



Statement of Purpose

Future Yard was established on the founding principle that ‘music can change the world’. Music provides a way of expressing who you are, connecting with others, and shaping the world around you. Our schools programme is built on the belief that every young person deserves access to bold, inspiring, and high-quality music education that sparks creativity and self-expression.

We’re here to break down barriers, giving students the tools, confidence, and real-world industry insight to see themselves as musicians, creators, and innovators. Through hands-on experiences, collaborative projects, and immersive workshops, we empower young people to explore music on their own terms - whether that’s picking up an instrument, writing lyrics, producing beats, being exposed to a wide and varied programme of live music or simply discovering their voice.

Our approach goes beyond just learning music; it’s about developing identity, building self-esteem, and fostering a sense of achievement. By embedding music into the fabric of education, we help students find their sound, their story, and their place in the wider creative community.

At Future Yard, we don’t just teach music - we make it a movement.

National Curriculum Subject Content for Music – KS1

1. Use voices expressively and creatively, singing songs and speaking chants and rhymes.
2. Play tuned and untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create and combine sounds using the interrelated dimensions of music.

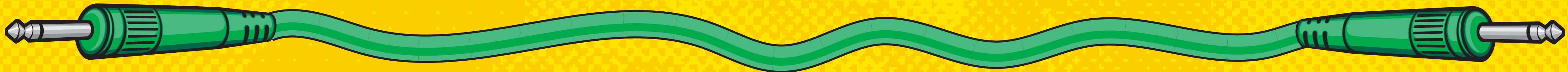


National Curriculum Subject Content for Music – KS2

1. Play and perform in a) solo and b) ensemble contexts, using voices and instruments.
2. Improvise and compose.
3. Use and understand a) staff and b) other notations.
4. Listen with attention to detail and recall sounds with increasing aural memory
5. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians.
6. Have an understanding of the history of music.



DESIGN	INTENT: What you plan to teach and why	IMPLEMENTATION: How the teaching and learning is delivered	IMPACT: What students learn, remember, and can do as a result
<p style="text-align: center; font-size: 2em; font-weight: bold;">KS1</p>	<ul style="list-style-type: none"> ▪ Curriculum Aim: To introduce Students to core musical concepts (rhythm, pitch, dynamics, timbre) through engaging, hands-on music-making activities. ▪ Development Goals: The sequence builds musical skills progressively, from listening and responding, to composing and performing. ▪ Inclusivity & Creativity: Lessons are practical, accessible (minimal resources required), and designed to foster creativity, teamwork, and confidence, even in settings without specialist music staff or equipment. ▪ End Goal: The project culminates in a live performance, giving the learning a real-world purpose and promoting a sense of achievement. 	<ul style="list-style-type: none"> ▪ Sequenced Learning: Lessons are logically ordered to move from foundational skills (e.g. rhythm and vocal control) to applied creativity (e.g. composing, performing). ▪ Skills Progression: Students develop listening, performing, composing, and evaluating skills in a cyclical, spiralling way. ▪ Practical Activities: Students learn through singing, playing untuned and tuned percussion, storytelling with music, and group work. ▪ Vocabulary and Concepts: Terms like rhythm, pitch, dynamics, melody, and timbre are introduced through direct experience and repeated use. ▪ Collaborative Practice: Group decision-making, shared roles, and ensemble work are embedded throughout. ▪ Reflection Built-In: Time for self and peer reflection during rehearsals supports metacognition and expressive development. 	<p>Knowledge & Skills: By the students will have had the opportunity to:</p> <ul style="list-style-type: none"> ▪ Perform steady beats and simple rhythm patterns ▪ Sing expressively with pitch and dynamics ▪ Use untuned and tuned instruments appropriately ▪ Compose simple rhythms, melodies, and lyrics ▪ Collaborate musically in a group ▪ Listen to, and appreciate excellent examples of music from a variety of contexts <p>Creative Confidence:</p> <ul style="list-style-type: none"> ▪ A final performance builds confidence, celebrates learning, and shows that music is something students can enjoy and succeed in. <p>Progress Evidence: Impact can be seen through:</p> <ul style="list-style-type: none"> ▪ Videos of rehearsals or the final performance ▪ Student voice: reflection questions, written work, or voice notes ▪ Teacher observation notes on musical vocabulary use, instrument handling, and group collaboration <p>Lasting Impact: The experience promotes joyful, confident engagement with music and lays the foundation for lifelong musical curiosity, creativity, and collaboration.</p>



PROGRESSION MAP YEAR 1 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	SKILLS SUMMARY	METRICS - WHY
Y1-1.1	Hello Music Students explore rhythm through body percussion, vocals and group music-making.	1 + 2 + 3	<ul style="list-style-type: none"> The “Name and Sound” game introduces musical expression and creativity. Body percussion helps students develop rhythm skills and coordination. Call-and-response activities build listening and response skills. 	Throughout the term, students engage in: <ul style="list-style-type: none"> Singing, chanting, and vocal exploration. Playing tuned and untuned instruments musically. Listening with concentration to live and recorded music. Creating, selecting, and combining sounds using pitch, dynamics, tempo, and rhythm. Performing solo and in ensembles to develop musical confidence. This ensures a comprehensive and engaging KS1 music curriculum that balances performance, composition, and active listening.	PERFORMING Can they use their voice expressively in speaking, singing, and chanting? Can they confidently join in with singing and call-and-response activities? Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble, following the tune (melody) well? Can they perform in an ensemble with instructions from a leader (e.g., hand signals for pitch and duration of notes)? Can they play untuned percussion instruments in response to a simple rhythm? Can they play simple rhythmic patterns on an instrument? Can they clap or tap short rhythmic patterns accurately? Can they sing/clap a pulse, increasing or decreasing in tempo? Can they maintain a steady pulse when playing instruments or clapping along with music? Can they play or sing at the correct time in response to a musical cue (e.g., start/stop, loud/soft, high/low)? Can they repeat musical patterns? Can they perform musical patterns while keeping a steady pulse? Do they have control when playing instruments? Do they understand the importance of a warm-up?
Y1 -1.2	Exploring Our Voices Students continue to experiment with vocals using pitch, tone, and dynamics.	1 + 4	<ul style="list-style-type: none"> Vocal warm-ups develop control over pitch and dynamics. Call-and-response songs enhance musical memory and performance skills. Pitch movement games introduce high and low sounds in an interactive way. 		
Y1 -1.3	Meet the Instruments (Untuned) Students explore untuned percussion and play simple rhythm patterns.	2 + 3 + 4	<ul style="list-style-type: none"> Introduces students to untuned percussion, allowing them to explore different timbres. Playing in a rhythm band develops coordination and ensemble skills. Listening activities encourage musical appreciation and recognition of rhythm. 		
Y1 -1.4	Story Sounds (Untuned Instruments) Use untuned percussion to create a soundscape for a story.	2 + 3 + 4	<ul style="list-style-type: none"> Using percussion to create a soundscape encourages musical storytelling. Students develop active listening and creative decision-making. Performing as a group builds confidence and cooperation. 		
Y1 -1.5	Simple Songs - The Mosh Tots Theme! Play simple melodies using voices.	1 + 2 + 4	<ul style="list-style-type: none"> Use voices and, where available, percussion to perform simple melodies. Develop understanding of pitch, melody, and rhythm through singing, movement, and listening. Perform together as an ensemble, improving timing, coordination, and group awareness. 		
Y1 -1.6	Rhythms In Nature Create rhythms inspired by nature and perform them as a class.	2 + 3 + 4	<ul style="list-style-type: none"> Reinforces rhythm learning by associating beats with familiar animal sounds. Encourages creativity in rhythm composition. The group “animal orchestra” promotes collaboration and musical structure. 		
Y1 -1.7	Choosing a Theme and Assigning Roles Objective: Decide on a performance theme, brainstorm ideas, and assign musical roles trying out musical ideas for each.	1 + 3 + 4	<ul style="list-style-type: none"> Musical brainstorming allows students to make creative choices. Assigning performance roles fosters an understanding of different musical elements. Encourages discussion and active engagement with musical styles. 		
Y1 -1.8	Creating the Music – Melodies and Lyrics Write lyrics and create simple melodies based on the chosen theme.	1 + 2 + 4	<ul style="list-style-type: none"> Writing lyrics develops musical creativity and literacy skills. Composing a melody supports understanding of pitch and structure. Group collaboration strengthens teamwork and musical decision-making. 		
Y1 -1.9	Adding Rhythm and Sound Effects Incorporate untuned percussion and soundscapes to enhance the performance.	2 + 3 + 4	<ul style="list-style-type: none"> Reinforces rhythm creation and layering sounds in a structured way. Assigning sound effects enhances students’ ability to connect music with storytelling. The soundscape practice develops active listening skills. 		
Y1 -1.10	Rehearsal 1 – Putting It Together Combine all the elements (lyrics, melody, rhythms, and sfx) into a cohesive performance.	1 + 2 + 3	<ul style="list-style-type: none"> Combines all musical elements (rhythm, melody, singing, sound effects) into a structured piece. Supports ensemble skills, performance confidence, and musical timing. Reflection time encourages students to evaluate their progress. 		
Y1 -1.11	Rehearsal 2 – Refining the Performance Polish the performance and practice transitions between sections and structure.	1 + 2 + 4	<ul style="list-style-type: none"> Encourages refinement of musical elements like tempo, dynamics, and transitions. Strengthens performance confidence and stage presence. Helps students develop a deeper awareness of musical expression. 		
Y1 -1.12	The Big Performance Perform for an audience and celebrate the students’ achievements.	1 + 2 + 3	<ul style="list-style-type: none"> Showcases students’ musical development through performance. Encourages self-expression and confidence in front of an audience. Promotes reflection and appreciation of their musical journey. 		

APPRAISING

- Can they listen to and express how a piece of music makes them feel?
- Can they respond to different moods in music and explain their reactions?
- Can they describe how different instruments create sounds and how sounds can be changed?
- Can they identify what different sounds can represent and why?
- Can they identify sounds with different textures?
- Can they recognise repeated patterns in music?
- Can they describe differences in tempo (fast/slow), dynamics (loud/quiet), and pitch (high/low)?
- Can they demonstrate an understanding of musical structure?
- Can they evaluate and improve their own work and give reasons for their choices?
- Can they say what they like and dislike about a piece of music and explain why?

PROGRESSION MAP YEAR 1 TERM 2

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW
Y1 - 2.1	Welcome Back! Wirral Sound Walk Pupils listen to and explore sounds in their local environment. Understand how everyday sounds can inspire music. Respond by creating and sharing simple sound ideas.	1 + 3 + 4	<ul style="list-style-type: none"> Identify and recreate local environmental sounds using voice, body, and percussion Explore the musical elements of dynamics, tempo, and timbre Respond creatively to a narrative sound walk
Y1 - 2.2	From Docks to Beats: Exploring Rhythm and pattern Pupils recreate industrial and environmental sounds using rhythm. Understand how patterns can represent real-life sounds. Perform rhythmic sequences inspired by the Wirral.	2 + 3 + 4	<ul style="list-style-type: none"> Explore untuned percussion and body percussion to create rhythm Perform simple rhythmic patterns inspired by local Wirral industry and transport Respond to visual and verbal cues with appropriate musical choices
Y1 - 2.3	Pitch and Pattern: Our Wirral Melody Pupils explore simple melodies using tuned instruments. Understand how pitch can represent places and feelings. Create and perform short melodic ideas inspired by the Wirral.	1 + 2 + 3 + 4	<ul style="list-style-type: none"> Explore pitch (high/low) using tuned percussion Perform and create simple melodic patterns Connect sounds with places and emotions
Y1 - 2.4	Mapping Our Music: Create a Graphic Sound Journey Pupils use graphic scores to represent sounds and ideas. Understand how music can be recorded using pictures and symbols. Create and follow a simple graphic score as a group.	2 + 3 + 4	<ul style="list-style-type: none"> Listen and respond to contrasting styles of music Explore musical dimensions like timbre, tempo, and dynamics Make simple comparisons between music from other cultures and our local music scene Express musical responses through movement, drawing, and sound
Y1 - 2.5	Music from the World, Music from the Wirral Pupils listen and respond to local and global music. Understand that music can sound different in different places. Respond through movement, drawing, or playing instruments.	1 + 3 + 4	<ul style="list-style-type: none"> Introduces tuned percussion (e.g., glockenspiels) to play simple melodies. Encourages understanding of pitch and melody through movement and singing. Group performance enhances ensemble playing and timing skills.
Y1 - 2.6	Our Band: Instruments and Identity Pupils explore different instrument families. Understand how instruments have different roles in a band. Choose roles and begin playing as a group.	2 + 3 + 4	<ul style="list-style-type: none"> Identify and describe different types of classroom instruments understand the concept of instrument families (tuned, untuned, voice) Begin building ensemble awareness by choosing group roles Develop creative identity as musicians
Y1 - 2.7	Starting Our Song: Building a Band Composition Pupils begin creating a class song using instruments and voices. Understand how musical ideas can be combined. Share and develop ideas as a group.	1 + 4	<ul style="list-style-type: none"> Create a repeated rhythm or melody as part of a group composition Choose instruments and vocal sounds to express an idea Begin developing a musical piece collaboratively using structure Connect personal and local identity to musical ideas
Y1 - 2.8	Building Our Song: Structure and Style Pupils organise their ideas into a simple song structure. Understand how sections and contrast shape a piece of music. Develop and perform sections of their group composition.	1 + 3 + 4	<ul style="list-style-type: none"> Organise musical ideas into a clear structure (beginning, middle, end) Explore changes in dynamics and texture for emotional effect Rehearse musical sections with increased awareness of timing and group performance Begin using musical vocabulary (loud/quiet, fast/slow, solo/all together)
Y1 - 2.9	Adding Rhythm and Sound Effects: Bringing Our Song to Life Pupils add percussion and sound effects to their song. Understand how rhythm and texture enhance a performance. Rehearse combining all elements together.	2 + 3 + 4	<ul style="list-style-type: none"> Create and layer rhythmic patterns using untuned percussion instruments Explore sound effects that evoke places, animals, or stories linked to Wirral Develop listening skills and timing within a group performance Experiment with texture and dynamics by combining melody, rhythm, and sound effects
Y1 - 2.10	Rehearsal 1: Putting It Together Pupils combine melody, rhythm, and sound effects. Understand how different parts fit together in a performance. Practise performing as a whole group.	1 + 2 + 3	<ul style="list-style-type: none"> Combines all musical elements (rhythm, melody, singing, sound effects) into a structured piece. Supports ensemble skills, performance confidence, and musical timing. Reflection time encourages students to evaluate their progress.
Y1 - 2.11	Rehearsal 2: Refining the Performance Pupils improve their performance through rehearsal. Focus on transitions, timing, and structure. Perform with increasing confidence and control.	1 + 2 + 4	<ul style="list-style-type: none"> Encourages refinement of musical elements like tempo, dynamics, and transitions. Strengthens performance confidence and stage presence. Helps students develop a deeper awareness of musical expression.
Y1 - 2.12	The Big Performance Pupils perform their song to an audience. Show confidence and teamwork in their performance. Celebrate achievements and enjoy performing together.	1 + 2 + 3	<ul style="list-style-type: none"> Showcases students' musical development through performance. Encourages self-expression and confidence in front of an audience. Promotes reflection and appreciation of their musical journey.



