

Music Progression Overview

Intent Statement:

Through a broad and balanced curriculum, pupils at Girton Glebe will develop a greater appreciation and understanding of international cultures, equality and diversity through exploring global communities, their arts and literature. This intention will also challenge racial stereotypes and gender biases and celebrate differences. The curriculum at Girton Glebe aims to equip our pupils for life. It offers them the opportunity to develop a lifelong love of learning and a good understanding of themselves and others. Our curriculum engenders resilience, self-confidence, empathy and independence. Through these attributes, and the high standards set by teachers, our pupils value effort as a key to success and take great pride in their personal achievements. Teaching and learning at Girton Glebe encourages children to make clear links across their curriculum whilst delivering fun, challenging activities that excite them and pique their interest.

Year 1

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
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| Autumn 1 | Superheroes Singing – Harvest Festival Music from around the world and from the UK | <ul style="list-style-type: none"> Start to recognise differences between music from a variety of other cultures. Understanding that songs are linked to festivals and used as a way to unite people. Introduce pitch, rhythm. | <ul style="list-style-type: none"> Listen to a wide range of music Talk about how different music makes them feel Start to recognise differences between music from a variety of other cultures Using their voices expressively and creatively by singing songs and speaking chants and rhymes. | <ul style="list-style-type: none"> Gain an appreciation of listening to music and its joy. Introduce pitch, rhythm. | Geography –music from different cultures Cultural Capital: history and story of the Harvest |
| Autumn 2 | Dinosaurs Singing – KS1 performance Sound of the dinosaurs | <ul style="list-style-type: none"> Understanding that songs are linked to festivals and used as a way to unite people. Introduce pitch, rhythm. | <ul style="list-style-type: none"> Considering pitch and dynamics Clapping syllables to create a clapping rhythm Using their voices expressively and creatively by singing songs and speaking chants and rhymes. | <ul style="list-style-type: none"> Gain an appreciation of listening to music and its joy. Introduce pitch, rhythm. | Cultural Capital: performing Christmas Productions. |
| Spring Term | Memory Box Traditional rhymes performance | <ul style="list-style-type: none"> Learning rhymes linked to our Topic, Traditional Stories and Fairy Tales Understanding that songs are linked to festivals and used as a way to unite people. | <ul style="list-style-type: none"> Listening with concentration and understanding to a range of high-quality live and recorded music. Experimenting with, creating, selecting and combining sounds. | <ul style="list-style-type: none"> Understand how music has developed with time and culture | English – traditional tales Cultural Capital: traditional tales |

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| Summer 1 | Paws, Claws and Whiskers <i>Let's go for a walk in the forest</i> | <ul style="list-style-type: none"> • Listen and compare different nature sounds from around us • Understand how and why different objects make different sounds. | <ul style="list-style-type: none"> • Listen and compare different nature sounds from around the world. | <ul style="list-style-type: none"> • Understand and explore how music is created, produced and communicated. • Explore duration, dynamics, timbre and texture of music. | Geography and Science – music in nature Cultural Capital: exploring the world around us |
| Summer 2 | The Enchanted Wood <i>Sounds in nature</i> | <ul style="list-style-type: none"> • Listen and compare different nature sounds from around us. • Understand how and why different objects make different sounds. | <ul style="list-style-type: none"> • Listen and compare different nature sounds from around the world. | <ul style="list-style-type: none"> • Explore duration, dynamics, timbre and texture of music. | Geography and Science – music in nature Cultural Capital: exploring the world around us |

