




# Music Sequence of Learning Reception to Year 6 “Why this, Why now?”




\*M refers to Musicianship




\*\*C refers to Compose




Please refer to Musical Skills Progression Documents for further detail and Sing Up planning resources for each unit.




Year Group	Autumn Term				Spring				Summer			
<b>Reception Unit</b>	I've got a grumpy face	The sorcerer's apprentice	Witch, witch	Row, row, row your boat	Bird spotting: Cuckoo polka	Shake my sillies out	Up and down	Five fine bumble bees	Down there under the sea	It's oh so quiet	Slap clap clap	Bow, bow, bow Belinda
<b>Lessons</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>Musical Focus</b>	Timbre, beat, pitch, contour	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-and-response, pitch (la-so-mi-do), timbre	Beat, pitch, (step/leap), timbre	Active listening, beat, pitch, (so-mi), vocal play.	Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Pitch contour rising and falling, classical music.	Timbre, tempo, structure (call-and-response), active listening	Timbre, structure, active listening, tune moving in step (stepping notes), soundscapes	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments	Music in 3-time, beat, composing and playing	Beat, active listening, instrumental accompaniment
<b>EY Ares of Learning</b>	C&L, PSED, PD, L, EAD	C&L, PSED, PD, L	C&L, PSED, PD, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, L, EAD	C&L, PSED, PD, EAD	C&L, PSED, PD, EAD
<b>Reception Core Vocabulary</b>	Pulse, beat, rhythm, pitch, louder/quieter, faster/slower, higher/lower, call and response											




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<b>Year 1 Unit</b>	Menu Song <b>Progression Snapshot 1</b> 	Colonel Hathi's march	Magical musical aquarium	Football <b>Progression Snapshot 2</b> 	'Dawn' from Sea interludes	Musical conversations	Dancing and drawing to Nautilus	Cat and Mouse	Come dance with me <b>Progression Snapshot 3</b> 
<b>Lessons</b>	6	3	3	6	3	3	6	3	6
<b>Musical Focus</b>	Active listening (movement), beat, (echo singing, showing pitch moving),	Timbre, tempo, dynamics, pitch, classical music	Timbre, pitch, structure, graphic symbols, classical music	Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)	Beat, active listening (singing game, musical signals, movement), 20th century classical music.	Question and answer, timbre, graphic score	Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music	Mood, tempo, dynamics, rhythm, timbre, dot notation	Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills
<b>Musical Skills</b>	Singing, listening, composing, M: Pulse/beat	Listening, composing, M: Pulse/beat	Singing, listening, composing	Singing, composing, M: Pulse/beat, M: rhythm	Singing, Composing, M: Pulse/beat	Listening, composing	Listening, M: Pulse/beat	Singing, listening, composing. M: pulse/beat, rhythm, pitch	Singing, listening, composing. M: pulse/beat, rhythm
<b>Year 1 Core Vocabulary</b>	Relative pitch, Graphic score, Pulse, Crotchets and quavers, Graphic score, Rhythm scores, Rhythm cards, Phrase, Pitched/Unpitched Percussion								

Year Group	Autumn Term			Spring			Summer		
<b>Year 2 Unit</b>	Tony Chestnut <b>Progression Snapshot 1</b> 	Carnival of the animals	Composing music inspired by birdsong	Grandma rap <b>Progression Snapshot 2</b> 	Orawa	Trains	Swing-a-long with Shostakovich	Charlie Chaplin	Tanczymy labada <b>Progression Snapshot 3</b> 
<b>Lessons</b>	6	3	3	6	3	3	3	3	6
<b>Musical Focus</b>	Beat, rhythm, melody, echo, call-and-response, tuned and un-tuned percussion	Timbre, tempo, dynamics, pitch, classical music	Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments	Duration, (crotchet, quavers, crotchet rest), unison, round.	Beat, rhythm, repetition, structure, 20 <sup>th</sup> century classical music	To create music inspired by train travel, volume/dynamics speed/tempo	2 and 3 time, beat, beat groupings, 20 <sup>th</sup> century classical music	To create music to accompany a short fi featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft)	Singing games, traditional Polish dances, follow a changing beat and temp, playing a percussion accompaniment, body percussion patterns
<b>Musical Skills</b>	Singing, composing, M: pulse/beat, rhythm, pitch	Listening, composing, M: pulse/beat, pitch	Composing, listening, M: pitch	Singing, listening, composing, M: pulse/beat, rhythm, pitch	Listening, composing, M: pulse/beat, rhythm	Singing, listening, composing, M: pulse/beat, rhythm,	Singing, listening, M: pulse/beat	Listening, composing	Singing, listening, M: pulse/beat
<b>Year 2 Core Vocabulary</b>	Relative pitch, Graphic score, Pulse, Crotchets and quavers, Rhythm scores, Rhythm cards, Phrase, Pitched/Unpitched Percussion								

