

Chapel St Leonards Primary School
Progression of Key Concepts in Music

Year	Autumn	Spring	Summer
Y1	History Detectives	The World came to my place today	A journey to... Australia
Introduce Revisit	<p>M1: Take part in singing, accurately following the melody.</p> <p>M4: Imitate changes in pitch.</p> <p>M5: Create a sequence of long and short sounds.</p> <p>M6: Clap rhythms.</p> <p>M9: Sequence sounds to create an overall effect.</p> <p>M10: Create short, musical patterns.</p>	<p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M4: Imitate changes in pitch.</p> <p>M6: Clap rhythms.</p> <p>M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>M8: Choose sounds to create an effect.</p> <p>M9: Sequence sounds to create an overall effect.</p> <p>M11: Create short, rhythmic phrases.</p> <p>M14: Recognise changes in timbre, dynamics and pitch.</p>	<p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M5: Create a sequence of long and short sounds.</p> <p>M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>M8: Choose sounds to create an effect.</p> <p>M10: Create short, musical patterns.</p> <p>M12: Use symbols to represent a composition and use them to help with a performance.</p> <p>M13: Identify the beat of a tune.</p>
Y2	London	At the Seaside	A journey to... Kenya
Introduce Revisit Embed	<p>M11: Create short, rhythmic phrases.</p> <p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M4: Imitate changes in pitch.</p> <p>M5: Create a sequence of long and short sounds.</p> <p>M7: Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>M8: Choose sounds to create an effect.</p> <p>M9: Sequence sounds to create an overall effect.</p>	<p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M4: Imitate changes in pitch.</p> <p>M5: Create a sequence of long and short sounds.</p> <p>M6: Clap rhythms.</p> <p>M10: Create short, musical patterns.</p> <p>M12: Use symbols to represent a composition and use them to help with a performance.</p> <p>M13: Identify the beat of a tune.</p> <p>M14: Recognise changes in timbre, dynamics and pitch.</p>	<p>M1: Take part in singing, accurately following the melody.</p> <p>M2: Follow instructions on how and when to sing or play an instrument.</p> <p>M3: Make and control long and short sounds, using voice and instruments.</p> <p>M4: Imitate changes in pitch.</p> <p>M6: Clap rhythms.</p> <p>M12: Use symbols to represent a composition and use them to help with a performance.</p> <p>M13: Identify the beat of a tune.</p> <p>M14: Recognise changes in timbre, dynamics and pitch</p>