PROGRESSION MAP YEAR 1 TERM 3

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW
Y1 -3.1	Singing Our Stories Build vocal confidence and rhythm skills through chants and body percussion inspired by local places in Wirral. Encourage creativity and collaboration by composing and performing simple group chants about the community.	1 + 2 + 4	<ul style="list-style-type: none"> Develop vocal skills through call-and-response chants and body percussion. Experiment with creating rhythmic sounds using body percussion to accompany chants. Listen attentively to chants and sounds, then create and combine their own sounds to reflect stories and identity.
Y1 -3.2	Songs of Wirral: Exploring Local Songs Learn and sing a simple traditional or local Wirral song with repetitive phrases and a catchy chorus. Connect with the song's story or meaning to build emotional engagement.	1 + 3	<ul style="list-style-type: none"> Develop pitch accuracy and phrase memory through singing. Encourage expressive singing and group participation. Learn by ear and sing together in unison with correct pitch and rhythm.
Y1 -3.3	Local Beats: Adding Rhythm to Our Wirral Song Explore and create body percussion patterns and simple percussion rhythms to accompany the local song Develop an understanding of how rhythm supports and enhances singing.	1 + 2 + 3	<ul style="list-style-type: none"> Use body percussion and classroom percussion instruments to build rhythmic accompaniments for the song. Encourage listening and coordination between singers and percussionists. Experiment with layering rhythms to create a fuller group sound.
Y1 -3.4	Wirral Jam: Structuring Our local Song Combine singing and body percussion rhythms learned in previous lessons. Explore how different parts fit together to create a structured song.	1 + 2 + 4	<ul style="list-style-type: none"> Experiment with arranging verses, choruses, and percussion patterns. Work together to decide the order and repeat sections to form a complete song structure. Prepare to capture ideas visually or through simple notation next time.
Y1 -3.5	Song Study: Sing with Feeling: Express Yourself like a Future Yard Artist Explore a Future Yard song to learn how your voice can show different emotions using loud/soft sounds, speed, and tone. Connect these feelings to the stories and places of Wirral.	1 + 3 + 4	<ul style="list-style-type: none"> Develop control over vocal dynamics and tempo to express emotions clearly. Use body movement to support emotional expression in singing. Build confidence to sing expressively within a group performance setting.
Y1 -3.6	A Touch of the World: Global Sounds Introduce a gentle world music influence into the Wirral song through rhythm or melody inspired by simple African, Caribbean, or other global musical elements. Connect this subtle global sound to the local Wirral identity already established.	3 + 4	<ul style="list-style-type: none"> Listen to examples of world music and identify key rhythmic or melodic features. Experiment with incorporating a call-and-response phrase or new rhythmic pattern into the existing song. Explore how music connects cultures and communities, supporting curiosity and respect.
Y1 -3.7	Our Song: Compose Together Build on the song learned and structured in previous lessons by adding new lyrics and musical ideas inspired by Wirral life and the wider world. Develop a simple verse and chorus structure collaboratively.	1 + 2 + 4	<ul style="list-style-type: none"> Encourage creativity in writing lyrics reflecting local themes like nature, places, or community. Combine voices, body percussion, and simple instruments to develop the song. Use group discussion and decision-making to shape the song's content and arrangement.
Y1 -3.8	Practice room: Group Rehearsal Rehearse the song incorporating singing, body percussion, and any tuned instruments. Focus on timing, dynamics, expression, and working as a team to bring the song to life.	1 + 2 + 4	<ul style="list-style-type: none"> Practice singing with clear diction, correct pitch, and expressive delivery. Refine body percussion patterns to complement the singing smoothly. Develop listening skills to stay in time with others and adjust volume for balance.
Y1 -3.9	Stage Skills: Movement and Presence Practice simple movements, gestures, and positioning that links to rhythm to enhance performance presence. Explore how body language, movement and use of musical dimensions can express the song's story and emotions.	1 + 4	<ul style="list-style-type: none"> Develop confidence in performing through purposeful movement and engagement with the audience. Learn to use gestures and facial expressions to support the song's meaning. Practice simple choreography or coordinated actions to accompany the song and body percussion.
Y1 -3.10	Dress Rehearsal: Bringing It All Together Run through the full performance with singing, body percussion, and movement. Focus on smooth transitions, clear vocal delivery, and tight coordination.	1 + 2 + 4	<ul style="list-style-type: none"> Build confidence by practicing the full piece as a group. Emphasise musical elements: pitch accuracy, rhythm, dynamics, and expression. Work on timing between singing, body percussion, and movements to create a polished performance.
Y1 -3.11	Future Yard Celebration Festival Performance Perform the class song live for an audience of peers, families, and community members. Celebrate musical achievements and the journey they've been on.	1 + 2 + 4	<ul style="list-style-type: none"> Deliver a confident and expressive performance using voices, body percussion, and movement. Encourage students to engage with the audience demonstrating expressive use of voice and movement. Foster a sense of pride and accomplishment in performing live.
Y1 -3.12	Wirral Remix: Play, Perform, and Explore Apply singing, rhythm, and instrument skills to create a new version of the class song. Experiment with instruments, body percussion, and simple improvisation to enhance the song and performance.	1 + 2 + 4	<ul style="list-style-type: none"> Encourage improvisation, listening, and collaboration within the group. Explore how melody, rhythm, and texture combine to create an exciting performance. Reflect on musical choices through active listening and sharing ideas.



PROGRESSION MAP YEAR 2 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y2 - 1.1	Back in the Practice Room: Finding the Beat Pupils revisit pulse through movement, clapping, and simple percussion. Reconnect with the steady beat that underpins music. Keep a consistent pulse together as a class.	1 + 3 + 4	<ul style="list-style-type: none"> Lead whole-class pulse activities using clapping and stepping. Play short pieces of music and ask pupils to find the beat through movement. Introduce simple percussion instruments and practise keeping a steady pulse together. 	Builds on KS1 1.1, 1.6 and 2.2 where pupils explored rhythm and body percussion. Now pupils focus on maintaining a steady beat more independently and recognising it in music.
Y2 - 1.2	Beat Detectives: Listening for the Pulse Pupils listen carefully to music and identify the steady beat. Use movement and percussion to show where the pulse is. Respond to different pieces by finding and keeping the beat.	1 + 3 + 4	<ul style="list-style-type: none"> Listen to short recordings and ask pupils to tap or clap along to the beat. Discuss which instruments might be keeping the pulse. Use movement to reinforce steady beat. 	Extends KS1 2.5 and 3.5 where pupils responded to music through movement and discussion. Pupils now identify the pulse more deliberately within music.
Y2 - 1.3	Drum Circle: Playing Together Pupils play percussion instruments together in a circle. Focus on maintaining a steady pulse as a group. Start and stop together while keeping time.	1 + 3 + 4	<ul style="list-style-type: none"> Introduce a simple drum circle structure. Pass the beat around the circle using percussion. Practise starting and stopping together on teacher cues. 	Builds on KS1 1.3 and 1.4 where pupils explored untuned percussion instruments. Now pupils focus on playing together and keeping time as a group.
Y2 - 1.4	Rhythm Echoes: Copy and Remember Pupils copy short rhythm patterns using clapping or percussion. Develop listening and memory skills through repetition. Take turns leading and responding to rhythm echoes.	1 + 3 + 4	<ul style="list-style-type: none"> Teacher performs short rhythm patterns. Pupils echo using clapping or percussion. Gradually increase the length of patterns. 	Extends KS1 1.3 and 2.2 where pupils explored rhythm patterns. Now pupils develop rhythm memory and accuracy when repeating patterns.
Y2 - 1.5	Drum Patterns: Repeating Rhythms Pupils create and repeat simple rhythmic patterns. Understand how rhythms can loop continuously. Perform repeating patterns in time with a steady beat.	1 + 2 + 4	<ul style="list-style-type: none"> Pupils experiment with short rhythm patterns. Practise repeating patterns steadily. Share patterns with the class. 	Progression from KS1 1.6 where pupils created rhythms inspired by nature. Now pupils focus on repeating and maintaining rhythmic patterns.
Y2 - 1.6	Fast Bands and Slow Bands: Exploring Tempo Pupils explore how tempo changes affect music. Use movement and percussion to play fast and slow. Adjust playing to match changes in speed.	1 + 3 + 4	<ul style="list-style-type: none"> Play rhythms at different speeds. Move or march to fast and slow music. Discuss how tempo changes the feel of music. 	Builds on KS1 2.5 where pupils responded to music through movement. Now pupils deliberately control speed in their playing.
Y2 - 1.7	Loud Bands and Quiet Bands: Exploring Dynamics Pupils experiment with loud and quiet sounds. Understand how dynamics change the feel of music. Control volume while playing as a group.	1 + 3 + 4	<ul style="list-style-type: none"> Play rhythms loudly and quietly. Respond to conductor signals. Discuss how dynamics change musical expression. 	Extends KS1 1.2 where pupils explored vocal dynamics. Now pupils apply dynamic control to instruments.
Y2 - 1.8	Build a Groove: Layering Rhythms Pupils combine different rhythm patterns. Understand how parts fit together to create a groove. Perform layered rhythms as a class ensemble.	1 + 2 + 4	<ul style="list-style-type: none"> Divide class into groups with different patterns. Layer rhythms together gradually. Listen to how the parts combine. 	Progression from KS1 1.3 and 1.6 where pupils created rhythms. Now pupils layer rhythms with others in an ensemble.
Y2 - 1.9	Rhythm Leaders Pupils take turns leading rhythm patterns. Develop confidence in directing others. Follow and respond to a leader while keeping in time.	1 + 2 + 4	<ul style="list-style-type: none"> Pupils create short rhythm patterns. Lead the class in repeating them. Encourage listening and following cues. 	Builds on KS1 1.7 where pupils began making musical decisions in groups. Now pupils take leadership roles in rhythm activities.
Y2 - 1.10	Band Warm Up Jam: Playing as a Group Pupils practise rhythm patterns together as a whole class. Focus on staying in time and listening to each other. Build confidence playing as an ensemble.	1 + 3 + 4	<ul style="list-style-type: none"> Combine several rhythm patterns. Practise playing together in time. Adjust volume and timing to stay together. 	Extends KS1 1.10 and 2.10 where pupils rehearsed performances. Now pupils focus on ensemble timing and coordination.
Y2 - 1.11	Practice Like a Band: Small Group Rhythm Pupils practise rhythm patterns in small groups. Listen carefully to others while playing. Keep a steady pulse within a group setting.	1 + 2 + 4	<ul style="list-style-type: none"> Divide class into rhythm groups. Rehearse patterns together. Encourage pupils to listen and stay in time. 	Progression from KS1 1.7 and 2.7 where pupils worked in groups. Now pupils develop stronger ensemble listening.
Y2 - 1.12	Rhythm Factory Showcase: Sharing Our Grooves Pupils share rhythm patterns and grooves with the class. Perform as a group with confidence and control. Listen to others and celebrate different ideas.	1 + 2 + 3 + 4	<ul style="list-style-type: none"> Groups perform rhythm grooves. Audience listens for pulse and patterns. Reflect on what worked well. 	Builds on KS1 1.12 and 2.12 where pupils performed previously. Now pupils share short rhythmic performances with greater confidence and control.

