



## Maryland Music progression map

	Autumn	Spring	Summer
Year R	<p><b>Topic: Me! (nursery rhymes)</b></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: Everyone! (action songs)</b></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: Big Bear funk (funk music)</b></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>

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Year 1	<p><b>Topic: My musical heartbeat</b> <b>How Can We Make Friends When We Sing Together?</b> To discover that every piece of music has a heartbeat - a musical heartbeat, which is called the 'pulse' or the 'beat' of the music. Whilst children are listening and singing to the music, they need to try to find and keep the pulse or steady beat together. They can do this by marching, clapping or swaying in time - they need to find a movement that helps them to keep the beat. To play, improvise and compose using a selection of these notes: C, D, E, F, G for a class composition.</p> <p><b>Topic: Hey you! Old School Hip-Hop</b> including U Can't Touch This by MC Hammer and It's Like That</p>	<p><b>Topic: Exploring sounds</b> <b>How Does Music Make the World a Better Place?</b> To discover that music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. To explore these sounds and create their own very simple melodies. To play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A for a class composition.</p> <p><b>Topic: Round And Round (Bossa Nova)</b> by Joanna Mangona <b>La Viva Loca (Latin/Pop)</b> by Ricky Martin,</p>	<p><b>Topic: Having fun with improvisation</b> <b>What Songs Can We Sing to Help Us Through the Day?</b> To discover that improvising is fun! It's an exciting activity where everyone is creating something new. To realise that it can be a melody or a rhythm. When the children improvise, they can do it on their own or in groups. To play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p><b>Topic: Your imagination Includes Pop A Whole New World</b> from Aladdin and <b>Supercalifragilisticexpialidocious</b> from Mary Poppins</p>



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	<p>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 heartbeat. To confidently sing or rap songs from memory and sing them in unison.</p>	<p>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 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><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. Everyone can compose. A performance is sharing music with other people, called an audience.</p>
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Year 2	<p><b>Topic: Pulse, rhythm and pitch</b> <b>How Does Music Help Us to Make Friends?</b> To discover that music has a pulse and a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As they listen to, sing, play and dance to the music, they will explore these elements of music and how they work together. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A.</p>	<p><b>Topic: Inventing a musical story</b> <b>How Does Music Make the World a Better Place?</b> To learn that music is used for many reasons and can help us to tell a story and express our feelings. To discover that music can be loud or soft, fast or slow, smooth and connected, or short and detached. To investigate that instruments with different sounds help communicate a story and different emotions. To explore the music and try to connect their feelings with what they hear and explore if any of the songs tell a story? To use the music to explore loud and soft sounds. To play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ♭, B</p>	<p><b>Topic: Exploring improvisation</b> <b>How Does Music Make Us Happy?</b> To explore improvisation a bit further deepening their understanding. Children try to use two or three notes and have a go playing or singing on their own. To explore and have fun! To play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ♭, B</p>



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	<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>
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Year 3	<p><b>Topic: Writing music down</b>  <b>How Does Music Bring Us Closer Together?</b>            To investigate that long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names.            To explore the notes, crotchets and minims within the music that they are learning.            To discover how these notes can fit on the lines and spaces of a staff.            To play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p><b>Topic:: Ain't No Mountain High Enough by Marvin Gaye.</b>  <b>Rhythm and Blues including Consider Yourself from the musical 'Oliver!' and Let your spirit fly</b></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: Compose using your imagination</b>  <b>How Does Music Make the World a Better Place?</b>            To use their imagination when creating their own compositions            Children think about:            What do they see when they close their eyes?            To explore writing their own melody and investigate finding sounds that represent the story they want to tell?            To play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p><b>Three little birds</b>  <b>Topic: Three Little Birds by Bob Marley</b>  <b>Reggae including Jamming by Bob Marley, Small People by Ziggy Marley and Our Day Will Come by Amy Winehouse</b></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>	<p><b>Topic: Enjoying improvisation</b>  <b>How Does Music Make a Difference to Us Every Day?</b>            To explore the structure of songs and realise that this is both interesting and important.            To recognise patterns in songs. Listening, singing, playing and improvising are some of these patterns.            To understand that, verse, and chorus are other patterns.            Children will improvise over a section of a song.            Children to investigate if they can work out where they will improvise in the songs they are listening to?            Children identify sections of the music that change or repeat.            To play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B b , B</p> <p><b>Topic: Hip hop</b>            Children will learn to arrange and mix their own Hip Hop compositions using a DAW (digital audio workshop).            The children will learn the skills of music production that will enrich their musical journeys.            This will inspire their creativity, inside and outside the classroom.</p>