Y3	The Stone Age Stinks	River Deep, Mountain High	A journey to... Italy
<p>Introduce</p> <p>Revisit</p>	<p>M1: Sing from memory with accurate pitch.</p> <p>M2: Sing in tune.</p> <p>M4: Pronounce words within a song clearly.</p> <p>M6: Play notes on an instrument with care so that they are clear.</p> <p>M7: Perform with control and awareness of others.</p> <p>M11: Create accompaniments for tunes.</p> <p>M13: Choose, order, combine and control sounds to create an effect.</p> <p>M15: Devise non-standard symbols to indicate when to play and rest.</p> <p>M16: Recognise the notes EGBDF and FACE on the musical staff.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>M2: Sing in tune.</p> <p>M3: Maintain a simple part within a group.</p> <p>M5: Show control of voice.</p> <p>M7: Perform with control and awareness of others.</p> <p>M9: Use sound to create abstract effects.</p> <p>M10: Create repeated patterns with a range of instruments.</p> <p>M13: Choose, order, combine and control sounds to create an effect.</p> <p>M14: Use digital technologies to compose pieces of music.</p> <p>M16: Recognise the notes EGBDF and FACE on the musical staff.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>M1: Sing from memory with accurate pitch.</p> <p>M2: Sing in tune.</p> <p>M4: Pronounce words within a song clearly.</p> <p>M8: Compose and perform melodic songs.</p> <p>M10: Create repeated patterns with a range of instruments.</p> <p>M11: Create accompaniments for tunes.</p> <p>M12: Use drones as accompaniments.</p> <p>M14: Use digital technologies to compose pieces of music.</p> <p>M15: Devise non-standard symbols to indicate when to play and rest.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>
Y4	Anglo Saxons and Vikings	Earthquakes and Volcanos	A journey to... Brazil
<p>Introduce</p> <p>Revisit</p> <p>Embed</p>	<p>M1: Sing from memory with accurate pitch.</p> <p>M3: Maintain a simple part within a group.</p> <p>M5: Show control of voice.</p> <p>M6: Play notes on an instrument with care so that they are clear.</p> <p>M7: Perform with control and awareness of others.</p> <p>M9: Use sound to create abstract effects.</p> <p>M10: Create repeated patterns with a range of instruments.</p> <p>M12: Use drones as accompaniments.</p> <p>M13: Choose, order, combine and control sounds to create an effect.</p> <p>M16: Recognise the notes EGBDF and FACE on the musical staff.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M20: Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>M1: Sing from memory with accurate pitch.</p> <p>M3: Maintain a simple part within a group.</p> <p>M5: Show control of voice.</p> <p>M6: Play notes on an instrument with care so that they are clear.</p> <p>M8: Compose and perform melodic songs.</p> <p>M9: Use sound to create abstract effects.</p> <p>M11: Create accompaniments for tunes.</p> <p>M14: Use digital technologies to compose pieces of music.</p> <p>M15: Devise non-standard symbols to indicate when to play and rest.</p> <p>M16: Recognise the notes EGBDF and FACE on the musical staff.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M20: Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>M1: Sing from memory with accurate pitch.</p> <p>M5: Show control of voice.</p> <p>M7: Perform with control and awareness of others.</p> <p>M8: Compose and perform melodic songs.</p> <p>M12: Use drones as accompaniments.</p> <p>M13: Choose, order, combine and control sounds to create an effect.</p> <p>M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>

Y5	Phenomenal Pharaohs	Our Changing World (Coasts)	A journey to... Greece
<p>Introduce Revisit</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M4: Hold a part within a round.</p> <p>M7: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>M10: Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>M13: Convey the relationship between the lyrics and the melody.</p> <p>M16: Read and create notes on the musical staff.</p> <p>M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>M18: Understand and use the # (sharp) and b (flat) symbols.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M6: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>M9: Create rhythmic patterns with an awareness of timbre and duration.</p> <p>M12: Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>M13: Convey the relationship between the lyrics and the melody.</p> <p>M14: Use digital technologies to compose, edit and refine pieces of music.</p> <p>M15: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>M19: Use and understand simple time signatures.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M4: Hold a part within a round.</p> <p>M7: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>M8: Create songs with verses and a chorus.</p> <p>M10: Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>M11: Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>M14: Use digital technologies to compose, edit and refine pieces of music.</p> <p>M15: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
Y6	World War 2	Hola Mexico	A journey to... The Future!
<p>Introduce Revisit Embed</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M6: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>M7: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>M8: Create songs with verses and a chorus.</p> <p>M9: Create rhythmic patterns with an awareness of timbre and duration.</p> <p>M11: Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M4: Hold a part within a round.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M6: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>M7: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>M10: Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>M14: Use digital technologies to compose, edit and refine pieces of music.</p>	<p>M1: Sing or play from memory with confidence.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M7: Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>M8: Create songs with verses and a chorus.</p> <p>M9: Create rhythmic patterns with an awareness of timbre and duration.</p> <p>M11: Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>M12: Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>M16: Read and create notes on the musical staff.</p>

	<p>M12: Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>M13: Convey the relationship between the lyrics and the melody.</p> <p>M15: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>M18: Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>M16: Read and create notes on the musical stave.</p> <p>M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>M18: Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>M19: Use and understand simple time signatures.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>M19: Use and understand simple time signatures.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. </p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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Introduce	concept covered for the first time from hierarchy in this 'phase'
Revisit	concept revisited from hierarchy current year phase
Embed	concept covered for the at least the third time from the hierarchy in current 'phase'