

Music Progression of Knowledge and Skills 2025 - 2026

Year R					
Please note in EYFS although music will be features in some the inputs it will mainly be about exposing children to lots of different songs and allowing them to explore music through the continuous provision.					
Autumn 1	Autumn 2 (Also learning songs for Nativity)	Spring 1	Spring 2 HMS	Summer 1 HMS	Summer 2
Musical Map Unit: Getting to know you	Musical Map Unit: Rosie's Walk	Musical Map Unit: Dragon Dance	Musical Map Unit: Tell me a Tale	Musical Map Unit: Incy Wincy Spider	Musical Map Unit: The Rainbow Fish
Outcome: Singing and performing Hickory Dickory Bumblebee	Outcome: Creating and performing sounds to represent different animals in the story.	Outcome: Performing the Chinese Lanterns song. Creating a dragon dance through dancing and playing tuned and untuned percussion instruments.	Outcome: Performance of Tell me a Tale song with own actions. Performance of a traditional tale using different voices and instrument sounds for the characters and things that happen.	Outcome: Performance, in groups, of own story representing different sounds using pitch.	Outcome: Class performance of "Rainbow Fish" music.
Prior Learning: Children will have learnt simple action songs e.g. nursery rhymes	Prior Learning: Children will have learnt to keep a steady beat.	Prior Learning: Children will have learnt to respond to long and short sounds.	Prior Learning: Children will have learnt about music from different cultures.	Prior Learning: Children will have learnt to respond to music and choose appropriate instruments to create different sounds.	Prior Learning: Children will have learnt to respond and create high and low sounds.
Big Question: <i>What is a steady beat?</i>	Big Question: <i>Which instruments make the same sounds?</i>	Big Question: <i>How does the music make you feel?</i>	Big Question: <i>Why is listening important? How can we use our voice and bodies to make different sounds?</i>	Big Question: <i>What does pitch mean?</i>	Big Question: <i>Which instrument can I choose to represent different sounds?</i>
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Recognise a steady beat and exploring, using and responding to a range of sounds and sound-makers including vocal sounds.	Explore and respond to long and short sounds and recognise the steady beat in music.	Create a dragon dance through dancing and playing tuned and untuned percussion instruments	Perform 'Tell me a Tale' song with own actions. Learning to perform a traditional tale using different voices and instrument sounds for the characters and things that happen.	Explore pitch and respond to high and low sounds.	Chant and to perform as a whole class.
Future Learning: Children will learn a rhyme or chant and accompany with a steady beat.	Future Learning: Children will learn about music from different cultures.	Future Learning: Children will learn about responding to music through dance playing a range of instruments.	Future Learning: Children will learn about responding and creating high and low sounds.	Future Learning: Children will learn to perform as a class.	Future Learning: Children will learn to explore, respond to and recognise high, middle and low sounds.
Key vocabulary: Steady beat, claves, wood blocks, shaky eggs, triangles, sleigh bells and drums	Key vocabulary: Duration, timbre, Tap, shake, scrape, loud quiet, fast slow, long short, steady beat	Key vocabulary: Duration, steady beat, long and short sound, tap, shake, scrape	Key vocabulary: Long, short, steady beat, high, low, loud, quiet, silence, fast, slow	Key vocabulary: tapping, shaking, scraping	Key vocabulary: tapping, shaking, scraping
Key resources / songs: <i>Getting to know you</i> from the King and I musical by Rodgers and Hammerstein Singing Sherlock Book 1 HMS Early Years and Music publication	Key resources / songs: Instruments: claves, wood blocks, shaky eggs, triangles, sleigh bells and drums Rosie's Walk by Pat Hutchins	Key resources / songs: CD backing track from All Pitch In (Chinese Lanterns unit) – HMS publication Lycra, parachute, percussion instruments	Key resources / songs: Any music with a steady beat e.g. marching music "Carnival of the Animals" by Saint-Saens e.g. "Wild Asses", "Tortoises", "Persons With Long Ears" "It's oh so quiet" by Bjork "Rippling Rhythms" by Shep Fields - Listening to Music the Elements 5+ Michael Finnigin, tap your chinnigin by Sue Nicholls Bobby Shaftoe clap your hands by Sue Nicholls	Key resources / songs: Tuned percussion instruments Picture cards linked to the story of Incy Wincy Spider	Key resources / songs: The Rainbow Fish book HMS Ideas to Play With Rainbow Fish Activities Classroom percussion Aquarium from Carnival of the Animals by Saint-Saens

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Year 1					
Autumn 1 HMS	Autumn 2	Spring 1 HMS	Spring 2	Summer 1	Summer 2
Musical Map Unit: The Three Bears	Musical Map Unit: The Old Castle	Musical Map Unit: Walking the Dog	Musical Map Unit: Can I be helpful too?	Musical Map Unit: Forests	Musical Map Unit: Toys
Outcome: Composing and performing Three bears compositions working in pairs.	Outcome: Performances of What can you hear? chant with body actions / vocal and body sounds.	Outcome: Create and perform own Walking the Dog compositions.	Outcome: Creating and performing a sequence of People who help us rhythm patterns.	Outcome: Performance of vocal Forest Walk. Performance of instrumental Forest Walk. Performance of "The Tree In The Wood. Performance of own Alpha Dance. Performance of Forest Soundscapes	Outcome: In small groups choose a toy and create a performance to represent their toy. Perform their toy music. The listeners need to decide which toy is performed by each group.