Year Group	Autumn Term			Spring			Summer		
<b>Year 3 Unit</b>	I've been to Harlem <b>Progression Snapshot 1</b> 	Nao chairya de/Migulay boat song	Sound symmetry	Latin dance (Classroom percussion) <b>Progression Snapshot 2</b> 	'March' from The nutcracker	From a railway carriage	Just three notes	Samba with Sergio	Fly with the stars (Classroom percussion) <b>Progression Snapshot 3</b> 
<b>Lessons</b>	6	3	3	6	3	3	3	3	6
<b>Musical Focus</b>	Pitch, shape, ostinato, round, pentatonic, call-and-response	Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Salsa, beat, clave rhythm, timbre chords, rhythm pattern	Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music	Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.	Pitch (notes C-D-E), durations, (crotchet, quaver, semi-quaver, crotchet, rest) rhythm patterns, structure, minimalism, score, dot notation.	Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community	Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest)
<b>Musical Skills</b>	Singing, listening, C** Improvise and compose, performing, reading notation	Listening	Singing, C: Improvise	Singing, listening, performing	Singing, listening	Listening, C: improvise	Listening, C: compose, performing, reading notation	Singing, listening,	Singing, listening, performing, reading notation
<b>Year 3 Core Vocabulary</b>	Pentatonic scale, Ascending and descending melodies, Octaves, Steps, Slides, Leaps, Sharp and Flat notes, Half Scale, Melodic Ostinato/drone, Hooks and Riffs, Pulse, Semi-quavers, Crotchet Rests, Minim Rests, Time Signatures, Graphic Scoring, Accents in a pulse, Beats in a bar, Rhythm cards/rhythms from songs, Vibration, Families of the Orchestra, Building an 'aural sound-bank'								

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<b>Year 4 Unit</b>	This little light of mine <b>Progression Snapshot 1</b> 	The pink panther theme	Composing with colour	The doot doot song (Classroom percussion) <b>Progression Snapshot 2</b> 	Fanfare for the common man	Spain	Global pentatonic	The horse in motion	Favourite song (Classroom percussion) <b>Progression Snapshot 3</b> 
<b>Lessons</b>	6	3	3	6	3	3	3	3	6
<b>Musical Focus</b>	Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response.	Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score	Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases	Fanfare, timbre, dynamics, texture, silence	To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas	Pentatonic scale, different music traditions and cultures, graphic/dot notation	To create music inspired by a motion picture showing movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics	Triads, chords, C, F, G major, A minor, chord structure, folk-rock styles
<b>Musical Skills</b>	Singing, listening, C: improvise	Listening, C: compose	Listening, C: compose	Singing, listening, Instrumental performance, reading notation	Singing, listening, C: improvise & compose	Singing, listening, C: improvise & compose, instrumental performance, reading notation	Singing, listening, C: improvise & compose, instrumental performance, reading notation	Listening, C: compose, instrumental performance	Singing, listening, instrumental performance
<b>Year 4 Vocabulary</b>	Pentatonic scale, Ascending and descending melodies, Octaves, Steps, Slides, Leaps, Sharp and Flat notes, Half Scale, Melodic Ostinato/drone, Hooks and Riffs, Pulse, Semi-quavers, Crotchet Rests, Minim Rests, Time Signatures, Graphic Scoring, Accents in a pulse, Beats in a bar, Rhythm cards/rhythms from songs, Vibration, Families of the Orchestra, Building an 'aural sound-bank'								