Year 2

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
|-----------------|--|--|---|---|---|
| Autumn 1 | Land Ahoy Singing – Harvest Festival Sea Shanties | <ul style="list-style-type: none"> Comparing different sea shanties and talk about what is the same and what is different. Understanding that songs are linked to festivals and used as a way to unite people. | <ul style="list-style-type: none"> Listening to a range of music Discussing ideas and how the music makes us feel. Using their voices expressively and creatively by singing songs and speaking chants and rhymes. | <ul style="list-style-type: none"> Gain an appreciation of listening to music and its joy. | RE History – pirates Geography – sea shanties from different cultures Cultural Capital: history and story of the Harvest |
| Autumn 2 | Magnificent Monarchs Singing – KS1 performance History of music – linked to monarchs | <ul style="list-style-type: none"> Learning what instruments might have been used during different time periods. Comparing this music with popular music of the modern day and understand how music has developed and changed with time. | <ul style="list-style-type: none"> Listening to different pieces of music from different time periods. Describing the music. Discussing what is similar or different. Using their voices expressively and creatively by singing songs and speaking chants and rhymes. | <ul style="list-style-type: none"> Understand how music has developed with time and culture. | History Cultural Capital: history of music in UK |
| Spring | Moon Zoom listen to and appraise 'The Planets' by Holst | <ul style="list-style-type: none"> Being able to name instruments and talk about what type of sound they make | <ul style="list-style-type: none"> Listening with concentration and understanding to a range of high-quality live and recorded music. Composing a piece of music as a group, using simple pictures to create a 'graphic score' for their piece. Investigate the sounds that an instrument can make. | <ul style="list-style-type: none"> Explore duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. Understand how music has developed with time and culture | Science: how and why different instruments make different sounds Cultural Capital: exposure to music |

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| Summer 1 | Street Detectives Keyboards | <ul style="list-style-type: none"> Learn the skills to play a new instrument. | <ul style="list-style-type: none"> Playing tuned instruments musically. Listening with concentration and understanding to a range of live music. Experimenting with, creating, selecting and combining sounds. Performing music. Learning a musical instrument. Understanding and exploring how music is created, produced and communicated. | <ul style="list-style-type: none"> Learn a new musical instrument. Exposing children to this at a young age to inspire and encourage children to learn a musical instrument. Explore duration, dynamics, timbre and texture of music. | Cultural Capital: exposure to music. Learning a musical instrument |
| Summer 2 | Coastline Keyboards | <ul style="list-style-type: none"> Learn the skills to play a new instrument. | <ul style="list-style-type: none"> Playing tuned instruments musically. Listening with concentration and understanding to a range of live music. Experimenting with, creating, selecting and combining sounds. Performing music. Learning a musical instrument. Understanding and exploring how music is created, produced and communicated. | <ul style="list-style-type: none"> Learn a new musical instrument. Exposing children to this at a young age to inspire and encourage children to learn a musical instrument. Explore duration, dynamics, timbre and texture of music. | Cultural Capital: exposure to music. Learning a musical instrument |

Year 3

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
|-----------------|---|--|--|--|---|
| Autumn 1 | Tribal Tales Singing | <ul style="list-style-type: none"> Perform and learn music from across a range of historical periods and genres, styles and traditions. Learning to sing and use their own voices. | <ul style="list-style-type: none"> Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | <ul style="list-style-type: none"> Explore duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. | RE History – tribal songs Cultural Capital: history and story of the tribal songs |
| Autumn 2 | Rocks, Relics and Rumbles Listening and appreciating music | <ul style="list-style-type: none"> Learning music from a range of historical periods and how music changes. | <ul style="list-style-type: none"> Listening with attention to detail and recall sounds with aural memory. Appreciate and understand a wide range of high-quality live and recorded music draw from different traditions and from great composers and musicians. Develop an understanding of the history of music | <ul style="list-style-type: none"> Explore pitch, rhythm, duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. Understand how music has developed with time and culture | RE History Cultural Capital: history of music |
| Spring | The Romans Recorders | <ul style="list-style-type: none"> Learn the skills to play a new instrument. Perform and learn music from across a range of historical periods and genres, styles and traditions. | <ul style="list-style-type: none"> Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Explore duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. Learn a new musical instrument. Exposing children to this at a young age to inspire and encourage children to learn a musical instrument. | Cultural Capital: learning a new musical instrument |

