

# Music Progression Grid Heptonstall School



Class	Topic & Term	Unit	Singing	Playing instruments	Improvising/exploring	Composing	Listening	Appraising
Acorn Cycle A Y1 and Rec	Throughout		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explore different instruments and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>
	Commotion in the ocean Autumn 1	Under the Sea R Pattern 1		<ul style="list-style-type: none"> <li>Explore sounds on instruments and find different ways to vary their sound</li> </ul>	<ul style="list-style-type: none"> <li>Explore sounds on instruments and find different ways to vary their sound</li> </ul>			<ul style="list-style-type: none"> <li>Identify metre by recognising its pattern</li> </ul>
	Look out London Autumn 2	Light a Candle R Weather 1	<ul style="list-style-type: none"> <li>Control vocal dynamics, duration and timbre</li> </ul>	<ul style="list-style-type: none"> <li>Explore and control dynamics, duration, and timbre with instruments</li> </ul>	<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Respond to music through movement</li> </ul>			<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music</li> </ul>
	Superheroes to the rescue Spring 1	Beyond the Stars R Machines 1		<ul style="list-style-type: none"> <li>Play percussion instruments at different speeds (tempi)</li> <li>Play and control changes in tempo</li> </ul>				

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	Castles and knights Spring 2	New Beginnings R Ourselves 1	<ul style="list-style-type: none"> <li>• Create and respond to vocal sounds</li> <li>• Explore how to change sounds</li> </ul>		<ul style="list-style-type: none"> <li>• Explore different sound sources and materials</li> </ul>			
	Sensational safari Summer 1	Amazing African Animals R Animals.1	<ul style="list-style-type: none"> <li>• Sing a song with contrasting high and low melodies</li> </ul>					
	At the seaside Summer 2	Fabulous Food R Water 1	<ul style="list-style-type: none"> <li>• Use voices to create descriptive sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to create descriptive sounds</li> </ul>		<ul style="list-style-type: none"> <li>• Create a picture in sound</li> </ul>	<ul style="list-style-type: none"> <li>• Understand musical structure by listening and responding through movement</li> </ul>	

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	People who help us Autumn 1	Who Shall I Be Today? R Our Bodies 1					<ul style="list-style-type: none"> <li>Invent and perform new rhythms to a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>Identify a repeated rhythm pattern</li> </ul>
	Traditional tales Autumn 2	A Tale from Long Ago R Storytime 1		<ul style="list-style-type: none"> <li>Play fast, slow, loud, and quiet sounds on percussion instruments</li> </ul>			<ul style="list-style-type: none"> <li>Understand how music can tell a story</li> </ul>	
	Polar regions Spring 1	When Snowflakes Fall R Number 1		<ul style="list-style-type: none"> <li>Identify and keep a steady beat using instruments</li> </ul>			<ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music</li> </ul>	

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	Off on a journey Spring 2	A Sky Full of Colour R Travel 1	<ul style="list-style-type: none"> <li>Combine voices and movement to perform a chant and a song</li> </ul>			<ul style="list-style-type: none"> <li>Create, play and combine simple word rhythms</li> </ul>		
	On the farm Summer 1	Our Growing World R Seasons 1					<ul style="list-style-type: none"> <li>Identify changes in pitch and respond to them with movement</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> </ul>
	There's no place like home Summer 2	Let's Go Green R Our School 1	<ul style="list-style-type: none"> <li>Sing a song together as a group</li> </ul>		<ul style="list-style-type: none"> <li>Create a soundscape using instruments</li> <li>Explore different sound sources and materials</li> </ul>			