PROGRESSION MAP YEAR 2 TERM 2

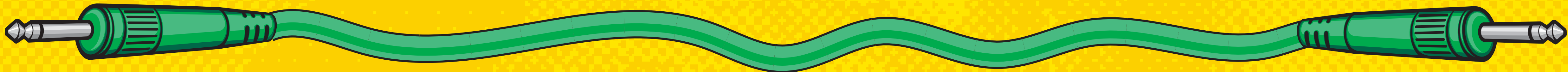
LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y2-2.1	Welcome to the Studio: Listening Like Musicians Pupils are introduced to a recording studio environment. Practise careful listening to identify instruments, voices, and basic musical features. Understand how attentive listening helps create better music.	3 + 4	<ul style="list-style-type: none"> Introduce the idea of a recording studio. Listen to a song and identify what pupils can hear. Discuss voices, instruments and beat. 	Builds on KS1 2.5 and 3.5 where pupils listened and responded to music. Now pupils listen with greater focus, identifying voices and instruments.
Y2-2.2	Voice Check: Warming Up Our Voices Pupils explore vocal warm-ups to prepare their voices. Understand how singers use warm-ups to protect their voices and improve performance. Practise exercises to develop pitch, tone, and control.	1 + 4	<ul style="list-style-type: none"> Lead simple vocal warm-ups. Explore high/low sounds and articulation. Practise singing short phrases clearly. 	Builds on KS1 1.2 and 3.1 where pupils explored vocal sounds and chants. Now pupils develop more control over pitch and vocal tone.
Y2-2.3	Sing It Back: Echo Songs Pupils copy short sung phrases to develop pitch matching. Understand how listening carefully helps reproduce melodies accurately. Practise echoing phrases individually and in small groups.	1 + 3 + 4	<ul style="list-style-type: none"> Teacher sings short melodic phrases. Pupils echo using their voices. Gradually increase phrase length. 	Extends KS1 1.5 where pupils explored simple melodies. Now pupils improve pitch accuracy through echo singing.
Y2-2.4	Learning the Track: A Class Song Pupils learn a simple class song for studio-style performance. Understand melody, rhythm, and lyrics as part of a complete piece. Practise singing together to develop timing and ensemble confidence.	1 + 4	<ul style="list-style-type: none"> Teach a short, repetitive song. Practise singing together in time. Focus on clear words and steady tempo. 	Builds on KS1 3.2 where pupils learned local songs. Now pupils focus on accuracy, memory and confidence in singing together.
Y2-2.5	Rhythm Section: Adding Percussion Pupils add percussion accompaniment to the class song. Understand how rhythm supports melody and creates groove. Perform together, combining voice and percussion to enhance the song.	1 + 2 + 4	<ul style="list-style-type: none"> Introduce simple percussion rhythms. Practise playing while others sing. Swap musical roles. 	Builds on KS1 3.3 where rhythm supported singing. Now pupils coordinate instruments with singing.
Y2-2.6	Instrument Focus: Exploring the Glockenspiel Pupils explore the glockenspiel safely and correctly. Understand how the instrument produces sound and how to hold beaters. Practise simple note patterns and short sequences.	1 + 3 + 4	<ul style="list-style-type: none"> Perform the class song in full. Record or pretend to record the performance. Encourage concentration and teamwork. 	Extends KS1 1.10 and 2.10 where pupils rehearsed pieces. Now pupils aim for accuracy and focus during performance.
Y2-2.7	Playing the Notes: Adding Glockenspiel Patterns Pupils play simple note patterns or ostinatos to accompany the class song. Understand how melody and accompaniment work together. Develop coordination between tuned percussion and vocals.	3 + 4	<ul style="list-style-type: none"> Listen to recorded performance if available. Discuss what sounded strong. Identify ways to improve. 	Builds on KS1 3.12 where pupils reflected on their music-making. Now pupils begin to notice details in their performance.
Y2-2.8	Improving the Track: Singing with Expression Pupils refine singing using dynamics, tempo, and phrasing. Understand how expression changes the feeling and impact of music. Practise performing with emotion and clear vocal delivery.	1 + 4	<ul style="list-style-type: none"> Practise loud and soft singing. Explore expressive voices. Rehearse song with improved control. 	Extends KS1 1.2 where pupils explored vocal dynamics. Now pupils apply expression intentionally.
Y2-2.9	Studio Take One: Our First Recording Pupils perform the song as if recording in a studio. Understand how rehearsal and preparation affect the final recording. Reflect on timing, balance, and confidence in performance.	1 + 2 + 4	<ul style="list-style-type: none"> Assign singing and percussion roles. Practise playing and singing together. Focus on timing and listening. 	Progression from KS1 3.4 where pupils combined rhythms and singing. Now pupils perform with stronger coordination.
Y2-2.10	Improving the Track: Dynamics and Expression Pupils refine performance using loud/quiet contrasts and clear entries. Understand how musical expression enhances audience engagement. Practise collaboratively, focusing on control and confidence.	1 + 3 + 4	<ul style="list-style-type: none"> Perform the song again. Compare with previous performance. Reflect on improvements. 	Extends KS1 1.11 and 2.11 where pupils refined performances. Now pupils aim to improve accuracy and expression.
Y2-2.11	Studio Take Two: Final Recording Pupils perform a polished, final version of the class song. Understand the importance of practice, revision, and attention to detail. Experience performing as part of a group, ready for sharing or playback.	1 + 3 + 4	<ul style="list-style-type: none"> Share recordings or live performance. Encourage positive feedback. Celebrate teamwork and improvement. 	Builds on KS1 1.12 and 2.12 where pupils shared performances. Now pupils present their work more confidently.
Y2-2.12	Studio Reflections: Review Your Track! Pupils reflect on their singing, percussion, and recording experiences. Understand what went well and what could be improved in future performances. Share observations and ideas to support each other's musical growth.	3 + 4	<ul style="list-style-type: none"> Discuss what helped the song improve. Identify favourite musical moments. Reflect on singing confidence. 	Extends KS1 3.12 where pupils reflected on musical learning. Now pupils articulate what helped their music improve.

PROGRESSION MAP YEAR 2 TERM 3

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y2-3.1	Back in the Band Room: Warming Up Together Pupils revisit rhythm, singing, and instrument skills through musical warm-ups. Refresh ensemble awareness and coordination while warming up voices and instruments. Develop confidence and focus, preparing pupils for group performance.	1 + 4	<ul style="list-style-type: none"> Lead rhythm and vocal warm-ups. Revisit pulse using percussion and movement. Prepare for ensemble playing. 	Builds on KS1 4.1 and 5.2 where pupils practised rhythm and vocal warm-ups. Pupils now combine skills confidently and independently.
Y2-3.2	Meet the Band: Musical Roles Pupils explore simple band roles such as singer, percussion, and melody instruments. Understand how different musical roles contribute to the overall sound of a band. Experiment with taking on roles individually and within small groups.	1 + 2 + 4	<ul style="list-style-type: none"> Demonstrate instrument roles. Pupils try singing, rhythm and melody parts. Discuss how different parts work together. 	Builds on KS1 2.6 where pupils explored instrument families and band roles. Pupils now apply these roles in ensemble playing.
Y2-3.3	Rhythm Section: Keeping the Groove Pupils focus on percussion parts that support the band. Develop timing and consistency by maintaining steady rhythms alongside others. Strengthen listening skills and ensemble awareness in the context of groove-based performance.	1 + 2 + 4	<ul style="list-style-type: none"> Practise repeating rhythm patterns. Maintain steady pulse. Listen to other parts while playing. 	Extends KS1 4.8 where pupils layered rhythms. Pupils now maintain rhythm while others perform different musical parts.
Y2-3.4	Melody Makers: Playing Tuned Instruments Pupils explore simple melodies on tuned instruments. Develop accuracy, hand coordination, and pitch recognition while performing short melodic lines. Apply melodic understanding to complement the rhythm section in ensemble work.	1 + 2 + 4	<ul style="list-style-type: none"> Introduce simple melodic patterns. Practise playing tuned instruments. Combine melody with rhythm parts. 	Builds on KS1 2.3 where pupils explored pitch and melody. Pupils now play short melodic phrases with greater control.
Y2-3.5	Play Together: Our First Band Piece Pupils combine rhythm, melody, and singing into a simple group performance. Coordinate timing, dynamics, and musical cues to perform as a cohesive ensemble. Experience practical application of skills learned in prior lessons, reinforcing collaboration.	1 + 2 + 4	<ul style="list-style-type: none"> Assign band roles. Combine rhythm and melody parts. Practise staying in time together. 	Extends KS1 3.4 where pupils structured songs. Pupils now coordinate different musical parts simultaneously.
Y2-3.6	Start, Stop and Everything Between: Following Musical Cues Pupils practise responding to visual and musical cues during performance. Develop the ability to enter and exit confidently, ensuring clean starts and endings. Refine listening, focus, and responsiveness in a live ensemble setting.	1 + 3 + 4	<ul style="list-style-type: none"> Use conductor signals for start and stop. Practise responding quickly. Encourage attentive listening. 	Builds on KS1 4.3 where pupils started and stopped together in rhythm activities. Pupils now respond more independently.
Y2-3.7	Band Practice: Rehearsing Our Music Pupils rehearse their band piece in small groups. Consolidate rhythm, melody, and dynamics while refining musical sections. Strengthen group problem-solving and collaborative rehearsal skills.	1 + 2 + 4	<ul style="list-style-type: none"> Rehearse in small groups. Encourage teamwork and listening. Refine timing and coordination. 	Progression from KS1 4.11 where pupils practised rhythm patterns in groups. Pupils now rehearse full ensemble parts.
Y2-3.8	Adding an Intro: Starting Our Music Pupils add a simple musical introduction to their band piece. Experiment with opening phrases, motifs, and rhythmic hooks to engage listeners. Apply compositional thinking while connecting intro to main performance.	1 + 2 + 4	<ul style="list-style-type: none"> Explore different ways to begin music. Choose a class introduction. Practise starting confidently. 	Builds on KS1 3.4 where pupils explored song structure. Pupils now shape a clear musical beginning.
Y2-3.9	Adding an Ending: Finishing Strong Pupils create a clear ending to their music. Explore cadences, rhythmic finales, or melodic cues to conclude pieces effectively. Develop understanding of musical structure, reinforcing start-to-finish performance flow.	1 + 2 + 4	<ul style="list-style-type: none"> Experiment with musical endings. Choose a class ending. Practise ending together. 	Extends KS1 3.4 where pupils structured songs. Pupils now design confident musical endings.
Y2-3.10	Full Band Rehearsal Pupils rehearse their full band performance with increased coordination and confidence. Integrate all learned musical elements—rhythm, melody, dynamics, cues, and form. Prepare for live presentation, consolidating rehearsal techniques and ensemble teamwork.	1 + 2 + 4	<ul style="list-style-type: none"> Run through the full band piece. Adjust timing and dynamics. Encourage confident playing. 	Progression from KS1 1.11 and 2.11 where pupils rehearsed performances. Pupils now manage ensemble coordination.
Y2-3.11	Mini Gig: Performing Together Pupils perform their band piece for classmates or another group. Experience the dynamics of live performance and audience interaction. Demonstrate progress in individual and group musical skills in a supportive setting.	1 + 3 + 4	<ul style="list-style-type: none"> Perform the band piece. Encourage audience listening. Celebrate teamwork and confidence. 	Builds on KS1 1.12, 2.12 and 3.11 where pupils previously performed. Pupils now perform with clearer musical roles.
Y2-3.12	Refine and Remix: Improving Our Music Pupils listen critically to their performance, then make deliberate musical choices. Adjust rhythm, melody, dynamics, or texture based on reflection and feedback. Develop self-evaluation, improvisation, and editing skills to enhance ensemble work.	1 + 2 + 3 + 4	<ul style="list-style-type: none"> Listen to the band piece carefully (teacher or peer performance). Identify one area to improve (timing, dynamics, ensemble balance, or adding a musical flourish). Practise the improvement and perform the piece again. Discuss how the changes affect the music and feel. 	Extends KS1 6.10–6.11 where pupils rehearsed and performed. Pupils now make independent musical decisions to refine their piece.



DESIGN	INTENT: What you plan to teach and why	IMPLEMENTATION: How the teaching and learning is delivered	IMPACT: What students learn, remember, and can do as a result
<p>KS2</p>	<ul style="list-style-type: none"> ▪ Curriculum Aim: To enable students to explore music as a form of self-expression, community connection, and storytelling by learning how sound, rhythm, melody, and structure combine to create original music. ▪ Development Goals: Build foundational and creative skills in composition, performance, and critical listening, leading to a student-led original performance. ▪ Real-World Connection: Music is framed as something relevant to students' lives, community, and identity, not just technical theory. ▪ End Goal: Students work towards creating, arranging, and performing their own original song that reflects their voice, ideas, and community experience. 	<ul style="list-style-type: none"> ▪ Sequenced Learning: Lessons begin with exploration of sound, rhythm, and melody. Students then progress into creating compositions using lyrics and structure, before moving into arranging, rehearsing, and performing their work. ▪ Skills Progression: Students build core musical skills step by step, from listening and responding, to composing melodies and lyrics, and eventually developing performance and ensemble confidence. ▪ Practical Activities: Music-making is hands-on in every session, using voice, body percussion, untuned percussion, and classroom instruments to explore and create sound. ▪ Vocabulary and Concepts: Key concepts such as pitch, rhythm, tempo, structure, dynamics, melody, and soundscape are introduced and reinforced through active creation and discussion. ▪ Collaboration: Students work in groups to brainstorm, compose, rehearse, and perform. Shared musical roles and tasks build teamwork, leadership, and communication skills. ▪ Reflection: Rehearsals and group work include regular opportunities for students to evaluate progress, refine musical ideas, and build awareness of performance and expression. 	<p>Knowledge & Skills: By the end of the unit, students will have had the opportunity to:</p> <ul style="list-style-type: none"> ▪ Describe and explore sound, rhythm, melody, and structure ▪ Compose and perform original lyrics and melodies ▪ Work collaboratively to build and arrange a complete song ▪ Use dynamics and tempo to express mood and emotion ▪ Confidently perform in front of others with clear musical purpose <p>Creative Confidence: Students feel empowered to share ideas musically and value their own voice and contribution.</p> <p>Progress Evidence:</p> <ul style="list-style-type: none"> ▪ Final performance can be filmed or shared with the school community ▪ Student reflections (verbal, written, or drawn) capture what they've learned ▪ Teachers can use observation or checklists to assess musical understanding, group work, and creativity <p>Lasting Impact: The experience promotes lifelong musical appreciation and equips students with tools for self-expression, teamwork, and creativity beyond the classroom.</p>