Prior Learning: Children will have experienced responding to music in different ways and composing and performing as a class.	Prior Learning: Children will have experienced identifying instrument families and how they can be played.	Prior Learning: Children will have experienced recognising long and short sounds.	Prior Learning: Children will have experienced using pictures as notations and recognising layers of sounds.	Prior Learning: Children will have experienced creating their own forest sounds using, loud, moderate, quiet and silence.	Prior Learning: Children will have used experienced using their voices to represent parts of a chant/song.
Big Question: Which note plays a high, middle or low sound? Which note best represents daddy bear?	Big Question: What sounds do different instruments make? Which instrument best represents a castle door creaking and closing?	Big Question: What is ostinato? Which instrument best represents a dog's tail wagging?	Big Question: Why is it important to follow a steady beat?	Big Question: What does dynamic do to a piece of music? Which instrument best represents the leaves rustling in the trees?	Big Question: What does tempo do to a piece of music?
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Listen and respond to stories. Recognise high, middle and low sounds. Play high, middle and low sounds using instruments. Compose their own high, middle and low sounds. Perform to others.	Listen and respond to what they can see and hear. Play percussion instruments and recognise their sound properties. Explore how the instruments can be played. Play a sound that matches a descriptive word. Rehearse and perform as a group.	Listen and respond to music. Begin to explore, respond to and recognise simple structures. Use pictures as notations. Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato). Rehearse and perform.	Listen and respond to music. Listen and respond to rhythms. Identify the structure of a piece of music. Identify long and short sounds. Learn and perform a chant. Rehearse and perform to others.	Recognise the dynamics of a piece of music. Learn and sing songs. Listen and respond to music. Learn a chant. Compose own forest sounds.	Explore loud and quiet and fast and slow. Respond to a chant. Learn a new song. Change the dynamic of their voice. Rehearse and perform.
Future Learning: Children will learn to identify instrument families and explore how they can be played.	Future Learning: Children will learn to recognise patterns of long and short sounds and recognise simple repeated patterns.	Future Learning: Children will learn to explore, respond to and recognise solo sounds and layers of sounds and begin to use notations.	Future Learning: Children will learn to explore, respond to, recognise and identify loud, moderate, quiet and silence.	Future Learning: Children will learn to explore, respond to and recognise loud and quiet and fast and slow.	Future Learning: Children will learn to recognise and respond to louder and quieter.