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Saplings Cycle A Y2, Y3 and Y4	Home and away Autumn 1	Seasons 2 Around the world 4	<ul style="list-style-type: none"> <li>Sing with expression, paying attention to the pitch shape of the melody</li> </ul>	<ul style="list-style-type: none"> <li>Accompany a song with vocal, body percussion and instrumenta ostinati</li> <li>Play a pentatonic song with leaps in pitch on tuned percussion</li> </ul>		<ul style="list-style-type: none"> <li>Compose and notate pentatonic melodies on a graphic score</li> </ul>		<ul style="list-style-type: none"> <li>Develop listening skills by analysing and comparing music from different traditions</li> </ul>
	Stones and bones Autumn 2	Our land 2 In the past 3		<ul style="list-style-type: none"> <li>Understand and use pitch notations</li> <li>Read simple rhythm notation</li> </ul>	<ul style="list-style-type: none"> <li>Explore timbre and texture to understand how sounds can be descriptive</li> </ul>		<ul style="list-style-type: none"> <li>Match descriptive sounds to images</li> <li>Listen to and learn about a medieval antiphon</li> <li>Listen to, learn about, play and dance to Tudor dance music</li> </ul>	
	Land of the Pharaohs Spring 1	Poetry 3 Ancient Worlds 4			<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Explore layers and layering using a graphic score</li> </ul>			<ul style="list-style-type: none"> <li>Identify key features of minimalist music</li> <li>Compare and contrast the structure of two pieces of music</li> </ul>

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## Saplings Cycle A Y2, Y3 and Y4

Class	Topic & Term	Units	Singing	Playing instruments	Improvising/exploring	Composing	Listening	Appraising
Saplings Cycle A Y2, Y3 and Y4	Marvellous Manchester Spring 2	Toys 2 Ancient worlds 3	<ul style="list-style-type: none"> <li>Perform a round in three parts</li> </ul>			<ul style="list-style-type: none"> <li>Make choices about musical structure</li> <li>Arrange an accompaniment with attention to balance and musical effect</li> </ul>		
	Cocoa Loco Summer 1	Food & drink 4 Singing Spanish 4	<ul style="list-style-type: none"> <li>Sing a call and response song in a minor key in two groups</li> </ul>			<ul style="list-style-type: none"> <li>Compose and play sequences of word rhythms</li> </ul>		
	Into the Amazon Summer 2	Animals 2 Environment 4		<ul style="list-style-type: none"> <li>Play pitch lines on tuned percussion</li> </ul>			<ul style="list-style-type: none"> <li>Compose an introduction for a song</li> </ul>	<ul style="list-style-type: none"> <li>Explore the descriptive music of two famous composers of the 20th and 21st century</li> </ul>

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Saplings Cycle B Y2, Y3 and Y4	Raiders, Traders and Invaders Autumn 1	Travel 2 In the past 4	<ul style="list-style-type: none"> <li>Prepare and improve a performance using movement, voice and percussion</li> <li>Combine singing, playing and dancing in a performance</li> </ul>	<ul style="list-style-type: none"> <li>Use instruments expressively in response to visual stimuli</li> <li>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> </ul>		<ul style="list-style-type: none"> <li>Compose a fanfare</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn about Renaissance instruments</li> </ul>	
	Eastern spice Autumn 2	China 3 Food and Drink 3		<ul style="list-style-type: none"> <li>Perform a pentatonic song with tuned and untuned accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Explore simple accompaniments using beat and rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use a score and combine sounds to create different musical textures</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn about traditional Chinese music</li> </ul>	
	Time for change Spring 1	Storytime 2 Time 3		<ul style="list-style-type: none"> <li>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</li> <li>Perform rhythmic ostinati individually and in combination</li> </ul>	<ul style="list-style-type: none"> <li>Combine sounds to create a musical effect in response to visual stimuli</li> <li>Explore voices to create descriptive musical effects</li> <li>Improvise to an ostinato accompaniment</li> </ul>		<ul style="list-style-type: none"> <li>Listen to and learn about a Romantic piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> </ul>

