

Year 4 Music Progression Map

	<u>Autumn 1</u>	
Topic	Keyboard	
Unit Aim	To develop confidence in playing the keyboard by identifying middle C, reading and performing notes (C–G) using different note values (crotchet, minim and semibreve), maintaining a steady 4/4 pulse, and beginning to play simple chords of C and G.	
Prior Learning	<i>Exploring sound and simple composition in EYFS units such as Time for Change and Awesome Animals</i> <i>Developing simple rhythms and composition in Year 1 (My Favourite Things, By the Sea)</i> <i>Playing tuned instruments (ocarina in Year 1, ukulele in Year 2 and 3)</i> <i>Understanding pitch and pattern through Pentatonic Melodies in Year 3</i> <i>Composing and improvising pieces using musical elements in Year 3 Compositions</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Listening & Composing	• I can identify middle C and play the notes in 4/4 time using a crotchet note • I can play the notes C and D and use a minim note • I can play C, D and E and use a whole note • I can play C D E F and G • I can begin to use one finger chords of C and G • I can play the fingered chords of C and G
Vocabulary	Pitch Scale Major scale Note Staff / stave Clef (treble clef) Rhythm Beat Tempo Melody Compose / composition Notation	
Future Learning	Reading more complex staff notation (including chords and harmony) Playing melodies with both hands (greater coordination on keyboards) Understanding key signatures and different scales (minor,	

	pentatonic) Composing pieces using structured notation and digital software Transition into whole-class instrumental programmes (e.g. clarinet, samba)
KS2 End Point	• Appreciate music, notation and rhythm with tuned and untuned instruments. • Compose, play and perform using basic staff and other musical notation.

	<u>Autumn 2</u>	
Topic	Africa - singing	
Unit Aim	To enable pupils to sing a traditional African song with accuracy and expression, understand and perform simple chord progressions on tuned percussion, and work collaboratively to create a cohesive ensemble performance.	
Prior Learning	<i>Singing and performing in EYFS (e.g. Fabulous Me, Awesome Animals)</i> <i>Group singing and performance (Year 1 Nativity songs, Fairy Tales)</i> <i>Call and response singing in Year 2 (Animals: African call and response)</i> <i>Singing linked to topics in Year 3 (Vikings – singing)</i> <i>Developing listening and appraising skills across all previous unit</i>	
Knowledge	<u>Musical Skills</u>	
	Performing, Appraising & Listening	• I can sing a traditional African song • I can use a tuned percussion to play a chord progression. • I can use vocals and tuned percussion to perform a piece of music as an ensemble.
Vocabulary	Pulse Rhythm Pitch Call and response Harmony Unison Dynamics (loud/quiet) Tempo Audience Performance Structure	
Future Learning	Singing in harmony (rounds, partner songs, simple part-singing) Developing vocal control (pitch accuracy, dynamics, expression) Exploring more complex world music traditions and cultural context Leading group performances and evaluating musical quality Combining singing with instrumental accompaniment	

KS2 End Point	● Appreciate music, notation and rhythm with tuned and untuned instruments. ● Compose, play and perform using basic staff and other musical notation.
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	<u>Spring 1</u>	
Topic		
Unit Aim	To develop pupils' understanding of the history and style of rock and roll music and enable them to perform authentically by singing, playing a rock and roll bass line, and performing as an ensemble.	
Prior Learning	<i>Performing songs in EYFS and Year 1 (Nativity, topic-based songs)</i> <i>Keeping a steady beat and simple rhythms (My Favourite Things Year 1)</i> <i>Performing with increasing confidence in Year 2 (Musical Me, On This Island)</i> <i>Exploring different styles including Jazz in Year 3</i> <i>Listening and responding to a range of musical genres</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Listening and Performing	● I can understand the history of rock and roll music. ● I can sing a rock and roll song and perform in the style of rock and roll. ● I can play a rock and roll baseline. ● I can play a rock and roll baseline. ● I can play and perform a rock and roll piece of music.
Vocabulary	Pulse Rhythm Tempo Dynamics Genre Style Verse Chorus Melody Beat Performance	
Future Learning	Understanding musical genres in more depth (blues, jazz, pop evolution) Performing with increased stylistic awareness and confidence Analysing song structure (verse, chorus, bridge) Creating own songs in a chosen style	

	Using instruments or technology to accompany performances
KS2 End Point	● Appreciate music, notation and rhythm with tuned and untuned instruments. ● Compose, play and perform using basic staff and other musical notation.