PROGRESSION MAP YEAR 3 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y3-1.1	Back in the Band Room: Reset the Groove Re-establish ensemble playing skills through independent rhythm and listening activities. Develop greater accuracy in maintaining pulse and rhythm within a group. Strengthen awareness of individual musical roles and responsibilities during performance.	1 + 2 + 4	- Pupils lead short warm-ups in pairs or groups - Revisit pulse using layered body percussion - Maintain steady beat while another group improvises simple rhythms	Builds on Y2 - 3.1 where pupils warmed up as a class. Pupils now begin leading warm-ups independently and maintaining pulse while other layers are active, increasing ensemble independence.
Y3-1.2	Beat Detectives: Inside the Groove Explore how multiple rhythms work together within a piece of music. Identify and perform layered rhythmic patterns with increasing confidence. Develop listening skills by analysing pulse, rhythm, and texture in ensemble music.	1 + 3 + 4	- Listen to recorded music with multiple rhythmic layers - Identify bass line, percussion, and rhythmic patterns - Tap or perform one layer while others continue different parts	Extends Y2 - 1.2 where pupils found a single steady beat. Now pupils distinguish between multiple rhythmic layers and begin separating parts within a groove.
Y3-1.3	Drum Circle Evolution: Polyrhythms Explore how contrasting rhythms can be performed simultaneously. Develop coordination and concentration through interlocking rhythmic patterns. Perform as part of a structured ensemble, maintaining an independent rhythm line.	1 + 2 + 4	- Small groups create contrasting rhythms - Layer rhythms in a structured drum circle - Respond to conductor signals for entry and exit	Builds on Y2 - 1.3 and 3.3 where pupils maintained a shared pulse. Pupils now perform contrasting rhythmic parts simultaneously, not just together.
Y3-1.4	Rhythm Echoes: Longer Patterns, Greater Memory Develop rhythmic memory through copying and extending longer patterns. Improve accuracy, concentration, and recall when performing rhythms. Create and perform original rhythmic sequences using learned patterns.	1 + 3 + 4	- Echo 2–4 bar rhythm patterns - Repeat and extend rhythms into sequences - Begin notating rhythms using simple symbols	Extends Y2 - 1.4 where pupils echoed short patterns. Now rhythms are longer, more complex, and begin linking to early notation thinking.
Y3-1.5	Groove Builders: Creating Layered Rhythms Create structured grooves using multiple rhythmic layers. Understand how different rhythmic parts contribute to texture and musical interest. Develop ensemble skills by performing complementary rhythms within a group.	1 + 2 + 4	- Create 3-layer class groove (beat / rhythm / texture) - Assign roles within groups - - Refine groove for clarity and balance	Progression from Y2 - 1.8 where pupils layered rhythms. Now pupils design and refine texture intentionally rather than simply combining parts.
Y3-1.6	Tempo Engineers: Controlling Time Explore how tempo influences the character and energy of music. Develop confidence performing at different speeds and through tempo changes. Use tempo purposefully to shape and enhance musical performances.	1 + 3 + 4	- Perform grooves at different tempos - Respond to conductor tempo changes - Build gradual accelerando/ritardando sections	Builds on Y2 - 1.6 where pupils reacted to tempo. Now pupils actively control and shape tempo changes within performance.
Y3-1.7	Dynamic Directors: Shaping the Sound Explore how dynamics can be used to communicate musical ideas and emotions. Develop control over volume and intensity within ensemble performances. Use dynamic contrast to shape musical structure and audience engagement.	1 + 3 + 4	- Create loud/quiet sections within grooves - Use conducting gestures to control dynamics - Compare expressive effects	Extends Y2 - 1.7 where pupils responded to dynamics. Now pupils direct dynamics to shape musical form, not just respond.
Y3-1.8	Future Yard Sound Lab: Building Identity Through Sound Explore how music can represent people, places, and identity. Create short musical motifs inspired by Future Yard and the local community. Develop original musical ideas that communicate a sense of character and place.	1 + 2 + 4	- Compose short 2–4 note motifs - Layer motifs into group textures - Explore “place-inspired” sound ideas	Builds on Y2 - 3.4 where pupils played melodic parts. Now pupils create original motifs with identity and purpose, not just perform given patterns.
Y3-1.9	Band Roles 2.0: Choosing Your Sound Identity Explore a wider range of ensemble roles within a band setting. Understand how rhythm, bass, melody, and supporting parts work together. Select and develop a musical role that contributes to a balanced group performance.	1 + 2 + 4	- Assign ensemble roles with responsibility - Rotate leadership within groups - Balance sound between parts	Extends Y2 - 3.2 where pupils explored band roles. Now roles carry responsibility for shaping musical outcome, not just participation.
Y3-1.10	Build a Track: First Structured Composition Combine rhythm, melody, and structure to create an original group composition. Develop musical ideas into clear sections with purposeful organisation. Collaborate effectively to create and perform a cohesive piece of music.	1 + 2 + 4	- Create intro / main groove / ending structure - Combine motifs and rhythm layers - Rehearse full class composition	Builds on Y2 - 3.5 where pupils performed a band piece. Now pupils actively design structure rather than follow a given one.
Y3-1.11	Rehearsal Room: Refining the Ensemble Develop rehearsal techniques that improve group performance quality. Refine timing, balance, and clarity between musical parts. Evaluate performances and make adjustments to strengthen the overall ensemble sound.	1 + 2 + 4	- Refine ensemble balance - Practise transitions between sections - Improve timing accuracy	Extends Y2 - 3.7 where pupils rehearsed pieces. Now pupils independently diagnose and improve ensemble issues.
Y3-1.12	Future Yard Showcase: Sharing Our Sound Perform an original composition with confidence and musical awareness. Apply ensemble, rehearsal, and performance skills in a live-style setting. Reflect on creative achievements and celebrate progress as musicians.	1 + 2 + 4	- Perform structured composition - Audience feedback discussion - Reflect on musical choices	Builds on Y2 - 3.11 where pupils performed. Now performance includes original composition, structure control and audience awareness.

PROGRESSION MAP YEAR 3 TERM 2

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y3-2.1	Back in the Studio: Rebuilding the Band Mindset Re-establish core ensemble skills through rhythm, voice, and listening activities. Develop focus, precision, and awareness when making music with others. Strengthen musical discipline and confidence as part of a performing group.	1 + 3 + 4	- Tight ensemble warm-ups with increasing accuracy demands - Call-and-response rhythm patterns with syncopation introduced - Listening for multiple layers in short extracts	Builds on Y2 3.10–3.12 where pupils performed and refined ensemble work. Now pupils return with higher expectations for precision and musical awareness.
Y3-2.2	Pulse with Purpose: Locking into the Beat Develop a secure sense of pulse and steady tempo. Explore ways of maintaining a beat independently and within a group. Build confidence in keeping time without relying on constant external support.	1 + 3 + 4	- Clapping and stepping pulse while music changes tempo - Maintaining beat while others perform contrasting rhythms - Introduction to metronome or steady backing track	Extends Y2 1.1–1.3 where pupils kept a shared pulse. Now pupils sustain independence and consistency even when texture becomes more complex.
Y3-2.3	Beat Lab: Breaking Down Rhythms Explore how beats can be divided into smaller rhythmic units. Develop understanding of rhythm patterns through listening, performance, and creation. Create and perform more complex rhythms with increasing accuracy.	1 + 2 + 4	- Introduce quavers and simple subdivisions through speech rhythms - Compose 2–bar rhythmic patterns in groups - Perform and layer patterns	Builds on Y2 1.4–1.5 rhythm echo and repetition. Now rhythms are longer, more structured, and include internal subdivision.
Y3-2.4	Future Yard Soundscape: Urban Inspiration Explore how sounds can represent places, environments, and experiences. Create soundscapes inspired by local music culture, venues, and community spaces. Use a range of sounds to tell a musical story and create atmosphere.	1 + 2 + 4	- Use percussion, voice, and found sounds to represent “venue life” - Create layered soundscapes in groups - Explore dynamics and texture for atmosphere	Extends Y2 1.8 layering rhythms. Now pupils design atmosphere and setting rather than just repeating patterns.
Y3-2.5	Groove Builders: Tight Ensemble Playing Develop ensemble playing through layered rhythmic patterns. Understand how different musical parts work together to create a groove. Improve timing, listening, and coordination within a group performance.	1 + 2 + 4	- Split-class groove (bass pulse / rhythm layer / accent layer) - Practise staying locked to shared tempo - Swap parts to understand ensemble structure	Builds on Y2 3.3–3.5 where pupils played band roles. Now grooves are more interdependent and rhythmically precise.
Y3-2.6	Introducing Ostinatos: The Engine of Music Understand how repeating patterns are used in music. Explore rhythmic and melodic ostinatos through practical performance activities. Use ostinatos to support and structure original musical ideas.	1 + 2 + 4	- Create short repeated patterns on percussion/tuned instruments - Layer ostinatos over a steady pulse - Explore how repetition creates structure	Extends Y2 3.4 melody work. Now pupils use repetition intentionally as a structural device.
Y3-2.7	Sound & Space: Dynamics in Performance Explore how volume and intensity affect musical expression. Understand how dynamics can shape the energy and impact of a performance. Use dynamic contrast to create interest and communicate musical ideas.	1 + 3 + 4	- Contrast loud/quiet sections within ensemble pieces - Conducted dynamic changes in real time - Discuss audience impact	Builds on Y2 2.8–2.10 expression work. Now dynamics are structured and controlled for performance effect.
Y3-2.8	Introducing Notation: Reading Rhythm Maps Begin reading and interpreting simple rhythmic notation. Understand how musical symbols represent timing and duration. Create and perform rhythmic patterns using basic notation.	1 + 2 + 4	- Graphic notation → stick notation transition - Read and perform short rhythmic “maps” - Create own simple notated rhythms	New progression step from Y2 improvisation and memory work. Pupils now record and read music visually.
Y3-2.9	Instrument Spotlight: Percussion Section Deep Dive Explore the roles of tuned and untuned percussion instruments. Understand how percussion contributes to rhythm, texture, and musical structure. Develop performance skills using a variety of percussion instruments.	1 + 2 + 4	- Explore timbre differences across percussion instruments - Assign specific roles in ensemble texture - Perform layered group pieces	Builds on Y2 3.2–3.5 band roles. Now pupils specialise and refine instrumental identity.
Y3-2.10	Band Writing: Creating Our First Original Groove Create original ensemble music using rhythm, pulse, and repeating patterns. Structure musical ideas into clear sections with defined roles. Collaborate effectively to develop and perform a group composition.	1 + 2 + 4	- Compose A/B sections using rhythm + ostinato - Decide group structure collaboratively - Practise transitions between sections	Extends Y2 3.8–3.10 structure work. Now pupils design original multi-section music.
Y3-2.11	Rehearsal Room: Refining the Arrangement Develop rehearsal strategies to improve musical performances. Refine timing, balance, dynamics, and ensemble coordination. Evaluate and adapt musical ideas to strengthen the overall arrangement.	1 + 2 + 4	- Focus on timing between layers - Refine entrances and exits - Improve balance between parts	Builds on Y2 rehearsal cycles. Now pupils self-correct and refine ensemble balance more independently.
Y3-2.12	Studio Share: First Performance Recording Perform a completed ensemble composition with confidence and control. Experience recording and reviewing a musical performance. Reflect on strengths, challenges, and next steps for future music-making.	1 + 3 + 4	- Perform full group piece - Record or simulate studio playback - Peer feedback using musical vocabulary	Extends Y2 performance reflection. Now pupils evaluate structure, texture, and ensemble precision.

PROGRESSION MAP YEAR 3 TERM 3

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y3-3.1	Back in the Band Room: Performance Reset Revisit ensemble playing skills with a focus on accuracy and control. Develop confidence maintaining individual parts within a group performance. Strengthen listening, timing, and awareness of other musicians.	1 + 3 + 4	- Ensemble warm-ups focusing on precision and timing - Rhythm and vocal recall games - Re-establish group performance discipline	Builds on Y3 2.12 performance reflection. Now pupils return with focus on refinement and consistency rather than exploration.
Y3-3.2	Instrument Spotlight: Guitar, Keys & Bass Introduction Explore the sounds and roles of guitar, keyboard, and bass within a band. Understand how different instruments contribute to rhythm, harmony, and melody. Experiment with playing simple musical ideas on key band instruments.	1 + 2 + 4	- Listen to guitar, keyboard, and bass in real songs - Explore simplified classroom versions of parts - Identify role of each instrument in a band	Extends Y3 2.7 band roles. Now pupils connect roles to real-world instruments used in industry.
Y3-3.3	Reading Music: Rhythmic Notation Growth Develop understanding of rhythmic notation and note values. Improve timing and pulse through reading and performing written rhythms. Apply rhythmic notation skills within practical ensemble activities.	1 + 2 + 4	- Read 1-bar and 2-bar notated rhythms - Clap and perform from notation - Translate sound into symbols	Builds on Y3 1.8 notation introduction. Now pupils read and perform with greater independence and accuracy.
Y3-3.4	Melody & Pitch Notation: First Notes Begin recognising how pitch is represented in written music. Explore pitch movement using simple staff notation. Perform and create short melodic phrases using basic notation.	1 + 2 + 4	- Introduce basic stave (lines/space pitch direction) - Match simple melodies to notation - Perform short notated melodies	Extends Y2 glockenspiel work. Now pupils connect pitch visually to performance more formally.
Y3-3.5	Future Yard Live: What Makes a Gig Work? Understand the different elements that contribute to a successful live performance. Explore the roles of performers, technicians, and venue staff. Identify how preparation and teamwork help create memorable audience experiences.	1 + 3 + 4	- Watch/observe live performance clips - Identify set order, energy changes, audience interaction - Discuss roles in live music production	Builds on Y3 2.11 live set practice. Now pupils analyse professional performance structure.
Y3-3.6	Songwriting Workshop: Building a Setlist Song Develop original musical ideas through collaborative songwriting. Explore how lyrics, melody, rhythm, and structure work together. Create a song that can be included as part of a live performance set.	1 + 2 + 4	- Combine hook, verse, chorus, and instrumental section - Decide arrangement as a group - Practise transitions	Extends Y3 2.8 arrangement work. Now pupils design performance-ready material.
Y3-3.7	Rehearsal Techniques: Fixing the Details Develop strategies for improving accuracy during rehearsals. Refine timing, balance, and coordination within ensemble performances. Evaluate performances and make targeted improvements.	1 + 2 + 4	- Isolate sections of songs for improvement - Focus on timing, dynamics, and cueing - Peer-led rehearsal moments	Builds on Y3 2.10 rehearsal work. Now pupils take more responsibility for improving performance quality.
Y3-3.8	Stagecraft: Movement, Presence & Confidence Develop confidence performing in front of an audience. Explore movement, communication, and stage presence during live performance. Understand how performers engage audiences through visual and musical expression.	1 + 3 + 4	- Practice facing audience and stage positioning - Add simple movement or gestures - Explore performance confidence strategies	Extends Y2–Y3 performance experience. Now pupils focus on presentation and audience engagement.
Y3-3.9	Music Careers: Who Makes the Music Happen? Explore a range of careers within the music industry. Understand the responsibilities of roles both on and off the stage. Recognise how different skills contribute to successful music events and projects.	1 + 3 + 4	- Learn about musicians, producers, sound engineers, promoters - Discuss how music is created and shared - Match roles to live and studio contexts	New progression layer: connects classroom music to real-world careers and industry pathways.
Y3-3.10	Full Band Rehearsal: Running the Set Develop performance stamina by rehearsing a complete set of music. Practice transitions between songs and performance elements. Refine timing, coordination, and confidence through sustained rehearsal.	1 + 2 + 4	- Run complete song/set without stopping - Practise transitions and cues - Refine ensemble balance	Builds on Y3 3.7. Now pupils perform continuously like a real set.
Y3-3.11	Mini Gig: Live Performance Experience Experience performing music for an audience in a live setting. Apply rehearsal skills, stagecraft, and ensemble awareness during performance. Develop confidence through sharing music with others.	1 + 3 + 4	- Perform full song confidently - Manage performance energy and focus - Engage with audience	Extends Y2–Y3 performance experiences. Now framed as a live music event.
Y3-3.12	Reflection & Remix: Evolving Our Sound Evaluate personal and group musical progress. Reflect on strengths, challenges, and achievements throughout the project. Adapt and develop existing musical ideas through creative experimentation.	1 + 2 + 3 + 4	- Reflect on performance strengths and improvements - Suggest changes to arrangement or dynamics - Perform an improved “remix” version	Builds on Y3 1.12 and 2.12 reflection. Now pupils actively reshape music based on evaluation.

