



| Star of the Sea Progression Map For Music | | | | | | | |
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| | Y.G | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Sing Up! Title of the unit. | N | Let's Be Friends | Travel and Movement | This is Me | Animal Tea Party | I've Got Feelings | Let's Jam |
| What does each unit involve? | | This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. | This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our | This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique. | This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and | This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that | This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and |

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| | | | imagination take us! | | activity Bang my drum. | we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make? | celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. |
| What is the musical material we look at this term in nursery? | <ul style="list-style-type: none"> • Hello, let's go! • The high 5 chant • Let's be friends! • Pass the secret round • Let's be friends! lyric video • Let's be friends! action video | <ul style="list-style-type: none"> • How did you get to school today? • This is my walking song • Get on the train • This is my walking song live video | <ul style="list-style-type: none"> • I say hello like this • The family song • Yes I can! • We're all amazing • This is me, I am 3 | <p>I see animals!</p> <ul style="list-style-type: none"> • Animal circle time • Bake, bake, bake • Animal tea party • Bang my drum • Twinkle, twinkle little star | <p>How are you?</p> <ul style="list-style-type: none"> • Happy, happy, happy! • I've got feelings | <p>Tap your name</p> <ul style="list-style-type: none"> • Hot cross buns • This is what it sounds like • Let's jam! • Who's in the band? • Shake and stop | |

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| Activity Aims (each half term) | | <ul style="list-style-type: none"> Find pulse Copy rhythm | <ul style="list-style-type: none"> Find pulse as a character | <ul style="list-style-type: none"> Explore high sounds and low sounds using voice | <ul style="list-style-type: none"> Find pulse and show others your ideas. | <ul style="list-style-type: none"> Find pulse Copy rhythm Find pulse and show others your ideas. | <ul style="list-style-type: none"> Find pulse Copy rhythm Find pulse and show others your ideas. |
| Sing Up! | R | Sing 1: I've Got a Grumpy Face Sing 2: Witch, Witch Listen: The Sorcerer's Apprentice | | | | | |
| Title (Charanga) | | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind & Replay |
| Main Songs | | Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers | I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song | Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes | Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey | Big Bear Funk | Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat |
| Early Learning Goals | | ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. ELG 02 Understanding: Children follow instructions involving several ideas or actions. | | | | | |

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| | | <p>ELG 03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.</p> <p>ELG 04 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>ELG 05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>ELG 06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They say when they do or don't need help.</p> <p>ELG 07 Managing feelings and behaviour: Children talk about how they and others show feelings. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG 08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>ELG 09 Reading: Children read and understand simple sentences.</p> <p>ELG 11 Numbers: Children count reliably with numbers from 1 to 20.</p> <p>ELG 12 Shape, space and measures: They recognise, create and describe patterns.</p> <p>ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |
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| Activity Aims (each half term) | | <ul style="list-style-type: none"> ● Find pulse ● Copy rhythm ● Explore high sounds and low sounds using voice | <ul style="list-style-type: none"> ● Find pulse as a character ● Copy rhythm of phrases | <ul style="list-style-type: none"> ● Invent ways to find pulse ● Copy | <ul style="list-style-type: none"> ● Find pulse and show others you ideas | <ul style="list-style-type: none"> ● Find pulse and show others you ideas | <ul style="list-style-type: none"> ● Find pulse and show others you ideas |
| | | | <ul style="list-style-type: none"> ● Explore high and low pitch | <ul style="list-style-type: none"> ● rhythm of phrases ● Explore high and low pitch in the context of songs | <ul style="list-style-type: none"> ● Copy rhythm of phrases ● Explore high and low pitch in the context of songs | <ul style="list-style-type: none"> ● Copy rhythm of phrases ● Explore high and low pitch in the context of songs | <ul style="list-style-type: none"> ● Copy rhythm of phrases ● Explore high and low pitch in the context of songs |
| Cross Curricular Suggestions | | Growing, homes, colour, toys, how I look. | Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. | Family, friends, people, music from around the world. | Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. | Transition unit | Consolidate learning and contextualise the history of music. |

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| Knowledge and skills | | <ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. ● 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. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. ● A performance is sharing music. ● Perform any of the nursery rhymes by singing and adding actions or dance. | | |
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| | | <ul style="list-style-type: none"> ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. |
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| | Y.G | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| NT Music Hub | 1 | | | Singing/ Body Percussion | | | |
| Sing Up! | | Sing 1: Menu Song Sing 2: The King is in the Castle Listen: Colonel Hathi's March | | | | | |

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| Title (Charanga) | | Hey You! | Rhythm In The Way We Walk and The Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind & Replay |
| Song Style | | Old-School Hip-Hop | Reggae | Blues, Baroque, Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| KS1 Curriculum | | <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 | | | | | |
| Activity Aims | | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, |
| | | | | | | | learn some of the language of music. |