Key vocabulary: Pitch, high, middle, low	Key vocabulary: Fast(er), quiet(er), silence, start, stop plus instrument names and playing techniques (tapped/ shaken/ scraped)	Key vocabulary: Fast(er), quiet(er), silence, start, stop plus instrument names and playing techniques (tapped/ shaken/ scraped)	Key vocabulary: Duration, steady beat, rhythm pattern, verse, chorus Texture, solo, layers	Key vocabulary: Tap, shake, scrape, vocalised, same, similar, different, question and answer, verse and chorus, ABA, cumulative / list, rondo	Key vocabulary: dynamics, loud, quiet, silence, tempi, fast, slow
Key resources / songs: Story of Goldilocks and the Three Bears – follow the youtube link or read own story books Teddy Bears' Picnic from There's a Hippo in My Tub by Anne Murray (available on youtube) Carnival of the Animals by Saint Saens available on youtube and Spotify etc Tuned percussion instruments e.g. glockenspiels, xylophones, metallophones, chime bars, bells, tone chimes etc	Key resources / songs: Untuned percussion instruments The Old Castle from Mussorgsky's Pictures at an Exhibition Paper and coloured crayons / pencils / pens	Key resources / songs: Walking the dog HMS archived publication and CD Untuned percussion instruments Promenade (Walking the Dog) by George Gershwin (available on Youtube)	Key resources / songs: HMS resource Can I be helpful too? Michael Finnigin, tap your chinnigin published by A & C Black Steady beat music e.g. Jessica's Welcome by Whapweasel, Easy Disco by Weapons of Sound, Death and Glory March from the sound track to Brassed Off or something of your own choice	Key resources / songs: HMS teaching power point resource	Key resources / songs: Early Years and Music: HMS publication HMS Ideas to Play With Toys Activities Michael Finnigin: A & C Black Selection of toys and / or toy pictures Selection of recordings to go with the toys and / or toy pictures (see above)

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Year 2					
Autumn 1 HMS	Autumn 2 (Also learning songs for Nativity)	Spring 1 HMS	Spring 2	Summer 1 HMS	Summer 2
Musical Map Unit: The Great Fire of London	Musical Map Unit: Wispy Willow	Musical Map Unit: Man on the Moon	Musical Map Unit: Minibeasts on the move	Musical Map Unit: Dragons	Musical Map Unit: Jolly Rogers
Outcome: Performance(s) of London's Burning Performance of "The Great Fire" chant.	Outcome: Performance of Granny came to our house Creation and performance of Wispy Willow patterns. Creation and performance of an alternative melody for the first two lines of the Wispy Willow song.	Outcome: Learn and perform Michael Collin's song - Man on the Moon.	Outcome: Creating and performing Creepy Crawlies compositions in small groups.	Outcome: Creating and performing: - Dragon song - Class dragon pieces - Dragon pieces in small groups	Outcome: Performing a storm themed musical chant, singing a pirate themed song and exploring and creating stormy sea sounds.
Prior Learning: Children will have experienced using their voices to represent parts of a chant/song.	Prior Learning: Children will have experienced listening and responding to sounds and using instruments to play louder and quieter sounds.	Prior Learning: Children will have experienced recognising high and low sounds and playing pitch patterns.	Prior Learning: Children will have experienced creating soundscapes to accompany a learnt song.	Prior Learning: Children will have experienced using notation to represent a sound and keep a steady beat.	Prior Learning: Children will have used experienced changing the dynamic and tempo of a song.
Big Question: <i>How can dynamic support a piece of music/chant? What is a conductor?</i>	Big Question: <i>What does the music make you think of? What is pitch?</i>	Big Question: <i>Which instrument best represents a space sound? (using iPad)</i>	Big Question: <i>Why is it important to follow a steady beat?</i>	Big Question: <i>What is tempo? How does it change a piece of music?</i>	Big Question: <i>How does the music make you feel?</i>
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Listen and respond to music that gets louder and quieter. Recognise louder and quieter sounds. Listen and respond to music that gets louder and quieter. Create, rehearse and perform their own chant.	Respond to, recognise and identify higher and lower sounds. Recognise high and low sounds. Recognise steps, leaps and repeated notes. Learn a song. Create a pitch pattern. Create and rehearse for a group performance. Perform in a group.	Follow a steady beat. Learn a song. Listen and respond to music, identifying the instruments. Create a soundscape to accompany a song using iPads. Rehearse and perform in small groups.	Follow a steady beat. Learn and sing a song and respond to music. Use notation to represent a steady beat. Create a new composition. Rehearse and perform.	Learn and sing a chant. Listen and discuss what I can hear. Change the dynamic and tempo in a song. Listen and respond to music. Help compose a whole class piece. Rehearse and perform as a group.	Listen to and learn a new chant or song. Follow a steady beat. Listen and respond to music. Listen and respond to something they have seen. Rehearse and develop their ideas. Listen and respond to music. Rehearse and perform.
Future Learning: Children will learn to respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.	Future Learning: Children will learn to listen and respond to a song and choose instruments to accompany it.	Future Learning: Children will learn to use notation to represent a sound and keep a steady beat.	Future Learning: Children will learn to change the dynamic and tempo in a song.	Future Learning: Children will learn to follow a steady beat and respond to music.	Future Learning: Children will learn to recognise sustained sounds and resonant sounds and respond to pictures.
Key vocabulary: Loud, quiet, silence, getting louder, getting quieter, conductor	Key vocabulary: Pitch, high, low, higher, lower, steps, leaps, repeats	Key vocabulary: timbre, vocal, shaken, struck, plucked, strummed, blown, electronic, texture, layers	Key vocabulary: duration, steady beat, rhythm pattern	Key vocabulary: Dynamics, loud (forte), quiet (piano), louder, quieter, silence Tempo, fast, slow, faster, slower	Key vocabulary: verse and chorus, structure, timbre
Key resources / songs: HMS CMM Great Fire of London Activities and Power point Berne Patrol by Elgar Howarth https://www.youtube.com/watch?v=jeOc3Eg-GqI A simple unison performance of London's Burning with Makaton signs can be found at https://www.youtube.com/watch?v=ZUeFL6QARCE A performance of London's Burning in a two-part round can be found at https://www.youtube.com/watch?v=5Atpb03wOts Bydlo from Pictures at an Exhibition by Mussorgsky https://www.youtube.com/watch?v=ANKip8fVskc Hall of the Mountain King from the Peer Gynt Suite by Grieg (this piece gets louder and faster) https://www.youtube.com/watch?v=kLp_Hh6DKWc Untuned percussion instruments	Key resources / songs: Wispy Willow resources including power point and activity notes Tuned percussion Recording device	Key resources / songs: Michael Collins Song (included in this resource) Mare Tranquillitatis – Let's Go Zudio (A & C Black) or YouTube	Key resources / songs: HMS Minibeasts on the move unit activity notes and power point PRINT SLIDES 17-24	Key resources / songs: Listening examples as above Dragonology book or dragon pictures Range of untuned percussion instruments Drawing materials Sound track of How to train your dragon by John Powell	Key resources / songs: The Pirate Cruncher and The Pirate Next Door both by Jonny Duddle Youtube clip Portside Pirates by Barefoot Books BBC Ten Pieces resource Classroom instruments

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Year 3					
Autumn 1 L2M	Autumn 2 L2M	Spring 1 L2M	Spring 2 L2M	Summer 1 L2M	Summer 2 L2M
TBC	TBC	TBC	TBC	TBC	TBC
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Key vocabulary:	Key vocabulary:	Key vocabulary:	Key vocabulary:	Key vocabulary:	Key vocabulary:

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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2 HMS	Summer 1	Summer 2 HMS
Musical Map Unit: Anglo Saxons	Musical Map Unit: Find it, make it, play it	Musical Map Unit: Super Heroes	Musical Map Unit: Reading rhythms	Musical Map Unit: Portsmouth	Musical Map Unit: River journeys
Outcome: Perform class accompaniment to a scene / narrative from either an original or "written in the style of" (ie by pupils) Anglo Saxon poem, story or saga such as Beowulf. Group performances of music to represent pagan Anglo Saxon gods	Outcome: Use instruments creatively – adding sound effects to a story, Onomatopoeic patterns and Winter sound sequence	Outcome: Develop and perform the American army style Super Hero chant with a steady beat and rhythmic ostinato accompaniment. Respond to The Peter Gunn theme. Create Super Hero music including steady beat, rhythmic ostinati and improvised sections. The steady beat and improvised sections should be notated using a grid or conventional rhythmic notation	Outcome:	Outcome:	Outcome:
Prior Learning: Children will have experienced 'crescendo' and 'accelerando' and identified metres and note rhythm.	Prior Learning: Children will have experienced sorting instruments into different groups and recognise dynamic and tempo.	Prior Learning: Children will have explored tuned and untuned percussion instruments and used simple pictures / notations to play instruments.	Prior Learning:	Prior Learning:	Prior Learning:
Big Question: <i>What do the terms dynamic and tempo mean?</i>	Big Question: <i>What do the terms solo and unison mean? How do these change the texture of music?</i>	Big Question: <i>What does the term rhythmic ostinato mean?</i>	Big Question:	Big Question:	Big Question:
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Listen and respond to a piece of music and recognise 4 metre beats. Explore tuned and untuned percussion instruments. Sort instruments into different groups. Recognise dynamic and tempo. Create, rehearse and perform own character representations.	Listen and respond to a chant, following a steady beat. Listen carefully to different sounds around them. Explore tuned and untuned percussion instruments. Use simple pictures / notations to play instruments. Create, rehearse and perform own winter sound sequence.	Listen and respond to a chant, following a steady beat. Begin to create a rhythmic ostinato. Create, rehearse and perform own superhero chant.			