PROGRESSION MAP YEAR 4 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y4 - 1.1	Sound Exploration and Community Connections Understand that sound is everywhere and has many forms. Begin to recognise how sounds can represent emotions or stories. Create a collective soundscape representing the school or community.	1 + 4 + 5	<ul style="list-style-type: none"> - Sound collages use voices, body percussion, and objects, developing their ensemble performance skills. - Engaging with different types of sounds (human-made, natural, musical), appreciating the variety and emotion conveyed through sound. - Sound exploration and sharing support their understanding of how sound can communicate emotions and stories, aligning with expressive performance. 	Builds on KS1 1.4 and 2.1 where pupils created soundscapes and explored environmental sounds. Now pupils shape sounds more deliberately to represent ideas, emotions, and community identity.
Y4 - 1.2	Rhythm in the Community Develop rhythm skills through body percussion. Understand how rhythm can represent different elements of a community. Create and perform rhythmic patterns inspired by local environments.	1 + 2 + 4 + 6	<ul style="list-style-type: none"> - Performing rhythmic patterns in small groups using body percussion, exploring ensemble performance. - Rhythm compositions reflect community scenes, encouraging improvisation and creative interpretation of rhythmic patterns. - Collaboration, composition, and performing rhythmic representations of different aspects of community life linking to musical history. 	Builds on KS1 1.1, 1.6 and B1 rhythm units where pupils explored pulse and simple patterns. Now pupils create more structured rhythmic patterns and link them to real-life contexts.
Y4 - 1.3	Find Your Sound: Playing with Pitch and Melody Understand the concept of pitch and melody. Use voice and body percussion to explore different pitches and create simple melodies. Perform short melodic ideas individually and as a group.	1 + 3	<ul style="list-style-type: none"> - Exploring pitch and melody through vocal exercises and simple melodies, practicing solo and ensemble singing. - Pitch exploration deepens students' understanding of music theory through vocal imitation and the creation of melodies with varying pitches. - Melody creation encourages students to understand how pitch is used in both vocal and instrumental contexts. 	Builds on KS1 1.2 and 2.3 where pupils explored pitch through voice and tuned instruments. Now pupils begin shaping simple melodies with greater control and intention.
Y4 - 1.4	Groove and Tune: Creating Together Combine rhythm and melody to create simple musical pieces. Work collaboratively to bring together different musical elements. Perform group pieces, focusing on timing and coordination.	1 + 2	<ul style="list-style-type: none"> - Collaboration in small groups to combine rhythmic and melodic elements in their compositions, reinforcing ensemble performance skills. - Composition tasks allow students to experiment with both rhythm and melody, blending elements creatively. - Encouraged to work together to develop a piece that integrates both rhythmic patterns and melodic sequences. 	Extends KS1 1.9 and 2.8 where pupils combined rhythm and melody in group pieces. Pupils now integrate these elements more independently to create cohesive compositions.
Y4 - 1.5	Feel the Sound: Music and Emotion Understand how music conveys emotions. Use dynamics and tempo to express different feelings. Create short pieces that represent different moods or stories.	3 + 4 + 5	<ul style="list-style-type: none"> - Analysing and creating music that reflects different emotions, incorporating dynamics and tempo to convey feeling. - Listening to music from different genres and traditions to explore how emotions are conveyed through music. - Creating emotional soundtracks, students learn to notate their ideas and understand how music communicates emotional tone. 	Builds on KS1 3.5 and B2.8 where pupils explored dynamics and expression. Now pupils use tempo and dynamics more purposefully to communicate emotion.
Y4 - 1.6	Building a Track: Song Structure 101 Understand basic song structure (verse, chorus, bridge). Explore how different sections of a song work together. Begin structuring original musical ideas into clear sections.	1 + 2 + 6	<ul style="list-style-type: none"> - Creating and performing simple songs using verse and chorus, developing ensemble performance skills. - Songwriting explores the creative process, including improvisation and composition, while understanding song structure. - Gaining knowledge of the components of songs looking at historical examples and using that knowledge to collaborate on original compositions. 	Extends KS1 2.8 and 3.4 where pupils explored simple structure. Pupils now organise ideas into clearer song forms such as verse and chorus.
Y4 - 1.7	Find Your Voice: Crafting Lyrics That Hit Explore themes and storytelling through song lyrics. Begin writing simple lyrics based on chosen themes. Share and develop lyric ideas in pairs or small groups.	1 + 4 + 5 + 6	<ul style="list-style-type: none"> - Experimenting with lyric writing to tell stories and express emotions through music, honing their creative composition skills. - Listening to examples of song lyrics from different musical traditions to inspire their own writing recognising the role lyrics have played in music history. - Lyric writing involves composing original content that reflects themes such as community, nature, and personal experiences. 	Builds on KS1 1.8 and 3.7 where pupils created simple lyrics. Now pupils develop stronger themes and storytelling within their writing.
Y4 - 1.8	Shaping Your Song: Refining Lyrics and Melody: Add depth to lyrics and melodies. Begin to link melodies to lyrics. Refine and perform short sections of your song.	1 + 2	<ul style="list-style-type: none"> - Refining lyrics and melodies, ensuring that the two elements are closely aligned to enhance their song's impact. - Pairing melody with lyrics encourages students to experiment with improvisation and creative composition. - Perform refined songs in small groups, further developing their ensemble performance skills and gaining confidence in presenting their work. 	Extends KS1 1.8 and 2.7 where pupils combined lyrics and melody. Pupils now refine and align these elements more carefully.
Y4 - 1.9	Working Together: Collaborative Song Arrangement Learn to arrange a song with multiple sections. Assign roles in the performance. Rehearse arrangements, focusing on how parts fit together.	1 + 2	<ul style="list-style-type: none"> - Working together to arrange their song, determining the order of verses, choruses, and bridges. - Role assignments and collaboration, they practice ensemble performance, ensuring that each part complements the others. - Highlights the importance of teamwork in performance and composition, reinforcing improvisational and compositional skills. 	Builds on KS1 1.7 and 2.6 where pupils explored roles in group work. Pupils now take greater ownership of arranging and structuring their music collaboratively.
Y4 - 1.10	Getting Stage Ready: Performance Skills Build confidence performing in front of an audience. Practice transitions between sections of the song. Develop stage presence and awareness as a group.	1 + 2	<ul style="list-style-type: none"> - Building confidence performing in front of an audience, focusing on ensemble skills and refining their performances. - Performance sessions emphasise the importance of timing, transitions, and team coordination within their compositions. - Refining collaborative works, incorporating feedback to improve their improvisation and performance techniques. 	Extends KS1 3.9 and B3.6 where pupils explored performance skills and cues. Pupils now develop stage presence and transitions more confidently.
Y4 - 1.11	Dress Rehearsal: Perfecting Your Performance Simulate a live performance experience in the classroom. Finalise performance elements. Run the full performance, refining timing and coordination.	1 + 2	<ul style="list-style-type: none"> - Practicing final performances, emphasising fluidity and precision in ensemble performance. - Rehearsals highlight the students' ability to improvise and compose under time constraints, solidifying the performance. - The focus on stage presence and role clarity ensures that each student is actively contributing to the success of the performance. 	Builds on KS1 rehearsal experiences (1.10, 2.10, B3.10). Pupils now refine performances with greater independence and awareness of timing and coordination.
Y4 - 1.12	The Gig: Final Performance and Celebration Celebrate progress and achievements. Reflect on the musical journey and make future plans. Perform confidently as a group, demonstrating all learned skills.	1 + 4 + 5	<ul style="list-style-type: none"> - Perform final songs with confidence, showcasing progress in both individual and group contexts. - Reflection on their journey of developing creative, collaborative, and musical skills. - Listening to the final performances, appreciating the musical work of their peers and experiencing the collective achievement. 	Progression from KS1 final performances (1.12, 2.12, 3.11). Pupils now perform with increased confidence, control, and understanding of ensemble roles.

PROGRESSION MAP YEAR 4 TERM 2

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y4-2.1	Let's Jam! Reintroducing Instruments Build confidence, collaboration, and curiosity through exploring tuned and untuned instruments. Experiment with simple rhythms and melodies individually and together as a group. Develop listening, coordination, and ensemble skills in small and whole-class settings.	1 + 2 + 5	- Re-familiarise with tuned classroom instruments (e.g. glockenspiels, keyboards, chime bars) - Play simple melodic patterns and rhythms - Understand the concept of a band and the roles within it - Develop listening and ensemble awareness through call-and-response and group playing	Builds on KS1 instrument exploration (1.3, 2.6) and KS2 A1 ensemble work. Pupils now apply prior rhythm and melody skills when playing instruments within a band context.
Y4-2.2	Song Study: Learn a Future Yard Song Listen carefully to a Future Yard track to explore its melody, rhythm, and structure. Discuss and perform parts of the song using voices and instruments, focusing on group collaboration. Understand how individual musical elements contribute to the overall song.	1 + 4 + 5 + 6	- Learn and sing/play a simple section from a future yard song - Understand basic song structure (verse, chorus, etc.) - Develop ensemble performance (voice and percussion) and listening skills - Recognise the cultural identity of music from Wirral/Liverpool area	Extends KS1 song learning (2.4, 3.2) and KS2 A1 structure work (1.6). Pupils now analyse and perform songs with greater awareness of musical elements and form.
Y4-2.3	Explore Chords and Basslines Discover how chords and basslines create the foundation of a song's harmony and groove. Practice playing or singing simple chord progressions and bass patterns together as a group. Develop awareness of harmonic support and ensemble timing within a band.	1 + 2 + 3 + 5	- Understand the role of chords and basslines in songs - Play/sing along with simple chord sequence using tuned instruments - Sing the intervals of various chords to understand how they are created - Work in groups to combine melody, chords, and bass to create a simple band arrangement (if resources allow) - Develop listening and ensemble skills through layering music	Builds on KS1 tuned instrument work (2.3, B2.6) and KS2 A1 melody development (1.3). Pupils now explore harmony through chords and basslines.
Y4-2.4	Song Builder: Bring It All Together Combine melody, lyrics, and chords to create a full song section (verse or chorus). Rehearse and perform as a small band using instruments and voices. Apply prior understanding of motifs, chords, and ensemble coordination to structured composition.	1 + 2 + 4	- Combine lyrics, melody, and chords to create a short song section - Play as a band using tuned instruments and voices - Strengthen ensemble and rehearsal skills - Understand how musical parts work together to form a cohesive song	Extends KS2 A1 composition (1.4, 1.8). Pupils now combine melody, lyrics, and chords into more complete and structured song sections.
Y4-2.5	Intro to Song Structure Using a Pop Song Analyse the structure of popular songs, focusing on intros, outros, and repeated sections. Understand how melody, lyrics, and harmony interact to form a coherent song. Build skills in recognising patterns and sections that can inform pupils' own compositions.	1 + 2 + 3 + 4	- Identify common sections of a song (verse, chorus, bridge) - Listen to and analyse a pop song's structure - Explore how different parts contribute to the mood and story - Perform parts of the song with attention to their role in the whole	Builds on KS2 A1 structure learning (1.6) and KS1 structure work (2.8). Pupils now analyse how full songs are organised and how sections function together.
Y4-2.6	Arranging for a Band: Roles and Responsibilities Learn to arrange songs for different instruments and voices. Assign band roles such as lead singer, instrumentalists, backing vocals, percussion, and sound engineer. Develop organisational skills and understanding of how ensemble roles support a performance.	1 + 2 + 3 + 4	- Understand the different roles within a band and how they contribute to a performance - Practice assigning roles based on strengths and preferences - Explore how arrangement decisions affect the overall sound and feel - Develop teamwork and communication skills within a band context	Extends KS1 role exploration (2.6) and KS2 A1 arranging (1.9). Pupils now take greater responsibility for assigning and managing roles within a band.
Y4-2.7	Performance Techniques: Expression and Confidence Develop stage presence, body language, and audience engagement skills. Practise expressive playing and singing, focusing on dynamics, articulation, and timing. Gain confidence performing individually and as part of a group.	1 + 2 + 4	- Perform a short piece of music or song with clear expressive techniques (dynamics, articulation, body language). - Demonstrate increased confidence when performing in front of peers. - Reflect on their own and others' performance using simple feedback language.	Builds on KS2 A1 performance skills (1.10) and KS1 expressive work (3.5). Pupils now refine expression, confidence, and audience awareness.
Y4-2.8	Song Study 2: Digging Deeper into a Future Yard Track Study a Future Yard track in depth, analysing structure, layers, dynamics, and the role of instruments. Learn and perform a short section (verse or chorus) as a class band. Develop critical listening, performance precision, and collaborative interpretation.	1 + 2 + 4 + 5	- Deepen their understanding of musical structure, instrumentation, and dynamics in a local song. - Identify more advanced musical elements (e.g. harmony, backing vocals, instrumental fills). - Begin to replicate and perform parts of the song using instruments and/or voice.	Extends KS2 A2 2.2 and KS1 listening (2.5). Pupils now listen more analytically, identifying layers, structure, and musical detail.
Y4-2.9	Showcasing Identity: Naming Our Band Explore how musical artists build identity through names, stories, and visual choices. Collaborate to name your band and create a group identity inspired by your sound and message. Understand the connection between creative branding and musical expression.	2 + 4 + 4	- Develop a collective sense of identity for their band or performance group. - Explore how artists use names, image, and messaging to connect with audiences. - Finalise a band name and visual identity that reflects their group's values, sound, or local inspiration.	Builds on KS1 identity work (2.6, 3.7) and KS2 A1 collaboration (1.9). Pupils now develop a clearer artistic identity linked to their music.
Y4-2.10	Preparing for Performance Polish musical parts, rehearse transitions, and practice introductions. Make performance decisions that showcase confidence and teamwork. Refine ensemble cohesion and prepare for full-scale presentation.	1 + 2 + 4	- Refine their group performance through focused rehearsal. - Make decisions about staging, transitions, introductions, and presentation. - Prepare for a confident, engaging performance in front of an audience.	Extends KS2 A1 rehearsal (1.11). Pupils now refine performances with clearer structure, transitions, and presentation choices.
Y4-2.11	Dress Rehearsal: Full Run-Through Run through the entire class performance in real-time. Practise performing confidently from start to finish with minimal teacher input. Identify last-minute adjustments and rehearse problem-solving as a group.	1 + 4	- Perform their final piece in full, as if it were the live show. - Practise transitions, intros, and stagecraft in performance conditions. - Reflect on performance quality and receive constructive peer feedback.	Builds on KS1 and KS2 rehearsal cycles. Pupils now perform with increased independence, coordination, and control.
Y4-2.12	Final Gig: Live at Our School Deliver a polished, full performance for an audience of peers. Demonstrate ensemble coordination, expressive playing, and confident stage presence. Reflect on the journey from rehearsal to live show and celebrate collective achievement.	1 + 4	- Perform final songs with confidence, showcasing progress in both individual and group contexts. - Reflection on their journey of developing creative, collaborative, and musical skills. - Listening to the final performances, appreciating the musical work of their peers and experiencing the collective achievement.	Progression from KS2 A1 performance (1.12). Pupils now deliver more polished, confident performances with stronger ensemble cohesion.

