



## Maryland Music progression map

	Autumn	Spring	Summer
Year R	<p><b>Topic:</b> Me! (nursery rhymes)</p> <p><b>Specific knowledge</b> To know the stories of some of the nursery rhymes.</p> <p><b>Specific skills:</b> To find the pulse. To copy-clap the rhythm of names. To explore high sounds and low sounds using voices and glockenspiels.</p>	<p><b>Topic:</b> Everyone! (action songs)</p> <p><b>Specific knowledge:</b> To know that we can move with the pulse of the music.</p> <p><b>Specific skills:</b> To invent ways to find the pulse. To copy-clap some rhythms of phrases from the songs. To explore high pitch and low pitch in the context of the songs To sing along with a pre-recorded song and add actions</p>	<p><b>Topic:</b> Big Bear funk (funk music)</p> <p><b>Specific knowledge</b> A performance is sharing music To know that the words of songs can tell stories and paint pictures.</p> <p><b>Specific skills:</b> To find a funky pulse. To copy-clap 3 or 4 word phrases from the song. To keep the beat of the song with a pitched note. To add pitched notes to the rhythm of the words or phrases in the song. To enjoy playing patterns using a combination of any of the three notes C, D and E. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>

	Autumn	Spring	Summer
Year 1	<p><b>Topic:</b> Hey you! Old School Hip-Hop including U Can't Touch This by MC Hammer and It's Like That by Run DMC</p> <p><b>Specific knowledge</b> To embed pulse, rhythm and pitch Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader</p> <p><b>Specific skills:</b> To know that music has a steady pulse, like a</p>	<p><b>Topic:</b> Round And Round (Bossa Nova) by Joanna Mangona Livin' La Vida Loca (Latin/Pop) by Ricky Martin, March Of The Empire ( Film music) by John Willi</p> <p><b>Specific knowledge:</b> To embed pulse, rhythm and pitch Learn about voices, singing notes of different pitches (high and low) Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform</p> <p><b>Specific skills:</b> Learn the names of the notes in their instrumental part from</p>	<p><b>Topic:</b> Your imagination Includes Pop A Whole New World from Aladdin and Supercalifragilisticexpialidocious from Mary Poppins</p> <p><b>Specific knowledge</b> To embed pulse, rhythm and pitch Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader</p> <p><b>Specific skills:</b> Composing is like writing a story with music.</p>



## Maryland Music progression map

	<p>heartbeat. To confidently sing or rap songs from memory and sing them in unison.</p>	<p>memory or when written down Learn the names of the instruments they are playing. Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p>	<p>Everyone can compose. A performance is sharing music with other people, called an audience.</p>
--	---	---	--

	Autumn	Spring	Summer
Year 2	<p><b>Topic:</b> Hands, feet, heart: Celebrating South African music including The Lion Sleeps Tonight sung by Soweto Gospel Choir and Bring Him Back by Hugh Masekela</p> <p><b>Specific knowledge;</b> To know some songs by heart To know that songs have a musical style To know that music has a steady pulse, like a heartbeat. Rhythms are different from the steady pulse. To know why we need to warm up our voices.</p> <p><b>Specific skills:</b> Learn about voices singing notes of different pitches (high and low). Treat instruments carefully and with respect</p>	<p><b>Topic:</b> I wanna play in a band Rock songs including We Will Rock You by Queen and Rockin' All Over The World by Status Quo</p> <p><b>Specific knowledge;</b> To know some songs have a chorus or a response/answer part. To know that we can create rhythms from words, our names, favourite food, colours and animals. Everyone can improvise, and you can use one or two notes.</p> <p><b>Specific skills:</b> Learn to find a comfortable singing position. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). They can add their ideas to the performance</p>	<p><b>Topic:</b> Friendship song Includes That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John and You've Got A Friend In Me by Randy Newman</p> <p><b>Specific knowledge:</b> We add high and low sounds, pitch, when we sing and play our instruments. To know that unison is everyone singing at the same time. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p><b>Specific skills:</b> Learn to start and stop singing when following a leader. Play the part in time with the steady pulse. Learn how the notes of the composition can be written down and changed if necessary. Record the performance and say how they were feeling about it.</p>



## Maryland Music progression map

	Autumn	Spring	Summer
Year 3	<p><b>Topic:</b> Let your spirit fly: Rhythm and Blues including Consider Yourself from the musical 'Oliver!' and Ain't No Mountain High Enough by Marvin Gaye</p> <p><b>Specific knowledge</b> To know some songs from memory and who sang them or wrote them. Know the difference between pulse and rhythm. Songs can make you feel different things e.g. happy, energetic or sad Improvisation is making up your own tunes on the spot</p> <p><b>Specific skills:</b> To sing in unison and in simple two-parts. To think about what the words of a song mean Plan and create a section of music that can be performed within the context of the unit song.</p>	<p><b>Topic</b> Glock stage 1 The language of music through playing the glockenspiel.</p> <p><b>Specific knowledge</b> To choose one song and be able to talk about: lyrics, main sections of a song, instruments they heard. Know how pulse, rhythm and pitch work together to create a song. Singing as part of an ensemble or large group is fun, but that you must listen to each other To know that using one or two notes confidently is better than using five</p> <p><b>Specific skills:</b> To sing with awareness of being 'in tune' To take it in turn to discuss how the song makes them feel. Help create at least one simple melody using one, three or five different notes.</p>	<p><b>Topic:</b> Three Little Birds by Bob Marley Reggae including Jamming by Bob Marley, Small People by Ziggy Marley and Our Day Will Come by Amy Winehouse</p> <p><b>Specific knowledge</b> To know the style of the five songs. Know that every piece of music has a pulse/steady beat. To know and be able to talk about the instruments used in class (a glockenspiel) To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p><b>Specific skills:</b> To have an awareness of the pulse internally when singing. Listen carefully and respectfully to other people's thoughts about the music. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>