Year Group	Autumn Term			Spring			Summer		
Year 5 Unit	What shall we do with the drunken sailor? <b>Progression Snapshot 1</b>	Why we sing	Introduction to songwriting	Madina tun nabi <b>Progression Snapshot 2</b>	Building a groove	Epoca	Baseline gamelan	Composing in ternary form	Kisne banaaya <b>Progression Snapshot 3</b>
									
Lessons	6	3	3	6	3	3	3	3	6
Musical Focus	Sea shanties, beat, rhythm, chords, bass, dot notations	Gospel music, instruments, structure, texture, vocal decoration	Structure (verse/chorus), hook, lyric writing, melody	Nasheed (Islamic song), drone, melody, harmony, chords (G & D), vocal decoration, microtones.	Beat, rhythm, basslines, riffs	Texture, articulation, rhythm, tango	Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles)	Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music	A song from India and Pakistan, melody, accompaniment, four-part signing in a round, creating an arrangement
Musical Skills	Singing, listening, C: compose, Instrumental performance, reading notation	Singing, listening, C: improvise	Listening, C: improvise & compose	Singing, listening, C: improvise & compose, Instrumental performance	Singing, listening, C: improvise & compose	Singing, listening	Singing, listening, performing	Listening, C: compose, performing	Singing, listening, C: compose, performing
Year 5 Vocabulary	Major, Minor, Major Triads, Chords, Note Clusters/Discords, Treble Clef, Bass Clef, Blues Scales, Sharps, Flats, Indian Ragas, Chromatic Scales, Modal Scales, Conventional or graphic notation, Syncopation, Rhythmic rounds, Ostinati, Compound time signatures, Irregular time signatures and accent patterns, Accents in pulse, Beats in a bar, Pulse and Rhythm, Rap, Dance Music, Marches, Rhythmic Scores, Pop/Rock Groups, Blues Bands, Jazz Bands, Bing Bands, Djembe, Sitar, Tabla Drums, Steel Pans, Timbre								

Year Group	Autumn Term			Spring			Summer		
Year 6 Unit	Hey, Mr Miller Progression Snapshot 1	Shadows	Composing for protest!	Dana nobis pacem Progression Snapshot 2	You to me are everything	Twinkle variations	Race!	Explore identify through song	Ames au vala tara bal Progression Snapshot 3
									
Lessons	6	3	3	6	3	3	3	3	6
Musical Focus	Singing, listening, C: improvise, performing	Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul)	To create music inspired by Ethel Smyth and suffragettes. Composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda	Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing I harmony	19792 soul music, comparing cover versions	To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation	To create music to accompany a short film about a race, composing an extended melody and accompaniment	Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems	Indian music, Bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical)
Musical Skills	Singing, listening, C: improvise, performing	Listening	Listening, C: compose, performing, reading notation	Singing, listening, C: compose, performing, reading notation	Singing, listening	Singing, listening, C: improvise & compose, performing, reading notation	Listening, C: compose, reading notation	Singing, listening	Singing, listening, performing
Year 6 Vocabulary	Major, Minor, Major Triads, Chords, Note Clusters/Discords, Treble Clef, Bass Clef, Blues Scales, Sharps, Flats, Indian Ragas, Chromatic Scales, Modal Scales, Conventional or graphic notation, Syncopation, Rhythmic rounds, Ostinati, Compound time signatures, Irregular time signatures and accent patterns, Accents in pulse, Beats in a bar, Pulse and Rhythm, Rap, Dance Music, Marches, Rhythmic Scores, Pop/Rock Groups, Blues Bands, Jazz Bands, Bing Bands, Djembe, Sitar, Tabla Drums, Steel Pans, Timbre								