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Saplings Cycle B Y2, Y3 and Y4	Survival of the fittest Spring 2	Our bodies 2 Human body 3	<ul style="list-style-type: none"> <li>Chant and sing in two parts while playing a steady beat</li> <li>Sing in two parts (two different melodies) with movements and percussion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments</li> </ul>			<ul style="list-style-type: none"> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>	
	Judge, jury and executioner Summer 1	Sounds 4 Buildings 4	<ul style="list-style-type: none"> <li>Use beatbox techniques to imitate the sound of a drum kit</li> <li>Learn to sing partner songs</li> </ul>	<ul style="list-style-type: none"> <li>Combine four body percussion ostinati as a song accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodies with a given set of five notes (a pentatonic scale)</li> </ul>		<ul style="list-style-type: none"> <li>Listen to and learn about 1940s dance band music</li> </ul>	<ul style="list-style-type: none"> <li>Identify different instrument groups from a recording</li> <li>Describe the structure of piece of orchestral music</li> </ul>
	Exploring our planet Summer 2	Communication 4 Recycling 4			<ul style="list-style-type: none"> <li>Improvise in response to visual stimuli, with a focus on timbre</li> <li>Explore household items as instruments and match rhythms with appropriate soundmakers</li> </ul>	<ul style="list-style-type: none"> <li>Compose a rap</li> </ul>	<ul style="list-style-type: none"> <li>Copy rhythms and a short melody</li> <li>Listen to and play along with Bhangra music</li> </ul>	



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Saplings Cycle C Y2, Y3 and Y4	A land down under Autumn 1	Weather 2 Number 2				<ul style="list-style-type: none"> <li>Compose music to illustrate a story</li> </ul>		<ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> </ul>
	The gunpowder plot Autumn 2	Sounds 3 Time 4	<ul style="list-style-type: none"> <li>Sing a song with three simple independent parts</li> </ul>	<ul style="list-style-type: none"> <li>Play and sing repeated patterns (ostinati) from staff notation</li> </ul>	<ul style="list-style-type: none"> <li>Understand syncopation and clap improvised off-beat rhythms</li> </ul>		<ul style="list-style-type: none"> <li>Listen to and learn about Hindutani classical music</li> <li>Match short rhythmic phrases with rhythm notation</li> <li>Learn how sounds are produced and how instruments are classified</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre of a new song or piece</li> <li>Listen to and analyse 20th century ballet music</li> </ul>
	Settlements Spring 1	Ourselves 2 Building 3	<ul style="list-style-type: none"> <li>Perform a cumulative action song with a backing audio.</li> <li>Create new vocal sound patterns to match images of building tools</li> </ul>		<ul style="list-style-type: none"> <li>Match expressive vocal sounds to pictures of various feelings</li> </ul>			<ul style="list-style-type: none"> <li>Identify and describe the mood of different vocal sounds in a song</li> </ul>

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Saplings Cycle C Y2, Y3 and Y4	Anglo Saxons, Picts and Scots Spring 2	Patterns 2 Communication 3	<ul style="list-style-type: none"> <li>Copy and create a wide range of vocal sounds to incorporate into a song</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform from a symbol score</li> </ul>	<ul style="list-style-type: none"> <li>Explore different ways to organise music</li> </ul>	<ul style="list-style-type: none"> <li>Perform and create simple three- and four-beat rhythms using a simple score</li> <li>Create and perform from a symbol score</li> </ul>		<ul style="list-style-type: none"> <li>Recognise pitch shapes</li> </ul>
	The Titanic Summer 1	Water 3 Singing French 3	<ul style="list-style-type: none"> <li>Understand pitch through singing, movement, and note names</li> </ul>	<ul style="list-style-type: none"> <li>Read graphic notation to play a melody on tuned instruments</li> </ul>				<ul style="list-style-type: none"> <li>Recognise pitch shapes</li> </ul>
	Extreme Earth Summer 2	Environment 3 Poetry 4	<ul style="list-style-type: none"> <li>Sing in two-part harmony</li> <li>Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>Use beatbox techniques to imitate the sound of a drum kit</li> </ul>	<ul style="list-style-type: none"> <li>Accompany a song with a melodic ostinato on tuned percussion</li> </ul>		<ul style="list-style-type: none"> <li>Select descriptive sounds to accompany a poem</li> <li>Choose different timbres to make an accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Understand how rhythmic articulation affects musical phrasing</li> </ul>	