Future Learning: Children will learn to understand simple notation to play instruments.	Future Learning: Children will learn to begin to create a rhythmic ostinato.	Future Learning:	Future Learning:	Future Learning:	Future Learning:
Key vocabulary: rhythmic ostinato, dynamics (crescendo / diminuendo) tempo (accelerando / rallentando) plus revision of instrument names and playing techniques	Key vocabulary: solo, unison, ostinato, layers	Key vocabulary: Duration, steady beat, rhythm pattern, 4-metre, ostinato	Key vocabulary:	Key vocabulary:	Key vocabulary:
Key resources / songs: NB: Adapted and censored story of Beowulf as it may not be suitable for some children The Planets by Holst. Resources for notation – paper, coloured pens etc Anglo Saxon god cards	Key resources / songs: HMS power point for this unit A selection of instrument building materials	Key resources / songs: Inception theme – slow 4-metre Epic Superhero Battle Music Infinite, Immortal by Mark J Petrie https://www.youtube.com/watch?v=_XoH1XbNpIA	Key resources / songs:	Key resources / songs:	Key resources / songs:

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Year 5					
Autumn 1	Autumn 2 HMS	Spring 1	Spring 2	Summer 1	Summer 2
Musical Map Unit: Frozen Lands	Musical Map Unit: Read, write and remember to twinkle	Musical Map Unit: Space	Musical Map Unit: Greek tragedy	Musical Map Unit: A Boa a QU	Musical Map Unit: The Mayans
Outcome: Perform The Wind Blew Cold song with icy accompaniment. Play and create own The Wind Blew Cold tunes. Create and perform Frozen Lands compositions	Outcome: create and notate own 4 beat rhythms. Notate and play short pitch patterns on a stave. Learn to read the notation and perform Twinkle Twinkle	Outcome: Performances of class and group Deepest Relaxing Ambient Music from Outer Space. Performance of class and group Atmospheres.	Outcome: Create and perform an independent group interpretation of a Greek tragedy – story and music generated by the group, using the classic structure of a Greek tragedy.	Outcome: Creating, developing and performing fantastic beast compositions as a class and in a small group. Creating, developing and performing a fantastic beast melodic palindrome	Outcome: Class Sound Scape with graphic notation – Hero Twins Sun and Moon music. Group compositions and performances of music to represent Mayan gods with a graphic score.
Prior Learning:	Prior Learning: Children will have experienced listening carefully to sounds around them, exploring tuned and untuned instruments and using simple pictures / notations to create and perform.	Prior Learning: Children will have experienced notation and understanding crotchet, quaver, minim, crotchets rest, dotted minim, semi breve.	Prior Learning: Children will have experienced talking about the musical dimensions (timbre, dynamics, texture, duration, structure) and use the dimensions to explore the tuned and untuned instruments.	Prior Learning: Children will have experienced listening and responding to music carefully and explored how different instruments can be used for effect.	Prior Learning: Children will have used tuned and untuned instruments to represent images and investigated the structure of a piece of music.
Big Question:	Big Question: <i>What is notation? What are crotchets, crotchets rest, quavers and minims?</i>	Big Question: <i>How do the musical dimensions effect the feeling / mood of a piece of music?</i>	Big Question: <i>How can tempo be used for expressive effect? How can dynamic be used for expressive effect?</i>	Big Question: <i>What is a melodic palindrome? What is a literal palindrome?</i>	Big Question: <i>What is the difference between rallentando and accelerando?</i>
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
	Understand what notation is. Understand crotchet, quaver, minim, crotchets rest, dotted minim, semi breve. Explore pitch notation. Use musical notes. Explore using notation to play familiar and unfamiliar tunes.	Listen carefully to music and use descriptive vocabulary. Talk about the musical dimensions (timbre, dynamics, texture, duration, structure). Use the dimensions to explore the tuned and untuned instruments. Listen and compare music. Compose own music. Rehearse and perform.	Listen and respond to music, building a picture of the story in their heads. Explore the use of instruments for effect. Work as a group to explore the use of instruments for effect. Explore and use a wider range of developmental structures e.g. choral interlude. Create, adapt, rehearse and perform.	Listen and respond to how instruments are played. Match tuned and untuned instruments to images thinking about the sounds they make. Investigate the structure of a piece of music. Explore musical patterns. Create a melodic palindrome composition.	Listen carefully to music and discuss how the instruments are played. Sort percussion instruments. Match instruments to represent Mayan Gods. Create and perform as a class / group. Rehearse and perform.
Future Learning:	Future Learning: Children will learn to talk about the musical dimensions (timbre, dynamics, texture, duration, structure) and use the dimensions to explore the tuned and untuned instruments.	Future Learning: Children will learn to listen and respond to music carefully and explore how different instruments can be used for effect.	Future Learning: Children will learn use tuned and untuned instruments to represent images. They will investigate the structure of a piece of music and explore musical patterns.	Future Learning: Children will learn to think carefully about the musical dimensions and the sounds the instruments make so that they can create music to represent a Mayan God.	Future Learning: Children will learn to identify the sections of the orchestra and identify the key characteristics of the instruments in each orchestral section.
Key vocabulary: Pitch scale minor layers sections	Key vocabulary: scale, major, notation, crotchet, quaver, minim, dotted minim, semi breve, note names (C D E F G A B C)	Key vocabulary: Texture, layers, blocks of sound, consonant, dissonant, note clusters Timbre, instrument names and adjectives describing quality of sounds Dynamics, quiet, loud, crescendo Duration, arrhythmic	Key vocabulary: structure, repetition, introduction, coda, interlude, bridge, intent, expression	Key vocabulary: Pitch, structure, melodic palindrome, literal palindrome, harmonic, stave notation, melody	Key vocabulary: dynamics – loud / quiet, gradually getting louder / quieter (crescendo / diminuendo) tempo – fast / slow, gradually getting faster / slower (accelerando / rallentando) plus timbre – quality of sound plus the revision of instrument names and playing techniques
Key resources / songs: HMS power point for this unit https://www.youtube.com/watch?v=uv2Dko2EB9A for listening music tuned percussion, keyboards, untuned percussion instruments, scarves, paper, pens	Key resources / songs: HMS teaching power point resource	Key resources / songs: CMM PowerPoint and activities notes	Key resources / songs: YouTube clip, paper, pens, scarves, key questions (for listening activity), scenarios, classroom instruments, children's own instruments	Key resources / songs: BBC Ten Pieces III mp3, and mp4 versions of A Bao A Qu BBC Ten Pieces Plus lesson plans BBC Ten Pieces website resources section	Key resources / songs: Ancient Aztec and Mayan traditional music by Ricardo Lozano featuring Jorge Ramos https://www.youtube.com/watch?v=_Tl7DCbCtOE Mayan PPT plus Mayan god PPT from Twinkl Resources for notation – paper, coloured pens etc Mayan god cards

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Year 6					
Autumn 1	Autumn 2 HMS	Spring 1	Spring 2	Summer 1	Summer 2 HMS (Also learning songs for end of year performance)
Musical Map Unit: Instrumental and vocal timbres	Musical Map Unit: Calypso sparkle	Musical Map Unit: Short ride in a fast car	Musical Map Unit: Amazing machine	Musical Map Unit: God save the King	Musical Map Unit: Quiet confidence
Outcome: Identifying and sorting activities within power points. Discussion opportunities within each lesson. Labelled drawings of instruments.	Outcome: Learn to play Calypso bass line, chords, melody, melodic ostinato, rhythmic improvisations. Create and perform our own version of Calypso Sparkles	Outcome: Understanding and performing whole class and small group minimalist style rhythmic creations (creating, developing and performing own "Fast ride" compositions	Outcome: "Build a wall" (as a class and in small groups) Machine compositions – developing, reviewing and improving	Outcome: Inventing, notating and performing short 6 note (2 x 3 beat) melodies in G major. Perform God Save the King – melody and chords. Create and perform a new another verse for God save the King	Outcome: Performance of Quiet Confidence song. Performance of Quiet Confidence Rhythmic Composition
Prior Learning: Children will have experienced listening carefully to how instruments are played and used instruments to represent Mayan Gods.	Prior Learning: Children will have experienced learning about the structure of an orchestra and learning about different instrument families.	Prior Learning: Children will have experienced exploring a C major scale pattern and how it influences music.	Prior Learning: Children will have experienced identified instrument families and explored and created own minimalist music.	Prior Learning: Children will have experienced exploring counting in 8 and exploring and experimenting with repeating patterns.	Prior Learning: Children will have used experienced exploring 3 metre in music and exploring the G major scale.