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| Summer 1 | Flow Recorders: Composition of music | <ul style="list-style-type: none"> • Learn the skills to play a new instrument. • Perform and learn music from across a range of historical periods and genres, styles and traditions. • | <ul style="list-style-type: none"> • Play and perform in sole 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. | <ul style="list-style-type: none"> • Explore pitch, rhythm, duration, dynamics, timbre and texture of music. | Cultural Capital: learning a new musical instrument |
| Summer 2 | Scrumdiddlyumptious Recorders: Performing together | <ul style="list-style-type: none"> • Learn the skills to play a new instrument. • Perform and learn music from across a range of historical periods and genres, styles and traditions. | <ul style="list-style-type: none"> • Play and perform in sole 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. | <ul style="list-style-type: none"> • Explore pitch, rhythm, duration, dynamics, timbre and texture of music. | Cultural Capital: learning a new musical instrument |

Year 4

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
|-----------------|--|--|--|---|--|
| Autumn 1 | Road Trip USA Iroquois traditional songs and music. | <ul style="list-style-type: none"> Developing an understanding of the history of music. Learning music from a range of historical periods and how music changes. | <ul style="list-style-type: none"> Listening with attention to detail and recall sounds with aural memory. Appreciate and understand a wide range of high-quality live and recorded music draw from different traditions and from great composers and musicians. Develop an understanding of the history of music | <ul style="list-style-type: none"> Gain an appreciation of listening to music and its joy. Understand how music has developed with time and culture | RE History – tribal songs Geography Cultural Capital: history and story of the Iroquois songs |
| Autumn 2 | Gods and Mortals Keyboards. | <ul style="list-style-type: none"> Learn the skills to play a new instrument. Perform and learn music from across a range of historical periods and genres, styles and traditions. | <ul style="list-style-type: none"> Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Using our musical instrument with increasing accuracy, fluency, control and expression. Improving and composing music for a range of purposes. Using body percussion and rhythm exercises to inform our musical skills | <ul style="list-style-type: none"> Learn a new musical instrument. Exposing children to this at a young age to inspire and encourage children to learn a musical instrument. | Cultural Capital: learning a new musical instrument |

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| <p>Spring</p> | <p>Misty Mountain, Winding River</p> <p>Singing.</p> | <ul style="list-style-type: none"> • Perform and learn music from across a range of historical periods and genres, styles and traditions. • Learning to sing and use their own voices. | <ul style="list-style-type: none"> • Listening with attention to detail and recall sounds with increasing accuracy. • Appreciating and understanding a wide range of music. • Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> • Explore duration, dynamics, timbre and texture of music. • Gain an appreciation of listening to music and its joy. | <p>RE Geography</p> <p>Cultural Capital: history and story of the tribal songs</p> |
| <p>Summer 1</p> | <p>Traders and Raiders</p> <p>musical composition and an appreciation for music</p> | <ul style="list-style-type: none"> • Exploring Viking songs. • Learning music from a range of historical periods and how music changes. | <ul style="list-style-type: none"> • Using drums to accompany songs. • Listening with attention to detail and recall sounds with aural memory. • Appreciate and understand a wide range of high-quality live and recorded music draw from different traditions and from great composers and musicians. • Develop an understanding of the history of music | <ul style="list-style-type: none"> • Explore pitch, rhythm, duration, dynamics, timbre and texture of music. • Understand how music has developed with time and culture | <p>History – tribal songs</p> <p>Cultural Capital: history of music</p> |
| <p>Summer 2</p> | <p>Blue Abyss</p> <p>Rhythm and Pitch</p> | <ul style="list-style-type: none"> • Exploring a variety of under the sea music. | <ul style="list-style-type: none"> • Creating our own under the sea music. • Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> • Explore pitch, rhythm, duration, dynamics, timbre and texture of music. | <p>Cultural Capital: songs from different countries and cultures.</p> |

Year 5

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
|-----------------|--|--|---|--|--|
| Autumn | WW1 Stage & Screen, Performance Arts | <ul style="list-style-type: none"> Perform and learn music from across a range of historical periods and genres, styles and traditions. Learning to sing and use their own voices. | <ul style="list-style-type: none"> Play and perform in sole and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Explore duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. | <p>History – how music and instruments have changed over time.</p> <p>Cultural Capital: pantomimes</p> |
| Spring 1 | The Normans History of music | <ul style="list-style-type: none"> Learning music from a range of historical periods and how music changes. | <ul style="list-style-type: none"> Develop an understanding of the history of music Appreciate and understand a range of music drawn from different traditions Appreciate and understand a range of music from different composers and musicians | <ul style="list-style-type: none"> Explore pitch, rhythm, duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. Understand how music has developed with time and culture | <p>History – how music and instruments have changed over time.</p> <p>Cultural Capital: history of music</p> |
| Spring 2 | Ancient Egyptians Keyboards | <ul style="list-style-type: none"> Learn the skills to play a new instrument. Perform and learn music from across a range of historical periods and genres, styles and traditions. | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> Learn a new musical instrument. Exposing children to this at a young age to inspire and encourage children to learn a musical instrument. | <p>Cultural Capital: learning a new musical instrument</p> |

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| | | | <ul style="list-style-type: none"> • Use and understand staff and other musical notations | | |
| Summer | We are Explorers Singing | <ul style="list-style-type: none"> • Perform and learn music from across a range of historical periods and genres, styles and traditions. • Learning to sing and use their own voices. | <ul style="list-style-type: none"> • perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations | <ul style="list-style-type: none"> • Explore pitch, rhythm, duration, dynamics, timbre and texture of music. | <p>History – how music and instruments have changed over time.</p> <p>Cultural Capital: singing</p> |

Year 6

| Term | Topic | Knowledge | Skills | Why | Cross Curricular Links and Cultural Capital |
|---------------|---|---|--|--|--|
| Autumn | WWII Singing | <ul style="list-style-type: none"> Perform and learn music from across a range of historical periods and genres, styles and traditions. Learning to sing and use their own voices. | <ul style="list-style-type: none"> Showing control, phrasing and expression in singing. Performing in ensemble confidently, in tune and in a way that reflects the meaning of words. Developing their understanding of rhythm, pitch and pulse as well as developing their music reading skills Showing control, phrasing and expression in singing Performing confidently, in tune and in a way that reflects the meaning of the words Use and understand staff and other musical notations | <ul style="list-style-type: none"> Explore pitch, rhythm, duration, dynamics, timbre and texture of music. | History – how music has changed over time. Cultural Capital: songs from the war |
| Spring | The Mayans and Southern Civilisations Music from different cultures | <ul style="list-style-type: none"> Being able to name instruments and talk about what type of sound they make. Learning music from a range of historical periods and how music changes. | <ul style="list-style-type: none"> Listening to different pieces of music from different cultures, describing and discussing what we can hear. Composing a piece of music as a group, using simple pictures to create a ‘graphic score’ for their piece. Investigate the sounds that an instrument can make. | <ul style="list-style-type: none"> Explore pitch, rhythm, duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. Understand how music has developed with time and culture | History – how music has changed over time. Cultural Capital: songs from Mayan civilisations |
| Summer | Ancient Greece Singing: KS2 Performance | <ul style="list-style-type: none"> Perform and learn music from across a range of historical periods and genres, styles and traditions. Learning to sing and use their own voices. | <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Explore duration, dynamics, timbre and texture of music. Gain an appreciation of listening to music and its joy. End of year production. | History – how music has changed over time. Cultural Capital: songs from Ancient Greece civilisation |

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| | | | <ul style="list-style-type: none">• listen with attention to detail and recall sounds with increasing aural memory• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• Use and understand staff and other musical notations | | |
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