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y4-3.1	Backstage Pass - Kickstarting and Planning Our Final Show Reignite excitement and confidence in making music together. Set goals and plan for the final performance, exploring ideas for songs, instruments, and roles. Encourage creativity and teamwork while preparing pupils for a focused rehearsal journey.	1 + 2 + 4	- Play and sing short sections of familiar songs with attention to timing and ensemble coordination - Build confidence and collaboration through rhythm games and band-style activities - Begin setting goals for the term as a class, and individually, as performers or creators	Builds on KS2 A2 performance and rehearsal skills (2.10–2.12). Pupils now take greater ownership of planning, preparing, and shaping a final outcome.
Y4-3.2	The Soundcheck - Playing Tight as a Team Strengthen ensemble playing and musical accuracy. Develop listening skills and coordination while rehearsing as a band. Use peer feedback to refine timing, dynamics, and overall musical cohesion.	1 + 2 + 4	- Rehearse and perform short musical pieces as a group, focusing on tight timing and ensemble listening - Develop musical precision through warm-up games and layered composition activities - Identify and apply ways to improve group performance using peer feedback and self-reflection	Extends KS1 B3 ensemble foundations and KS2 A2 rehearsal skills. Pupils now focus on precision, tight ensemble playing, and musical cohesion.
Y4-3.3	Song Study 3 - Our Local Music Scene Study a Future Yard track in depth - structure, layers, dynamics, and instrument roles. Perform a short section (verse or chorus) as a class band, applying ensemble skills. Analyse how professional music techniques can inform their own performances and arrangements.	1 + 2 + 4 + 5 + 6	- Deepen their understanding of musical structure, instrumentation, and dynamics in a local song. - Identify more advanced musical elements (e.g. harmony, backing vocals, instrumental fills). - Begin to replicate and perform parts of the song using instruments and/or voice.	Builds on KS2 A2 song study (2.2, 2.8). Pupils now analyse music more deeply and apply this understanding to performance.
Y4-3.4	Musical Message: What's Our Song About? Define the message of the original song and consider melody. Refine lyrics and musical choices to express meaning clearly. Explore how music can communicate ideas, emotions, and narratives to an audience.	2 + 4 + 5	- Explore how songs communicate feelings and messages through lyrics and sound - Refine our original lyrics and melodies to strengthen our chosen theme - Make musical decisions (dynamics, rhythm, pitch) that help tell our story effectively	Extends KS2 A1 lyric writing (1.7) and KS2 A2 song development (2.4). Pupils now refine meaning, intention, and clarity in their music.
Y4-3.5	Our Song Structure: Telling the Full Story Finalise song structure including solos, bridges, and call-and-response sections. Arrange musical sections to guide the listener through the intended message. Combine rhythm, melody, and harmony knowledge from previous terms into a coherent composition.	1 + 2 + 3 + 4	- Combine lyrics, melody, and chords to create a short song section - Play as a band using tuned instruments and voices - Strengthen ensemble and rehearsal skills - Understand how musical parts work together to form a cohesive song	Builds on KS2 A1 structure (1.6) and KS2 A2 song-building (2.4, 2.5). Pupils now create more complex and intentional song forms.
Y4-3.6	Festival Creators: Build Our Own Music Festival Design a music festival with a unique name, theme, and identity inspired by their band and community. Create a mini-lineup, visuals, and branding to bring their festival concept to life. Connect musical creativity with event design, planning, and teamwork skills.	1 + 2 + 4 + 5 + 6	- Create a festival concept that shows creativity and musical identity. - Learn key festival elements like name, theme, lineup, and visuals. - Understand how bands connect to music events and industry. - Work together to share ideas and present to peers.	Extends KS2 A2 identity work (2.9). Pupils now apply their musical identity to wider creative contexts such as festival design and branding.
Y4-3.7	Industry Inspiration: My Music Future *lesson can be moved to align with school trip* Reflect on the careers trip to Future Yard and explore real-life music industry roles. Discuss pathways in performance, production, and management within the music sector. Inspire pupils to set creative ambitions and identify which music careers excite them most.	1 + 3 + 4	- Understand a variety of careers in music beyond performance - Listen attentively to stories and information about music jobs - Reflect on personal interests and goals related to music careers.	Builds on KS1 listening and KS2 A2 industry awareness. Pupils now connect their musical learning to real-world careers and pathways.
Y4-3.8	Studio Session: Refining Your Song Shape lyrics to fit a melody and groove with backing tracks and live percussion. Decide collaboratively on rhythms, textures, and instrumentation to enhance the song. Apply composition, arrangement, and performance skills in a practical studio-style setting.	1 + 2 + 3	- Develop creativity by adjusting lyrics to match a melody and beat. - Experiment with percussion and rhythmic patterns to complement the backing track. - Build confidence performing parts individually and as an ensemble. - Make musical choices collaboratively to improve the overall song.	Extends KS2 A1 and A2 composition and arrangement. Pupils now refine, adapt, and improve their work through a more realistic 'studio-style' process.
Y4-3.9	Stage Prep: Expressive Playing and Performing Together Develop stage presence, body language, and audience engagement skills. Practice expressive playing and singing with dynamics, articulation, and timing. Learn how performance choices affect the audience experience, reinforcing confidence and cohesion.	1 + 2 + 4	- Perform a short piece of music or song with clear expressive techniques (dynamics, articulation, body language). - Demonstrate increased confidence when performing in front of peers. - Reflect on their own and others' performance using simple feedback language.	Builds on KS2 A2 performance techniques (2.7). Pupils now apply expression, dynamics, and stage presence in a more controlled and intentional way.
Y4-3.10	Dress Rehearsal: Live and Loud Perform a full run-through of the final set, simulating real performance conditions. Use peer feedback and self-reflection to refine musical and performance elements. Ensure transitions, entrances, and ensemble coordination are polished ahead of the live show.	1 + 2 + 3	- Play and sing confidently in a full group performance setting. - Apply stagecraft and musical expression skills developed earlier. - Listen attentively to peers and offer constructive feedback. - Reflect on performance strengths and areas for improvement.	Extends all prior rehearsal experiences. Pupils now prepare for performance with independence, precision, and consistency.
Y4-3.11	Future Yard Celebration Festival Performance Perform the class song live at the Future Yard festival for an audience of peers, families, and community members.	1 + 2 + 4	- Perform confidently as part of a group to an invited audience. - Demonstrate musical skills and expression developed throughout the term. - Show teamwork and support for fellow performers. - Celebrate achievements through music and community.	Progression from KS1 and KS2 performance outcomes. Pupils now perform in a more authentic setting with confidence, control, and clear group identity.
Y4-3.12	Celebrate progress and achievements from the term's musical journey. Write a short review of the performance, highlighting their own work, other bands/groups, and how music fostered community cohesion. Create a mini-article or feature for a Future Yard 'zine', exploring the theme: "How music brings us closer together."	4 + 6	- Reflect on individual, group, and community impact of the musical journey. - Appreciate the performance and identify moments that show how music brought people together. - Highlight strengths and areas for growth in both musical and creative communication skills. - Set creative goals for future music-making, writing, and collaborative projects.	Builds on KS1 reflection (B2.12) and KS2 A2 listening (2.8). Pupils now evaluate music more critically and communicate their ideas with greater clarity.

PROGRESSION MAP YEAR 5 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y5 - 1.1	Remix Lab: Changing the Beat Explore how a single rhythm can be transformed into different musical styles. Understand how groove, tempo, and dynamics affect the feel of a rhythm. Experiment with creating contrasting rhythmic versions as a group.	1 + 4 + 5	- Transforming rhythmic patterns by adjusting tempo, dynamics, and instrumentation to create contrasting musical styles. - Performing rhythmic variations in small ensembles, developing listening and coordination skills. - Exploring how rhythmic changes influence mood and musical character, strengthening musical awareness.	Builds on KS2a 1.2 and 1.4 where pupils created rhythmic patterns and simple ensemble grooves. Pupils now manipulate rhythm intentionally, exploring how changes to tempo, dynamics, and instrumentation alter musical style and character.
Y5 - 1.2	Melody Makeover: Reworking a Motif Explore how simple melodies can be adapted or varied. Understand how pitch, rhythm, and phrasing influence the character of a motif. Create new melodic versions using voices or tuned instruments.	1 + 2 + 4 + 6	- Transforming melodic motifs by altering pitch direction, rhythm, and phrasing. - Exploring melodic variation using tuned instruments and voice to test musical ideas. - Understanding how small melodic changes can create new musical identities.	Builds on KS2a 1.3 and 1.8 where pupils composed short melodic ideas and linked melody to lyrics. Pupils now adapt and develop melodic material, exploring how changes to pitch, rhythm, and phrasing create new musical identities.
Y5 - 1.3	Texture Builders: Thick and Thin Music Investigate how layering instruments changes the texture of a piece. Understand how thick and thin textures affect the listener's experience. Build small group arrangements exploring different layering combinations.	1 + 3	- Exploring musical texture through layering and removing instrumental parts. - Listening to and performing music with contrasting textures such as solo, small group, and full ensemble. - Developing awareness of how instrumental roles influence the overall sound of a piece.	Extends KS2a 1.4 and 2.4 where pupils combined rhythm and melody in group pieces. Pupils now focus on texture, exploring how layering and removing parts affects the overall sound and listener experience.
Y5 - 1.4	Band Arrangers: Who Plays What? Learn how different instruments contribute roles in an ensemble. Understand the concept of melody, accompaniment, and rhythmic support. Assign parts and experiment with arranging music for a small group.	1 + 2	- Assigning musical roles such as melody, rhythm, bass, and effects within group performances. - Experimenting with how instrumental parts interact within ensemble arrangements. - Developing collaborative composition skills through shared decision-making.	Builds on KS2a 1.9 and 2.6 where pupils explored roles within ensemble performances. Pupils now design and assign those roles themselves, making decisions about how musical parts are organised within an arrangement.
Y5 - 1.5	Intros, Drops & Breakdowns Explore how song sections create excitement, tension, and release. Understand how contrast between sections keeps a listener engaged. Experiment with arranging contrasting sections in small group performances.	3 + 4 + 5	- Listening to contemporary tracks to identify structural features such as intros, drops, and breakdowns. - Experimenting with creating contrasting musical sections using rhythm, melody, and dynamics. - Understanding how musical structure shapes audience engagement.	Extends KS2a 1.6 and 2.5 where pupils explored basic song structures such as verse and chorus. Pupils now explore additional structural features, using contrast and section changes to shape tension and engagement.
Y5 - 1.6	Rebuild the Track Analyse a piece of music and identify its main structural elements. Understand how rhythm, melody, and texture interact in a full piece. Reconstruct the piece by rearranging its elements to create a new version.	1 + 2 + 6	- Rearranging familiar musical material using new textures and structural ideas. - Experimenting with instrument combinations to create distinctive ensemble sounds. - Refining group arrangements through rehearsal and collaborative feedback.	Builds on KS2a 2.2 and 3.3 where pupils analysed and performed sections of songs. Pupils now rearrange musical material, experimenting with structure, texture, and instrumentation to create new versions.
Y5 - 1.7	Local Track Study: Producer's Ear Listen closely to a Future Yard track, identifying key musical features. Understand how professional musicians layer rhythm, melody, and texture. Recreate a short section of the track in small groups, applying observations.	1 + 4 + 5 + 6	- Listening analytically to recorded music, identifying instrumental layers and production choices. - Recognising the role of producers and arrangers in shaping a track. - Developing musical vocabulary to describe texture, structure, and instrumental roles.	Extends KS2a 2.8 and 3.3 where pupils identified musical elements within songs. Pupils now listen with a producer's perspective, analysing layers, texture, and production decisions.
Y5 - 1.8	Arrangement Challenge Develop a new arrangement using rhythm, melody, and texture explored in previous lessons. Understand how musical decisions affect cohesion and expression in a group. Work collaboratively to plan and begin performing a small ensemble arrangement.	1 + 2	- Applying arrangement techniques to create original ensemble versions of musical ideas. - Exploring dynamic contrast, texture changes, and instrumental layering. - Developing independence in collaborative musical decision-making.	Builds on KS2a 1.9 and 2.4 where pupils created structured group compositions. Pupils now apply arrangement techniques more independently, shaping texture, dynamics, and structure within ensemble work.
Y5 - 1.9	Band Rehearsal Skills Explore effective rehearsal techniques used by musicians. Understand how repetition, timing, and listening improve group performance. Practise rehearsing, refining, and improving arrangements in small groups.	1 + 2	- Developing rehearsal techniques including cueing, counting in, and maintaining steady tempo. - Practising ensemble coordination and balance between musical parts. - Refining performances through repetition and peer feedback.	Builds on KS2a 1.10 and 2.10 where pupils rehearsed and prepared performances. Pupils now use more structured rehearsal techniques, refining timing, coordination, and ensemble balance.
Y5 - 1.10	Inside the Studio: Producer Roles: Investigate the roles of producers and arrangers in music creation. Understand how musical ideas are developed and refined before performance. Experiment with directing group arrangements and making production decisions.	1 + 2	- Investigating the role of producers, sound engineers, and arrangers in the music industry. - Listening to examples of recordings to identify production decisions. - Understanding how studio roles influence the final musical outcome.	Extends KS2a 3.7 and 3.8 where pupils explored music industry roles and basic production processes. Pupils now take on decision-making roles, shaping musical outcomes through arrangement and direction.
Y5 - 1.11	Final Arrangement Rehearsal Refine ensemble arrangements, focusing on timing, dynamics, and transitions. Understand how practice improves group cohesion and confidence. Perform complete arrangements to peers, adjusting in response to feedback.	1 + 2	- Rehearsing arranged pieces with focus on timing, balance, and structural clarity. - Developing ensemble confidence through repeated practice and refinement. - Strengthening collaboration and musical communication within groups.	Builds on KS2a 1.11 and 2.11 where pupils refined full performances. Pupils now rehearse more complex, self-arranged pieces, improving cohesion, timing, and musical communication.
Y5 - 1.12	Remix Showcase Present final arrangements to the class or school audience. Understand how creative choices influence the final musical product. Demonstrate ensemble skills, musicality, and confidence in performance.	1 + 4 + 5	- Performing arranged compositions to an audience, demonstrating ensemble coordination. - Listening critically to peer performances and identifying musical strengths. - Reflecting on the creative process of transforming and arranging music.	Builds on KS2a 1.12 and 2.12 where pupils performed final compositions. Pupils now present arranged and remixed work, demonstrating control over musical elements and reflecting on creative decisions.