Big Question: What is an orchestra? Which instruments belong to the (woodwind, string, brass, percussion) family?	Big Question: What is syncopation used for?	Big Question: What features of the music represent a machine well?	Big Question: How does a major scale influence music?	Big Question: How does the G major scale influence music?	Big Question: How can dynamics be precisely used and manipulated for expressive effect?
Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:	Children will learn how to:
Find out about the sections of the orchestra and identify the key characteristics of the instruments in each orchestral section. Find out about different instrument families. - Woodwind - Brass - Percussion - String Find out about the different sections of a choir.	Identify and understand more complex rhythm patterns and metres - counting in 8. Recognise syncopated rhythms. Explore, recognise and identify a C major scale pattern and how it influences music (mood & in relation to chords). Use a range of harmonic devices with greater awareness and understanding in a Calypso context (chords). Rehearse and perform.	Listen carefully to music and identify the instrument families. Understand what minimalist music is. Work as a group to create own minimalist compositions using garage band on iPad. Rehearse and perform.	Listen and talk about how the composer has created a machine effect by layering repetitive rhythmic patterns and simple repetitive melodies. Explore counting in 8. Explore and experiment with repeating patterns. Explore the C major scale. Compose, rehearse and perform.	Keep a steady beat of 3 metre. Explore 3 metre in music. Explore the G major scale. Use notation to show note names.	Sing in a round. Warm their vocal chords correctly. Listen and respond to music and think about the basic structure.
Future Learning: Children will learn to identify and understand more complex rhythm patterns and metres - counting in 8.	Future Learning: Children will learn to identify the instrument families and understand what minimalist music is.	Future Learning: Children will learn to talk about how the composer has created a machine effect by layering repetitive rhythmic patterns and simple repetitive melodies and explore counting in 8.	Future Learning: Children will learn to explore 3 metre in music and explore the G major scale.	Future Learning: Children will learn to sing in a round and how to warm up their vocal chords correctly.	
Key vocabulary: Timbre, orchestra, ensemble, choir, woodwind, brass, percussion, strings and instrument names	Key vocabulary: Calypso, metre, syncopated, rhythm, rhythmic pattern, accompaniment, chord, harmony	Key vocabulary: Minimalist, beat, rhythm, metre, layers, harmony, crotchet, quaver, minim, semi breve	Key vocabulary: Beat, rhythm, ostinato, metre, major scale	Key vocabulary: G major, scale, 3-metre	Key vocabulary: forte, piano, crescendo, diminuendo, cumulative
Key resources / songs: HMS resource power points	Key resources / songs: Tuned percussion, hand drums / other classroom instruments, children's own instruments See P2MI for links to songs	Key resources / songs: BBC Ten Pieces DVD and / or Short Ride in a Fast Machine MP3 file BBC Ten Pieces Plus CD (sent to all Hampshire Primary schools by HMS in April 2015) BBC Ten Pieces website resources section YouTube clips of other minimalist music and Driving in my car by Madness	Key resources / songs: Pipedream by AniMusic.com (from Animusic 1 DVD, also available on Youtube) Only time will tell by Mike Oldfield (from Songs of Distant Earth album, also available on Youtube) Marble Machine by Wintergatan (available on Youtube) iPads – Garageband App for extension activity	Key resources / songs: Access to Youtube or downloaded clips God save the King 'God Save The King' was a patriotic song first publicly performed in London in 1745, which came to be known as the National Anthem at the beginning of the nineteenth century – follow the link to find out some interesting fact	Key resources / songs: HMS CMM Quiet Confidence PPT, P2MI and Activities