Musical Activities using glocks and/or Recorders</p> <p>Warm-up games play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Which part did you play? Improvise using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge Which challenge did you get to? Compose a simple melody using simple rhythms</p>	<p>1 – Listen & Appraise music from four different inspirational female artists</p> <p>As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?</p> <p>About the Artists</p> <p>The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music. Questions to think about in this unit: How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music?</p>
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	<p>Can you find out more about these styles of music?</p> <p>Perform & Share</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography?</p> <p>Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards</p>	<p>choosing from the notes E, G + A or E, G, A, C + D.</p> <p>Reflection</p> <p>What did you like best about this Unit?</p> <p>Why? Was there anything you didn't enjoy about it?</p> <p>Why?</p> <p>Do you have any strong thoughts or feelings you would to share about it?</p> <p>Perform & Share</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p>	<p>Vocabulary; Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p> <p>Reflection</p> <p>What are you most proud of about the music you have written?</p> <p>Do you have any strong thoughts or feelings you would to share about it?</p> <p>What did you like best about this unit?</p> <p>Why? Was there anything you didn't enjoy about it?</p> <p>Why?</p> <p>Create</p> <p>You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group?</p> <ul style="list-style-type: none">● Which 'beat' did you use?● Music Explorer● An instrument● Write a rap● Write lyrics for a song● Use 'Quickbeats'● A combination of the above
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			<ul style="list-style-type: none">● Interview each other <p>Perform, Share and Present</p> <p>Decide how your group will introduce your composition and how much you will tell your audience about it.</p> <p>How did you put your identity into the music and the performance?</p> <p>Record the performance and talk about it afterwards.</p>
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