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## Oak Cycle A Y5 and Y6

Class	Topic & Term	Unit	Singing	Playing instruments	Improvising/exploring	Composing	Listening	Appraising
	River deep, mountain high Autumn 1	Our community 5	<ul style="list-style-type: none"> <li>Prepare for a performance by considering narration, performance space, setting up and other logistics</li> </ul>		<ul style="list-style-type: none"> <li>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>Learn about jazz scat singing and devise scat sounds</li> </ul>			
	Land of the dragon Autumn 2	World unite 6	<ul style="list-style-type: none"> <li>Demonstrate understanding of pitch through singing from simple staff notation</li> <li>Demonstrate understanding of beat and syncopation through singing and body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game</li> </ul>	<ul style="list-style-type: none"> <li>Devise, combine and structure rhythms through dance</li> </ul>			
	It's all Greek to me Spring 1	Journeys 6	<ul style="list-style-type: none"> <li>Convey lyrical meaning through expressive singing in a part-song with echoes</li> <li>Learn to sing major and minor note patterns accurately</li> <li>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</li> </ul>					

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Oak Cycle A Y5 and Y6	Exploring Eastern Europe Spring 2	Celebration 5	<ul style="list-style-type: none"> <li>Sing a song in unison and three-part harmony</li> <li>Sing with attention to accuracy in rhythm, pitch and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> <li>Control short, loud sounds on a variety of instruments</li> </ul>				<ul style="list-style-type: none"> <li>Explore and analyse a song arrangement and its structure</li> <li>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul>
	Destination outer space Summer 1	Solar system 5	<ul style="list-style-type: none"> <li>Develop techniques of performing rap using texture and rhythm</li> </ul>		<ul style="list-style-type: none"> <li>Play and improvise using the whole tone scale</li> </ul>		<ul style="list-style-type: none"> <li>Hear and understand the features of the whole tone scale</li> <li>Listen to and learn about modern classical/avant garde music (20th century)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and analyse 19th century impressionist music using musical vocabulary</li> <li>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</li> </ul>
	Enough for everyone Summer 2	Moving on 6	<ul style="list-style-type: none"> <li>Perform complex song rhythms confidently</li> <li>Change vocal tone to reflect mood and style</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned instrumental parts confidently from graphic scores with note names</li> </ul>			<ul style="list-style-type: none"> <li>Experience and understand the effect of changing harmony</li> <li>Listen to and understand modulation in a musical bridge</li> </ul>	

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Oak Cycle B Y5 and Y6	Invaders and settlers Autumn 1	At the movies 5	<ul style="list-style-type: none"> <li>Sing and play percussion in a group piece with changes in tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Perform music together in synchronisation with a short movie</li> </ul>	<ul style="list-style-type: none"> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>Learn about and explore techniques used in movie soundtracks</li> </ul>	<ul style="list-style-type: none"> <li>Use the musical dimensions to create and perform music for a movie</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Create sounds for a movie, following a timesheet</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the effect of music in movies</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes in tempo and their effects</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> </ul>
	Out of Africa Autumn 2	Life cycles 5		<ul style="list-style-type: none"> <li>Read a melody in staff notation</li> </ul>	<ul style="list-style-type: none"> <li>Create musical effects using contrasting pitch</li> </ul>	<ul style="list-style-type: none"> <li>Develop a structure for a vocal piece and create graphic scores</li> <li>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the music of an early Baroque opera</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two pieces of 19th century Romantic music</li> </ul>
	North American adventure Spring 1	Roots 6	<ul style="list-style-type: none"> <li>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</li> </ul>		<ul style="list-style-type: none"> <li>Improvise descriptive music on instruments and other soundmakers</li> </ul>			

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Oak Cycle B Y5 and Y6	War of the roses Spring 2	Keeping healthy 5	<ul style="list-style-type: none"> <li>Sing and play scales and chromatic melodies accurately</li> </ul>					
	Changes in Britain Summer 1	Growth 6		<ul style="list-style-type: none"> <li>Play a chordal accompaniment to a piece</li> <li>Follow and interpret a complex graphic score for four instruments</li> </ul>		<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Follow and interpret a complex graphic score for four instruments</li> </ul>	<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> </ul>
	Trade and economics Summer 2	Class awards 6	<ul style="list-style-type: none"> <li>Refine vocal performance with consideration of posture, breathing and enunciation</li> </ul>			<ul style="list-style-type: none"> <li>Compose programme music from a visual stimulus</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul>