



## MUSIC PROGRESSION MAP

Year 4			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<b>Mamma Mia!</b> Pop	<b>Stop!</b> Grime	<b>Blackbird</b> Pop
Domain	Progression Statement Expected children should:		
Listening & Appraising	<ul style="list-style-type: none"> <li>○ Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, and chorus.</li> <li>○ Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, and drums.</li> <li>○ Find the pulse whilst listening.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the piece's structure: Intro and 6 rapped verses, each with a sung chorus.</li> <li>○ Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</li> <li>○ Find the pulse whilst listening.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the song's themes.</li> <li>○ Identify instruments / voices.</li> <li>○ Identify the words tell the listener a story.</li> </ul>
Singing & Performing	<ul style="list-style-type: none"> <li>○ Copy rhythms.</li> <li>○ Invent rhythmic and melodic patterns. Sing in unison.</li> <li>○ Play instrumental (glockenspiel) parts accurately and in time.</li> <li>○ Play the note G by ear.</li> <li>○ Contribute to a performance by singing, playing an instrument, improvising or composing.</li> <li>○ Reflect upon a recording of their performance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Copy rhythms.</li> <li>○ Invent rhythmic and melodic patterns.</li> <li>○ Sing and rap in unison and in parts.</li> <li>○ Contribute to a performance by singing, playing an instrument, improvising or composing.</li> <li>○ Reflect upon a recording of their performance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Copy rhythms.</li> <li>○ Invent rhythmic and melodic patterns.</li> <li>○ Sing in unison.</li> <li>○ Play instrumental (glockenspiel) parts accurately and in time.</li> <li>○ Play the note C &amp; G by ear.</li> <li>○ Contribute to a performance by singing, playing an instrument, improvising or composing.</li> <li>○ Reflect upon a recording of their performance.</li> </ul>
Composition & Improvisation	<ul style="list-style-type: none"> <li>○ Improvise in lessons and as part of a performance, using the notes G, A &amp; B.</li> <li>○ Compose a simple melody using simple rhythms, and use as part of the performance using G, A &amp; B.</li> </ul>	<ul style="list-style-type: none"> <li>○ Compose own rapped lyrics about bullying or another topic or theme that children decide as a class.</li> <li>○ Improvise in lessons and as part of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Improvise in lessons and as part of a performance, using the note C &amp; D.</li> <li>○ Compose a simple melody using simple rhythms, and use as part of the performance using C, D &amp; E.</li> </ul>

**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**