



MUSIC PROGRESSION MAP

Year 6			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<p>Happy Pop / Neo Soul</p>	<p>You've Got A Friend 70s Ballad / Pop</p>	<p>Music & Me Identity - Celebrating Women in Music</p>
Domain	Progression Statement Expected children should:		
Listening & Appraising	<ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. 	<ul style="list-style-type: none"> Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. 	<ul style="list-style-type: none"> Talk about the music of the featured artists. Talk about any musical connection with previous knowledge and understanding. Talk about why four female artists were chosen for this unit.
<p>Singing & Performing <i>(Autumn & Spring)</i></p> <p>Creating <i>(Summer)</i></p>	<ul style="list-style-type: none"> Copy rhythms and pitch. Sing in two parts. Play instrumental (glockenspiel) parts accurately and in time. Play the note A, G & B by ear and using notation. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. 	<ul style="list-style-type: none"> Copy rhythms and pitch. Sing in two parts. Play instrumental (glockenspiel) parts accurately and in time Play the note C, D, E & F and using notation. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. 	<ul style="list-style-type: none"> Be able to talk about how they planned and wrote their composition in broad terms, e.g., which options they chose and why, the key themes they have used in their lyrics, the tools they used and the section they particularly like and dislike and why.
Composition & Improvisation	<ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes A & G. Compose a simple melody using simple rhythms, and use as part of the performance using A, G & B. 	<ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes A & G. Compose a simple melody using simple rhythms, and use as part of the performance using A, G & E. 	<ul style="list-style-type: none"> Present the performance in an interesting and engaging way, reflect on its strengths and weaknesses, talk about their identity in the music and the performance

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