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| Knowledge and skills | <input type="checkbox"/> | <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. Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat ● To confidently sing or rap five songs from memory and sing them in unison. ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a lead ● 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. ● 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. ● A performance is sharing music with other people, called an audience. ● 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. |
| Notes | <input type="checkbox"/> | C and D |

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| Star of the Sea Progression Map For Music | | | | | | | <input type="checkbox"/> |
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| Title (Charanga) | 2 | Hands, Feet, Heart | Ho, Ho, Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
| NT Music Hub | | | | Glockenspiels | | | |
| Sing Up! | | Sing 1: Tony Chestnut Sing 2: Creepy Castle Listen: Selection from Carnival of the Animals | | | | | |
| Song Style | | Afropop, South African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| KS1 Curriculum | | <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 | | | | | |
| Activity Aims | | South African Music | Festivals and Christmas | Playing together in a band | Reggae and animals | A song about being friends | The history of music, look back and consolidate your learning, learn some of the language of music |
| Knowledge and skills | | <ul style="list-style-type: none"> • 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 learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | | | | | |

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| | | <ul style="list-style-type: none"> ● To learn how songs can tell a story or describe an idea. |
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| <div data-bbox="185 435 470 475" style="background-color: #ADD8E6; width: 100%; height: 25px;"></div> | <div data-bbox="488 435 548 475" style="background-color: #ADD8E6; width: 100%; height: 25px;"></div> | <ul style="list-style-type: none"> ● 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 (spoken word). ● To know why we need to warm up our voices. ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● <p>Learn to find a comfortable singing position.</p> <ul style="list-style-type: none"> ● Learn to start and stop singing when following a leader ● 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. ● 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. ● 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. ● 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. |
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| Notes | <input type="checkbox"/> | C, D, F and G |
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| | Y.G | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| NT Music Hub | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recorder | <input type="checkbox"/> |
| Sing Up! | <input type="checkbox"/> | Sing 1: I've Been to Harlem Sing 2: Chilled Out Clap Rap Listen: Nao Chariya De and Mingulay Boat Song | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Title (Charanga) | <input type="checkbox"/> | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind & Replay |
| Song Style | <input type="checkbox"/> | RnB | NA | Reggae | A Pop song that tells a story | Disco | Classical |
| KS2 Curriculum | <input type="checkbox"/> | <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 | | | | | |

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| | | <ul style="list-style-type: none"> develop an understanding of the history of music. | | | | | |
| Activity Aims | | RnB and other styles | Exploring & developing playing skills | Reggae and animals | Music from around the world, celebrating our | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, |

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| | | | | | differences and being kind to one another | | learn some of the language of music |
| Knowledge and skills | | <ul style="list-style-type: none"> 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 (texture, dynamics, tempo, rhythm and pitch); Identify the main sections of the song (introduction, verse, chorus etc.); Name some of the instruments they heard in the song To confidently identify and move to the pulse. To think about what the words of a song mean. | | | | | |

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| | | <ul style="list-style-type: none"> • To take it in turn to discuss how the song makes them feel. |
| | | <ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music |
| | | <ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. |
| | | <ul style="list-style-type: none"> • Know the difference between pulse and rhythm. |
| | | <ul style="list-style-type: none"> • Know how pulse, rhythm and pitch work together to create a song. |
| | | <ul style="list-style-type: none"> • Know that every piece of music has a pulse/steady beat. |
| | | <ul style="list-style-type: none"> • Know the difference between a musical question and an answer. |
| | | <ul style="list-style-type: none"> • To know and be able to talk about: Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow; 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 |
| | | <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. |
| | | <ul style="list-style-type: none"> • To demonstrate a good singing posture. |
| | | <ul style="list-style-type: none"> • To follow a leader when singing. |
| | | <ul style="list-style-type: none"> • To enjoy exploring singing solo. |
| | | <ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. |
| | | <ul style="list-style-type: none"> • To have an awareness of the pulse internally when singing. |
| | | <ul style="list-style-type: none"> • To know and be able to talk about: The instruments used in class (a glockenspiel); 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 of the Unit song; To listen to and follow musical instructions from a leader. |
| | | <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot |

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| | | <ul style="list-style-type: none"> ● 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 is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● 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 decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It 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 performance can be a special occasion and involve an 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 ● 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 with what they would change and why. |
| Notes | | C, D, E, F, G, A and B |

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| NT Music Hub | 4 | Recorder | | | | | |
| Sing Up! | | Sing 1: This Little Light of Mine Sing 2: My Fantasy Football Team Listen: The Pink Panther Thee Tune | | | | | |
| Title (Charanga) | | Mamma Mia | Glockenspiel 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind & Replay |
| Sing Up! | | | | | | | |
| Song Style | | Pop | Mixed styles | Grime | Gospel | The Beatles/ Pop | Classical |
| KS2 Curriculum | | 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. Pupils should be taught to: <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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| Activity Aims | | ABBA's music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and civil rights | The history of music, look back and consolidate your learning, learn some of |
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| | | | | | | | the language of music |
| Knowledge and skills | | <ul style="list-style-type: none"> • 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 some of the style indicators of that song (musical characteristics that give the song its style); the lyrics: what the song is about; any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To know and be able to talk about: Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow; 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 texture than a large group; To know why you must warm up your voice | | | | | |