PROGRESSION MAP YEAR 5 TERM 2

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y5 - 2.1	<p>Groove Lab: Building the Beat Section</p> <p>Create layered rhythmic grooves using percussion and body percussion. Explore how drum, bass, and rhythm parts combine to form a groove and develop ensemble timing through repetition. Develop ensemble coordination, listening skills, and awareness of rhythmic interdependence in a band context.</p>	1 + 4	<ul style="list-style-type: none"> - Performing layered rhythms in small groups using percussion and body percussion. - Exploring how rhythmic parts interlock to form a cohesive groove. - Developing ensemble timing and listening through repeated groove cycles. 	Builds on KS2a 1.2 and 2.1 where pupils created rhythmic patterns using body percussion and instruments. Pupils now layer interlocking rhythmic parts, developing a clearer understanding of how groove functions within a full band context.
Y5 - 2.2	<p>Keys Course 1: Meet the Instrument</p> <p>Explore how keyboards, glockenspiels, and pianos produce sound. Identify note layout and recognise repeating patterns while developing correct playing technique. Develop familiarity with tuned instruments and hand positioning, laying the foundation for melodic performance.</p>	1 + 4	<ul style="list-style-type: none"> - Exploring how tuned instruments produce sound through striking or pressing keys. - Identifying note layout and recognising repeating patterns across the instrument. - Developing correct hand position and playing technique. 	Builds on KS2a 2.1 where pupils explored tuned instruments in ensemble settings. Pupils now focus on instrument layout and technique, developing control and understanding of how pitch is organised physically.
Y5 - 2.3	<p>Keys Course 2: Learning the Notes</p> <p>Practise locating notes on keyboard-style instruments and tuned percussion. Play simple patterns and begin to understand pitch relationships. Strengthen pitch awareness and visual recognition of note positions, building on previous melodic exploration.</p>	1 + 2	<ul style="list-style-type: none"> - Practising locating notes using visual patterns across the instrument. - Performing simple note sequences and scales. - Strengthening pitch awareness through repetition and listening. 	Extends KS2a 1.3 and 2.1 where pupils explored pitch through voice and instruments. Pupils now locate and recognise notes across the instrument, strengthening pitch awareness and spatial understanding.
Y5 - 2.4	<p>Keys Course 3: Playing Simple Melodies</p> <p>Perform short melodies using tuned instruments with increasing accuracy and control. Develop coordination and confidence in playing melodic sequences. Apply knowledge of pitch and motifs to structured melodic performance, individually and in small ensembles.</p>	1 + 4	<ul style="list-style-type: none"> - Learning short melodies using glockenspiel, keyboard, or xylophone. - Developing coordination and accuracy when performing melodic sequences. - Performing individually and within small groups. 	Builds on KS2a 1.3 and 2.4 where pupils created and performed simple melodies. Pupils now perform structured melodic sequences with increased accuracy, control, and confidence.
Y5 - 2.5	<p>Keys Course 4: Chords and Accompaniment</p> <p>Explore how chords and bass notes support melodies. Practise playing simple chord patterns and combining them with melodic lines in groups. Understand harmonic relationships and how accompaniment shapes ensemble sound.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Playing simple chord patterns to accompany melodies. - Understanding how bass notes and chords create harmonic support. - Combining melody and accompaniment in small ensemble settings. 	Builds on KS2a 2.3 where pupils explored chords and basslines within group work. Pupils now play chord patterns to support melodies, developing understanding of harmony within ensemble performance.
Y5 - 2.6	<p>Musical Conversations: Call and Response</p> <p>Explore how musicians communicate through sound by creating musical questions and answers. Develop listening and improvisation skills in structured exchanges. Build ensemble responsiveness and confidence in musical dialogue.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Performing short rhythmic or melodic phrases that are answered by another performer. - Listening carefully to musical cues and responding creatively. - Developing improvisational confidence within structured musical exchanges. 	Extends KS2a 2.1 and 2.4 where pupils performed and responded within group music-making. Pupils now engage in structured musical dialogue, developing listening, timing, and improvisation skills.
Y5 - 2.7	<p>Aural Detectives: Listening for Patterns</p> <p>Develop listening skills by identifying repeated rhythms, motifs, and dynamic changes in music. Begin using musical vocabulary to describe what is heard. Enhance analytical listening and prepare for practical application in performance and composition.</p>	4 + 5	<ul style="list-style-type: none"> - Listening to short recorded excerpts and identifying rhythmic patterns, repeated motifs, and dynamics. - Completing quiz-style activities to reinforce listening accuracy. - Discussing observations in pairs and groups. 	Builds on KS2a 2.2 and 2.8 where pupils listened to and discussed musical elements in songs. Pupils now identify patterns, motifs, and dynamics more precisely, using developing musical vocabulary.
Y5 - 2.8	<p>Instrument Identification: Timbre and Texture</p> <p>Explore how different instruments sound and how they are layered in music. Identify instruments by ear and understand their role in an ensemble. Extend knowledge of timbre and instrumentation, supporting informed choices in group arrangements.</p>	1 + 4 + 5	<ul style="list-style-type: none"> - Listening to recordings or live demonstrations of different instruments. - Identifying instruments and describing their timbre. - Exploring how layers of sound create texture in music. 	Extends KS2a 2.8 and 3.3 where pupils explored instrumentation and musical layers. Pupils now identify instruments by sound and understand how timbre contributes to texture and arrangement.
Y5 - 2.9	<p>Musical Concepts in Action: Dynamics and Articulation</p> <p>Explore how volume and style of playing affect musical expression. Practise using dynamics and articulation in performance. Connect expressive techniques to ensemble work, emphasising impact on musical communication.</p>	1 + 4	<ul style="list-style-type: none"> - Listening for dynamics (loud/soft) and articulation (smooth/detached) in recordings. - Performing short musical ideas using contrasting dynamics and articulation. - Reflecting on how these changes affect musical impact. 	Builds on KS2a 1.5 and 2.7 where pupils explored dynamics and expressive performance. Pupils now apply these techniques more deliberately to shape musical expression in ensemble work.
Y5 - 2.10	<p>Melody Detectives: Interval and Pitch Recognition</p> <p>Develop understanding of how melodies move by identifying steps, leaps, and pitch direction. Strengthen listening accuracy through focused tasks. Refine melodic awareness skills to support accurate performance and composition.</p>	4 + 5	<ul style="list-style-type: none"> - Identifying steps and leaps within simple melodic phrases. - Completing short listening quizzes to test pitch recognition. - Discussing how pitch movement affects mood and character. 	Extends KS2a 1.3 and 2.3 where pupils explored pitch and melody through singing and playing. Pupils now identify steps, leaps, and pitch direction, developing more precise melodic understanding.
Y5 - 2.11	<p>Rhythm Detectives: Complex Patterns</p> <p>Explore more complex and layered rhythms through listening and performance. Develop the ability to recognise and recreate rhythmic patterns. Challenge pupils' rhythmic understanding and ensemble coordination, extending groove lab foundations.</p>	1 + 4	<ul style="list-style-type: none"> - Listening to layered and syncopated rhythms and identifying patterns. - Practising sections of more complex rhythms in groups. - Discussing challenges of staying in time within an ensemble. 	Builds on KS2a 1.2 and 2.1 where pupils performed and created rhythmic patterns. Pupils now recognise and perform more complex and layered rhythms, strengthening timing and coordination.
Y5 - 2.12	<p>Listening in Action: Create and Perform</p> <p>Apply listening skills to create and perform short ensemble pieces using rhythm, melody, dynamics, and texture. Use knowledge from across the term in a practical context. Consolidate aural and instrumental skills alongside ensemble techniques, combining analysis/performance.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Creating short group pieces using rhythms, melodies, and dynamics explored in previous lessons. - Applying knowledge of timbre, texture, and pitch when selecting instruments. - Performing pieces to peers and refining through feedback. 	Builds on KS2a 2.4 and 2.10 where pupils created and refined group performances. Pupils now apply listening, performance, and compositional skills together, making more independent musical decisions.

PROGRESSION MAP YEAR 5 TERM 3

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y5-3.1	Staff Notation 1: Reading the Music Introduce staff notation and connect it to the keys work from Term 2. Learn how notes are written on the staff and matched to positions on tuned instruments. Develop confidence recognising symbols and understanding how written music represents pitch.	2 + 3 + 4	- Introducing the staff, clef, and basic note positions. - Linking written notes to keys on glockenspiel/keyboard. - Practising simple note reading through short patterns.	Builds on KS2a 2.1 and 2.3 where pupils played tuned instruments and explored pitch relationships. Pupils now connect these experiences to written notation, recognising how pitch is represented on the staff.
Y5-3.2	Staff Notation 2: Rhythm and Duration Explore how rhythm is represented using note values and rests. Apply notation to clapping, percussion, and simple instrumental patterns. Strengthen timing, pulse, and ensemble coordination while reading music.	1 + 3 + 4	- Introducing note lengths such as crotchets, quavers, and rests. - Clapping and performing written rhythmic patterns. - Connecting notation to previously learned groove work.	Builds on KS2a 1.2 and 2.1 where pupils developed rhythmic understanding through performance. Pupils now read and interpret rhythm using standard notation, linking pulse and duration to written symbols.
Y5-3.3	Staff Notation 3: Playing from Notation Combine pitch and rhythm to perform simple notated pieces on tuned instruments. Develop fluency, accuracy, and confidence reading music in a small ensemble. Reinforce connections between visual notation and practical playing from Term 2 keys work.	1 + 3 + 4	- Performing simple notated melodies on tuned instruments. - Practising reading pitch and rhythm together. - Repeating and refining accuracy through guided rehearsal.	Builds on KS2a 2.3 and 2.4 where pupils combined pitch and rhythm in performance. Pupils now read and perform both elements together from notation, improving fluency and accuracy.
Y5-3.4	Compose and Notate: My Musical Idea Create a short original melody or riff and write it using staff notation. Perform and share compositions with peers to gain feedback. Apply knowledge of pitch, rhythm, and structure to original musical ideas.	1 + 2 + 3	- Composing short melodic ideas using a limited set of notes. - Writing compositions using basic staff notation. - Performing compositions individually or in small groups.	Extends KS2a 1.8 and 3.4 where pupils created and refined melodic ideas. Pupils now record their own compositions using notation, developing independence in both composing and documenting music.
Y5-3.5	Learn the Song: First Listen Introduce the Future Yard track and explore its structure, mood, and key musical elements. Listen carefully and discuss instruments, melody, rhythm, and dynamics. Identify motifs and patterns that will be applied in subsequent rehearsal sessions.	4 + 5	- Listening to the full song and identifying key sections. - Discussing instruments, texture, and structure. - Mapping the song visually as a class.	Builds on KS2a 2.2 and 3.3 where pupils analysed and performed songs. Pupils now listen more analytically, identifying structure, instrumentation, and key musical features in preparation for performance.
Y5-3.6	Learn the Song: Rhythm Section Focus on drums, percussion, and groove to establish the song's rhythmic foundation. Practise parts in small groups before combining as a class band. Develop ensemble timing, listening, and cohesion skills.	1 + 2	- Learning core rhythm patterns from the track. - Recreating grooves using percussion and body percussion. - Practising timing and consistency in small groups.	Builds on KS2a 1.2 and 3.2 where pupils developed ensemble timing and coordination. Pupils now apply rhythmic skills within a band context, focusing on groove, consistency, and cohesion.
Y5-3.7	Learn the Song: Melody and Vocals Learn main vocal lines and melodies, developing pitch accuracy and confidence. Explore harmonies and call-and-response sections where appropriate. Combine voice with rhythm section for early ensemble performance.	1 + 2	- Learning vocal melodies through call-and-response. - Practising pitch accuracy and phrasing. - Rehearsing as a full group and in sections.	Builds on KS2a 1.3 and 2.2 where pupils developed pitch awareness and singing skills. Pupils now perform melodies with greater accuracy and confidence within a full ensemble.
Y5-3.8	Learn the Song: Instruments and Chords Learn instrumental parts including chord patterns, hooks, and motifs. Combine tuned instruments with the rhythm section and vocals. Begin creating a coherent arrangement that balances all musical layers.	1 + 2	- Playing chord patterns and melodic hooks on tuned instruments. - Combining parts in small ensembles. - Practising coordination between rhythm and melody.	Builds on KS2a 2.3 and 2.4 where pupils combined chords and melody in group work. Pupils now apply these skills within a full band arrangement, balancing multiple musical parts.
Y5-3.9	Putting It Together: First Full Band Rehearsal Combine rhythm, instruments, and vocals for the first full performance. Experiment with balance, timing, and ensemble dynamics. Identify areas for improvement and develop strategies for rehearsal efficiency.	1 + 2	- Rehearsing the full song in sections. - Practising transitions between sections. - Developing listening and coordination across the group.	Builds on KS2a 3.2 and 3.10 where pupils rehearsed and refined group performances. Pupils now coordinate full ensemble playing, managing timing, balance, and transitions.
Y5-3.10	Refining the Performance: Dynamics and Expression Focus on articulation, dynamics, phrasing, and expressive playing. Practise using cues, transitions, and stylistic effects to enhance musicality. Encourage peer feedback and self-assessment to polish the ensemble sound.	1 + 4	- Adjusting volume and balance between instruments and vocals. - Practising expressive elements such as dynamics and articulation. - Listening back and refining performance quality.	Builds on KS2a 2.7 and 3.9 where pupils explored expressive performance techniques. Pupils now refine dynamics, articulation, and phrasing within a complete ensemble performance.
Y5-3.11	Dress Rehearsal to Playing It Live! Perform the complete piece as if in a live setting, simulating audience conditions. Identify final improvements and apply them immediately in rehearsal. Build confidence and readiness for a final performance.	1 + 2	- Running the full performance without stopping. - Identifying and correcting any issues. - Building confidence and readiness for performance.	Builds on KS2a 3.10 and 3.11 where pupils performed full run-throughs in preparation for a live event. Pupils now perform with increased independence, confidence, and awareness of audience.
Y5-3.12	Music Journalism: Reviewing the Performance Reflect on the final performance, considering both individual and group contributions. Write a short review or mini-article for a Future Yard 'zine', focusing on "what music means to you". Use musical vocabulary to evaluate performances and celebrate creative and collaborative achievements.	4 + 5 + 6	- Watching or listening back to performances. - Writing short reviews describing strengths, areas for improvement, and standout moments. - Using musical vocabulary to describe rhythm, melody, dynamics, and ensemble.	Builds on KS2a 3.12 where pupils reflected on performances and wrote about their experiences. Pupils now evaluate performances using musical vocabulary, developing more structured and critical responses.