	<u>Spring 2</u>	
Topic	Orchestra and the Sound of Music	
Unit Aim	To develop pupils' understanding of symphonic music and the major scale, enabling them to explore, perform and apply the C major scale through tuned instruments such as the glockenspiel and other classroom instruments.	
Prior Learning	<i>Early composition and sound exploration in EYFS (Time for Change, Boomwhackers)</i> <i>Creating simple compositions in Year 1 and 2 (Space, Animals)</i> <i>Learning tuned instruments (ocarina and ukulele)</i> <i>Understanding pitch patterns in Year 3 (Pentatonic Melodies)</i> <i>Developing composing, improvising, and evaluating skills in Year 3</i>	
Knowledge	<u>Musical Skills</u>	
	Performing, Appraising, Listening & Composing	● I can explain the instruments in a symphonic suite ● I can experiment with the c major scale ● I can play a song using notes on a glockenspiel ● I can play a song using notes on an instrument
Vocabulary	Major scale Pitch Tone Semitone Melody Harmony Chord Structure Composition Notation Dynamics	

Future Learning	Applying scales in composition (melodies, bass lines) Understanding harmony and chord progressions Analysing music from composers using musical vocabulary Writing and recording compositions using music technology Linking theoretical knowledge to instrumental performance
KS2 End Point	• Appreciate music, notation and rhythm with tuned and untuned instruments. • Compose, play and perform using basic staff and other musical notation.

	<u>Summer 1</u>	
Topic	Hanami Festival	
Unit Aim	<i>To explore and celebrate the Hanami Festival through listening, composing, and performing, using musical elements and descriptive vocabulary to represent blossom imagery and create a group performance inspired by Japanese culture.</i>	
Prior Learning	<i>Using percussion and boomwhackers in EYFS (Vehicles, Boomwhackers)</i> <i>Developing simple rhythm patterns in Year 1 (My Favourite Things)</i> <i>Performing and composing rhythms in Year 2 (Musical Me, Orchestral Instruments)</i> <i>Exploring rhythm, improvisation and composition in Year 3 (Jazz, Compositions)</i> <i>Listening and responding to music from different cultures</i>	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing, Appraising, Listening & Composing	• To describe the Hanami festival using suitable words and sounds • To represent a blossom tree using sounds. • To identify different musical features using descriptive vocabulary. • To work as a group to create a piece of music celebrating the Hanami festival. • To perform a piece of music to celebrate Hanami.
Vocabulary	Percussion Rhythm Pulse Tempo Dynamics	

	Texture Structure Ensemble Compose Pattern
Future Learning	Performing more complex rhythmic patterns (syncopation, polyrhythms) Playing in ensemble groups with different parts Understanding structure in percussion compositions Exploring global percussion traditions (e.g. samba, African drumming) Leading group compositions and performances
KS2 End Point	- Appreciate music, notation and rhythm with tuned and untuned instruments. - Compose, play and perform using basic staff and other musical notation.

	<u>Summer 2</u>	
Topic	Rainforest - Body percussion	
Unit Aim	To develop pupils' understanding of musical structure and texture through exploring, creating, and refining compositions using body percussion and simple melodic ideas.	
Prior Learning	<i>Body movement and sound exploration in EYFS (Awesome Animals, Wonderful Water)</i> <i>Creating and performing simple rhythmic patterns in Year 1</i> <i>Call and response and rhythm work in Year 2 (African Animals)</i> <i>Improvisation and rhythmic composition in Year 3 (Compositions, Jazz)</i> <i>Performing and evaluating group work with increasing control and coordination</i>	
Knowledge	<u>Musical Skills</u>	
	Performing and composing	- To identify structure and texture in music. - To use body percussion. - To create musical rhythms using body percussion. - To create simple tunes. - To build and improve a composition.
Vocabulary	- Body percussion - Rhythm - Pulse	

	• Tempo • Pattern • Ostinato • Texture • Layering • Structure • Compose • Performance
Future Learning	Creating layered rhythmic compositions (ostinato patterns) Combining body percussion with instruments and voice Using structure (intro, development, ending) in compositions Performing confidently in groups with timing and precision Applying rhythmic skills to larger ensemble work (e.g. samba, orchestral projects)
KS2 End Point	● Appreciate music, notation and rhythm with tuned and untuned instruments. ● Compose, play and perform using basic staff and other musical notation.