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| | | • 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 the group when singing.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 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 your improvisations. |

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| | | <ul style="list-style-type: none"> ● To know and be able to talk about: Performing is sharing music with other people, an audience ; A performance doesn't have to be a drama! It 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 performance can be a special occasion and involve an 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. ● 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 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. |
| Notes | | C, D, E, F, G, A and B |



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|------------------|-----|---|----------------------|-----------------------|-----------------------------|-----------------------|--------------------------|
| NT Music Hub | 5 | | | Ukulele | | | |
| Sing Up! | | Sing 1: What Shall we do with the Drunken Sailor (Sea Shanties) Sing 2: Keep the Home Fires Burning Listen: Why We Sing Compose Songs | | | | | |
| Title (Charanga) | | Livin' On a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind & Replay |
| Song Style | | Rock | Bossa Nova and Swing | Pop Ballads | Old School Hip-Hop | Motown | Classical |
| KS2 Curriculum | | <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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| | | <ul style="list-style-type: none"> • Musical Leadership: creating musical ideas for the group to copy or respond to |
| | | <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. |
| | | <ul style="list-style-type: none"> • 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 importance of warming up your voice |
| | | <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. |
| | | <ul style="list-style-type: none"> • To enjoy exploring singing solo. To listen to the group when singing. |
| | | <ul style="list-style-type: none"> • To demonstrate a good singing posture. |
| | | <ul style="list-style-type: none"> • To follow a leader when singing. |
| | | <ul style="list-style-type: none"> • To experience rapping and solo singing. |
| | | <ul style="list-style-type: none"> • To listen to each other and be aware of how you fit into the group. |
| | | <ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. |

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| | | <ul style="list-style-type: none"> ● 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 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 your improvisations ● To know three well-known improvising musicians ● 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. It can be played or performed again to your friends. ; 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; 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 or home note 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 composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● To know and be able to talk about: Performing is sharing music with other people, an audience ; A performance doesn't have to be a drama! It 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 occasion and involve an audience including of people you don't know ; It is planned and different for each occasion ; A performance involves communicating ideas, thoughts and feelings about the song/music ● 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 well?” and “It would have been even better if...?” |
| Notes | | C, D, E, F, G, A and B |

| | Y.G | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| NT Music Hub | 6 | | | | Ukulele | | |
| Sing Up! | | Sing 1: Hey Mr Miller Sing 2: Touch the Sky Listen: Shadows Compose Songs | | | | | |
| Title (Charanga) | | Happy | Classroom Jazz 2 | A New Year Carol | You've Got A Friend | Music and Me | Reflect, Rewind & Replay |
| Song Style | | Pop/ Neo Soul | Bacharach and Blues | Classical or Urban Gospel | 70s Ballad/Pop | Create your own music inspired by your identity and women in the music industry | Classical |
| KS2 Curriculum | | <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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| | | <ul style="list-style-type: none"> • Talk about the music and how it makes you feel, using musical language to describe the music. 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 |
| | | <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. |
| | | <ul style="list-style-type: none"> • To know about the style of the songs so you can represent the feeling and context to your audience |
| | | <ul style="list-style-type: none"> • 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 importance of warming up your voice |
| | | <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. |
| | | <ul style="list-style-type: none"> • To demonstrate a good singing posture. |
| | | <ul style="list-style-type: none"> • To follow a leader when singing. |

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| | | <ul style="list-style-type: none"> • To experience rapping and solo singing. |
| | | <ul style="list-style-type: none"> • To listen to each other and be aware of how you fit into the group. |
| | | <ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. |
| | | <ul style="list-style-type: none"> • 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 ; Play a musical instrument with the correct technique within the context of the Unit song. |
| | | <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. |
| | | <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. |
| | | <ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. |
| | | <ul style="list-style-type: none"> • To lead a rehearsal session. |

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| | | <ul style="list-style-type: none"> • 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, two or three notes confidently is better than using five |
| | | <ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake |
| | | <ul style="list-style-type: none"> • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations |
| | | <ul style="list-style-type: none"> • To know three well-known improvising musicians |
| | | <ul style="list-style-type: none"> • 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. It can be played or performed again to your friends; 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. |
| | | <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. |
| | | <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. |
| | | <ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. |
| | | <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation); |
| | | <ul style="list-style-type: none"> • Know and be able to talk about: Performing is sharing music with an audience with belief ; A performance doesn't have to be a drama! It 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 occasion and involve an audience including of people you don't know;It is planned and different for each occasion ; A |

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| | | <p>performance involves communicating ideas, thoughts and feelings about the song/music ; To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</p> <ul style="list-style-type: none"> • 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 well?” and “It would have been even better if...?” |
| Notes | | C, D, E, F, G, A, B + C on the treble staff |