	Autumn	Spring	Summer
Year 4	<p><b>Topic:</b> Mamma Mia Abba songs including Dancing Queen by and The Winner Takes It All</p> <p><b>Specific knowledge</b> How pulse, rhythm and pitch work together Improvisation is making up your own tunes on the spot To know that using one or two notes confidently is better than using five To know and be able to use different ways of recording compositions (letter names, symbols) You must sing or rap the words clearly and play with confidence</p>	<p><b>Topic</b> Glock stage 1 The language of music through playing the glockenspiel.</p> <p><b>Specific knowledge</b> To know and talk about the instruments used in class (a glockenspiel)</p>	<p><b>Topic:</b> Samba drums The language of music through playing the samba drums.</p> <p><b>Specific knowledge</b> To identify the names of traditional samba instruments (ganza, surdo drums, tamborim, agogo bell, repinique, caixa) To compose a musical rhythm</p>



## Maryland Music progression map

	<p><b>Specific skills: -</b>          To confidently identify and move to the pulse.          To rejoin the song if lost.          Plan and create a section of music that can be performed within the context of the unit song.          Present a musical performance designed to capture the audience</p>	<p><b>Specific skills:</b>          When you talk, try to use musical words.          To treat instruments carefully and with respect.</p>	<p><b>Specific skills:</b>          To learn samba rhythm          To listen and appraise Samba music          To practise playing a variety of musical instruments          I understand call back and respond          To follow the hand signals to create a musical piece          To use gaps and double beats to create a polyrhythmic texture (rhythms laid on top of one another).</p>
--	--	--	--

	Autumn	Spring	Summer
Year 5	<p><b>Topic:</b> Livin' on a prayer            Rock songs including We Will Rock You By Queen and Smoke On The Water by Deep Purple</p> <p><b>Specific knowledge</b>            To know some songs from memory, who sang or wrote them, when they were written and, if possible, why?            To choose two or three other songs and be able to talk about: (texture, dynamics, tempo, rhythm and pitch)            Identify the main sections of the songs (intro, verse, chorus etc)            The notes C, D, E, F, G, A, B + C on the treble stave</p> <p><b>Specific skills:</b>            To rehearse and perform their part within the context of the song Livin' on a prayer.            To communicate the meaning of the words and clearly articulate them</p>	<p><b>Topic</b> Samba drums            The language of music through playing the samba drums.</p> <p><b>Specific knowledge</b>            To identify the names of traditional samba instruments (ganza, surdo drums, tamborim, agogo bell, repinique, caixa)            To compose a musical rhythm</p> <p><b>Specific skills:</b>            To learn samba rhythm            To listen and appraise Samba music            To practise playing a variety of musical instruments            I understand call back and respond            To follow the hand signals to create a musical piece            To use gaps and double beats to create a polyrhythmic texture (rhythms laid on top of one another).</p>	<p><b>Topic:</b> The fresh prince of Bel-Air            Old school hip hop including Me, Myself And I by De La Soul and Ready Or Not by The Fugees</p> <p><b>Specific knowledge</b>            Different ways of writing music down – e.g. staff notation, symbols            To know that if you improvise using the notes you are given, you cannot make a mistake            To know that you can use some of the riffs you have heard in the challenges in your improvisations.</p> <p><b>Specific skills:</b>            Create simple melodies using up to five different notes and simple rhythms that work musically with the style of old school hip hop.            To discuss and talk musically about our performance “What went well?” and “It would have been even better if...?”</p>



## Maryland Music progression map

--	--	--	--

	Autumn	Spring	Summer
Year 6	<p><b>Topic:</b> Happy by Pharell Williams Pop songs including Don't Worry, Be Happy sung by Bobby McFerrin and Walking On Sunshine sung by Katrina And The Waves</p> <p><b>Specific knowledge</b> To know five songs from memory, who sang or wrote them, when they were written and why? To choose two or three other songs and be able to talk about: (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc) The notes C, D, E, F, G, A, B + C on the treble stave</p> <p><b>Specific skills:</b> To identify and move to the pulse with ease. To think about the message of songs. To sing in unison and to sing backing vocals. To demonstrate a good singing posture</p>	<p><b>Topic</b> You've got a friend Songs written by Carole King including The Loco-Motion sung by Little Eva and One Fine Day sung by The Chiffons</p> <p><b>Specific knowledge</b> To know the style of the songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc) Different ways of writing music down – e.g. staff notation, symbols To know that you can use some of the riffs and licks you have learnt</p> <p><b>Specific skills:</b> To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><b>Topic:</b> Music and me (using QuickBeats YUMU) Inspirational women including themes such as confidence, awareness and honesty.</p> <p><b>Specific knowledge</b> Performing is sharing music with an audience with belief Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance involves communicating ideas, thoughts and feelings about the song.music</p> <p><b>Specific skills:</b> Talk about the music and how it makes you feel, using musical language to describe the music. To experience rapping and solo singing To communicate the meaning of the words and clearly articulate them. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>