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Year 4	<p><b>Topic: Musical structures</b>  <b>How Does Music Bring Us Together?</b>            To understand that there are musical sections that repeat or change to help create the structure, or form, of a piece of music or a song.            To investigate looking for patterns in the sections of music and songs.            To realise that verses and choruses can repeat or alternate and these provide structure in music.            To play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ♭</p> <p><b>Topic: Mamma Mia</b>  <b>Abba songs including Dancing Queen by and The Winner Takes It All</b></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>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>Topic: Compose with your friends</b>  <b>How Does Music Improve Our World?</b>            To realise that when they are composing music together, there is a lot to remember!            To realise that music is often written based on various key signatures that guide melodies used in the music.            To begin to manipulate the 'tonic pitch' or the 'home note' to make a melody or a song sound final – like it has been resolved.            To practice listening, singing, and playing instruments to explore this important note in music.            To play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B ♭, B</p> <p><b>Topic: Grime</b>            Children will create a Grime track from scratch using a DAW (digital audio workstation),            Their compositions will feature an original drumbeat, a bassline, melody, chords, sound effects and audio samples.            The children will learn the skills of music production that will enrich their musical journeys.            This will inspire their creativity, inside and outside the classroom.</p>	<p><b>Topic: Expression and improvisation</b>  <b>How Does Music Shape Our Way of Life?</b>            To understand that improvisation is a way to express our feelings. Music comes from our hearts.            To begin to make their improvisations more expressive by adding dynamics.            To play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B ♭, B</p> <p><b>Topic: Lean on me sung by Bill Withers</b>  <b>Soul/Gospel music including He Still Loves Me by Walter Williams and Beyoncé, Shackles (Praise You) by Mary Mary and Amazing Grace by Elvis Presley.</b></p> <p><b>Specific knowledge</b>            To know five songs from memory and who sang them or wrote them.            To identify any dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).            To identify the main sections of the song (introduction, verse, chorus etc).            To name some of the instruments they heard in the song.</p> <p><b>Specific skills:</b>            To confidently identify and move to the pulse.            To talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics).            Talk about the music and how it makes them feel.            Listen carefully and respectfully to other people's thoughts about the music.</p>



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Year 5	<p><b>Topic: Melody and harmony in music</b>  <b>How Does Music Bring Us Together?</b>            To understand that a melody (or a tune) is a group of notes played one after another.            To know that In music, 'melody' contrasts with 'harmony' and that harmony means notes which are played at the same time, like chords.            To realise that composers often think of a melody and then add harmony to it.            The children will explore the voices that sing the melodies and the instruments used within the music to create the harmonies.            Children will be trying to identify the difference?            To play, improvise and compose using a selection of these notes: C, D, E ♭ , E, F, F♯, G, A ♭ , A, B ♭ , B</p> <p><b>Topic: Livin' on a prayer</b>            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: Composing and chords</b>  <b>How Does Music Improve Our World?</b>            To understand that If three or more pitches are played together, chords can be created in music.            To realise that chords provide the basis for accompaniment in music.            The children will use chords in compositions, to create music that is really interesting.            Children will create an accompaniment and through composition, learn about chords.            To play, improvise and compose using a selection of these notes: C, D, E ♭ , E, F, F♯, G, A ♭ , A, B ♭ , B</p> <p><b>Topic: The fresh prince of Bel-Air</b>            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>	<p><b>Topic: Freedom to improvise</b>  <b>How Does Music Shape Our Way of Life?</b>            To realise that improvisation gives you the freedom to express yourself, to really go for it!            The children are encouraged to use notes that lie further apart in their improvisations.            Children will learn about the stepping motion (notes that lie next to each other) and skipping motion (notes that lie further apart)..            To play, improvise and compose using a selection of these notes: C, D, E ♭ , E, F, F♯, G, A, B ♭ , B</p> <p><b>Topic: Dancing in the street</b>            Motown including I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops and I Heard it Through the Grapevine by Marvin Gaye</p> <p><b>Specific knowledge</b>            To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.            To talk about different ways of writing music down – e.g. staff notation, symbols            A performance can be a special occasion and involve an audience including of people you don't know</p> <p><b>Specific skills</b>            To sing in unison and to sing backing vocals.            To communicate the meaning of the words and clearly articulate them            To record the performance and compare it to a previous performance</p>



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Year 6	<p><b>Topic: Music and technology</b>  <b>How Does Music Bring Us Together?</b>            Can we tell the difference between the live sounds and digital sounds?            Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B b , B</p> <p><b>Topic: A spooky story</b>            To create their own Spooky Story composition, featuring a drum beat, melody and bassline.            To learn how to underscore their work, preparing them for further exploration in story-writing, music composition and production.            To enrich their musical journeys and inspire their creativity, inside and outside the classroom</p>	<p><b>Topic: Creative composition</b>  <b>How does music improve our world?</b>            To explore how chords are used within the music by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.            To play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, B b , B</p> <p><b>Topic: Happy by Pharell Williams</b>            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>            Learn and build on knowledge and understanding about the interrelated dimensions of music            To be able to talk about: (texture, dynamics, tempo, rhythm and pitch)            Identify the main sections of the songs (intro, verse, chorus etc)</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: Improvising with confidence</b>  <b>How Does Music Shape Our Way of Life?</b>            To create their own personal musical ideas.            To improvise, thinking about phrasing and dynamics.            To explore how phrases fit together to make a melody.            To play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, A b , A, B b , B</p> <p><b>Topic You've got a friend</b>            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 be able to talk about: (texture, dynamics, tempo, rhythm and pitch)            Identify the main sections of the songs (intro, verse, chorus etc)</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>