PROGRESSION MAP YEAR 6 TERM 1

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y6 - 1.1	<p>Musician Mindset: Starting the Year as Independent Musicians</p> <p>Pupils reflect on their musical journey so far and identify strengths, preferences, and areas for development. Establish expectations for independent ensemble work and leadership in preparation for KS3. Introduce the idea of documenting their musical journey across the year through a developing portfolio/zine.</p>	1 + 4 + 5	<ul style="list-style-type: none"> - Reflecting on prior musical experiences helps pupils identify strengths and set musical goals for the year. - Ensemble warm-ups develop listening, timing, and independent group coordination. - Introduction to a creative portfolio begins documenting musical ideas, reflections, and performances across the year. 	Builds on KS2a 3.12 and KS2b 3.12 where pupils reflected on performances and musical development. Pupils now begin Year 6 with increased independence and ownership, and are introduced to long-term documentation of their musical journey.
Y6 - 1.2	<p>Rhythm Under Pressure: Tight Ensemble Groove</p> <p>Pupils refine rhythmic accuracy and ensemble timing through layered groove work. Develop confidence maintaining independent parts within complex rhythmic structures. Strengthen listening across the ensemble.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Layering rhythmic patterns develops precision, timing, and ensemble awareness. - Exploring syncopation and off-beat rhythms strengthens groove understanding. - Small-group rehearsal builds independence and listening skills. 	Builds on KS2a 3.2 and KS2b 3.6 where pupils developed ensemble rhythm skills. Pupils now perform more complex rhythmic structures with greater independence and control.
Y6 - 1.3	<p>Instrument Spotlight: Ukulele Foundations and Sound Identity</p> <p>Pupils explore ukulele technique, chord shapes, and strumming patterns. Develop understanding of how chordal instruments shape the identity of a song. Begin linking instrument choice to musical style and intention.</p>	1 + 2 + 3	<ul style="list-style-type: none"> - Learning ukulele posture, strumming, and chord changes develops coordination and control. - Exploring chord shapes builds understanding of harmony and musical structure. - Performing simple accompaniments develops ensemble awareness and confidence. 	Builds on KS2b 3.8 and KS2a 2.3 where pupils explored chords and tuned instruments. Pupils now apply this learning to a real-world band instrument with greater independence.
Y6 - 1.4	<p>Tab Notation: Reading Like a Contemporary Musician</p> <p>Pupils are introduced to tablature as a modern notation system used in popular music. Develop understanding of how TAB represents strings, frets, and musical patterns. Use TAB to perform simple riffs and chord sequences.</p>	2 + 3 + 4	<ul style="list-style-type: none"> - Reading TAB develops understanding of alternative notation systems used in contemporary music. - Performing from TAB strengthens connection between visual representation and instrumental technique. - Comparing TAB with staff notation deepens musical literacy and understanding. 	Builds on KS2b 3.1 and 3.3 where pupils used staff notation. Pupils now extend their notation knowledge into real-world instrumental practice.
Y6 - 1.5	<p>Chord Progressions: Building Musical Foundations</p> <p>Pupils explore how chord progressions shape mood, style, and structure in songs. Perform and combine chord sequences using tuned instruments and ukulele. Understand how harmony supports melody and lyrical content.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Playing chord progressions develops harmonic awareness and ensemble timing. - Comparing different progressions helps pupils understand musical mood and effect. - Combining harmony with rhythm strengthens ensemble cohesion. 	Extends KS2a 2.3 and KS2b 3.8 where pupils explored harmony in group contexts. Pupils now apply chord knowledge more independently within structured performance.
Y6 - 1.6	<p>Songwriting Studio: Hooks, Ideas and Musical Identity (Zine Entry 1)</p> <p>Pupils begin developing original musical ideas, focusing on hooks, motifs, and lyrical themes. Start first formal entries in their creative portfolio/zine documenting ideas and inspiration. Explore how musicians develop identity through repeated musical ideas.</p>	1 + 2 + 4 + 5	<ul style="list-style-type: none"> - Creating melodic and rhythmic hooks develops creativity and musical memory. - Writing and recording ideas in a zine builds reflective and creative documentation skills. - Sharing ideas encourages collaboration and refinement of musical material. 	Builds on KS2a 1.7 and 3.4 where pupils developed songwriting ideas. Pupils now begin documenting their creative process across time.
Y6 - 1.7	<p>Lyrics and Meaning: Writing for Purpose (Zine Entry 2)</p> <p>Pupils develop lyric writing linked to identity, transition, aspirations, and community. Refine structure, rhyme, and storytelling within songwriting. Record lyric development within portfolio/zine.</p>	1 + 4 + 5 + 6	<ul style="list-style-type: none"> - Writing lyrics develops expressive communication and storytelling skills. - Analysing professional lyrics supports understanding of structure and meaning. - Refining lyrics collaboratively strengthens editing and critical thinking. 	Builds on KS2a 1.7 and KS2b 3.4 where pupils explored songwriting and lyric development. Pupils now document and refine lyrics with greater independence and intention.
Y6 - 1.8	<p>Arrangement Basics: Structuring Musical Ideas</p> <p>Pupils organise musical ideas into clear sections such as intro, verse, and chorus. Explore how instrumentation and texture shape arrangement. Begin shaping original material into structured compositions.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Structuring music develops understanding of form and organisation. - Assigning instrumental roles builds ensemble awareness and collaboration. - Rehearsing transitions strengthens timing and cohesion. 	Builds on KS2a 1.6 and KS2b 3.9 where pupils explored structure and ensemble performance. Pupils now apply structure more independently in original work.
Y6 - 1.9	<p>Music Careers: Inside the Industry (Zine Entry 3)</p> <p>Pupils explore careers in performance, production, live sound, management, and promotion. Understand how different roles contribute to the music industry ecosystem. Record reflections on future aspirations within their portfolio/zine.</p>	3 + 5 + 6	<ul style="list-style-type: none"> - Exploring industry roles broadens understanding beyond performance. - Case studies connect classroom learning to real-world music careers. - Reflecting in the zine supports personal goal setting and aspiration. 	Builds on KS2a 3.7 and KS2b 3.12 where pupils explored music careers and reflection. Pupils now connect learning directly to future pathways and document thinking.
Y6 - 1.10	<p>Rehearsal Rooms: Developing Independence</p> <p>Pupils rehearse in small groups with increasing autonomy and responsibility. Develop leadership, peer feedback, and problem-solving within ensemble work. Refine material for performance and portfolio inclusion.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Small-group rehearsal develops independence and leadership skills. - Peer feedback strengthens critical listening and improvement strategies. - Refining performances builds confidence and ensemble precision. 	Builds on KS2a 3.10 and KS2b 3.11 where pupils rehearsed structured performances. Pupils now take greater ownership of rehearsal processes.
Y6 - 1.11	<p>Performance Preparation: Refining for Sharing</p> <p>Pupils refine musical material in preparation for a live sharing moment. Develop stage awareness, confidence, and ensemble control. Prepare selected work for performance and portfolio inclusion.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Rehearsing full pieces develops performance stamina and control. - Practising transitions and cues strengthens ensemble coordination. - Reflecting on performance improves musical decision-making. 	Builds on KS2b 3.10 and 3.11 where pupils prepared for performance under pressure. Pupils now refine work with greater independence and intention.
Y6 - 1.12	<p>Live Studio Sharing + Portfolio Review (Zine Development Checkpoint)</p> <p>Pupils perform selected work and share early versions of their creative portfolio/zine. Reflect on musical identity, progress, and goals for Term 2 development. Celebrate achievement and set next-stage creative targets.</p>	1 + 2 + 4 + 5 + 6	<ul style="list-style-type: none"> - Performing selected work develops confidence and ensemble communication. - Sharing portfolio/zine work encourages reflection on creative identity. - Setting goals supports progression into more advanced composition and performance. 	Builds on KS2a and KS2b performance and reflection outcomes. Pupils now begin to connect performance, reflection, and creative documentation as a continuous process across KS2c.

PROGRESSION MAP YEAR 6 TERM 2

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y6 - 2.1	<p>Producer Mindset: Reimagining Ourselves as Musicians</p> <p>Pupils revisit their musical identity from Term 1 and begin thinking like songwriters and producers rather than performers alone. Explore how modern music is created, layered, and shaped in studios. Set creative direction for original musical ideas linked to community and identity.</p>	1 + 4 + 5	<ul style="list-style-type: none"> - Listening to modern tracks develops understanding of how music is built layer by layer. - Creative discussion explores what kind of music pupils want to make and why. - Initial sketching of ideas begins the transition from performance to creation. 	Builds on KS2c 1.12 and KS2b 3.12 where pupils reflected on their musical journey. Pupils now shift from reflecting on performance to actively shaping musical identity as creators.
Y6 - 2.2	<p>Ukulele Riff Lab: Creating Musical Hooks</p> <p>Pupils explore how riffs and hooks function as memorable elements in songs. Use ukulele to create repeating motifs and short musical ideas. Develop confidence experimenting with sound and structure.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Exploring riffs develops understanding of repetition and musical identity. - Experimenting with chord fragments and patterns encourages creativity and risk-taking. - Repetition and variation strengthen musical memory and structure awareness. 	Builds on KS2c 1.3 where pupils learned ukulele basics. Pupils now use the instrument creatively to build original musical material.
Y6 - 2.3	<p>TAB Creation: Writing Our Own Riffs</p> <p>Pupils use TAB notation to document original riffs and ideas. Develop fluency translating musical ideas into written form. Strengthen connection between creation, memory, and documentation.</p>	2 + 3 + 4	<ul style="list-style-type: none"> - Writing TAB develops understanding of how musicians record ideas in real-world contexts. - Performing written riffs strengthens accuracy and confidence. - Comparing written and performed versions encourages refinement. 	Builds on KS2c 1.4 and KS2b 3.4 where pupils used notation. Pupils now use TAB as a creative tool rather than just a reading system.
Y6 - 2.4	<p>Loop Culture: Building Tracks Like Producers</p> <p>Pupils explore looping, repetition, and layering as a method of music creation. Create short loop-based compositions using rhythm, bass, and chord ideas. Understand how modern tracks are structured around repeating ideas.</p>	2 + 3 + 4 + 5	<ul style="list-style-type: none"> - Creating loops develops understanding of structure and repetition in modern music. - Layering ideas builds awareness of texture and production thinking. - Group composition encourages collaboration and experimentation. 	Builds on KS2c 1.6 where pupils explored production basics. Pupils now actively construct loop-based music like contemporary producers.
Y6 - 2.5	<p>Community Lyrics: Writing About Our World</p> <p>Pupils write lyrics focused on community, identity, place, and lived experience. Develop storytelling through rhythm, rhyme, and structure. Begin shaping lyrical ideas for original compositions.</p>	1 + 4 + 5 + 6	<ul style="list-style-type: none"> - Writing about community develops personal expression and cultural awareness. - Analysing lyric themes strengthens understanding of message in music. - Drafting and editing lyrics builds creative writing and refinement skills. 	Builds on KS2c 1.7 where pupils explored lyrical ideas. Pupils now focus more deeply on meaning, place, and identity.
Y6 - 2.6	<p>Sound Design: Creating Atmosphere and Texture</p> <p>Pupils explore how sound choices create mood and identity in music. Experiment with layering, effects, and unconventional sound sources. Develop awareness of texture and sonic identity.</p>	2 + 4 + 5	<ul style="list-style-type: none"> - Experimenting with sound sources develops creativity and sonic awareness. - Exploring texture builds understanding of how atmosphere is created in music. - Group sound design encourages collaboration and listening. 	Builds on KS2c 1.6 and KS2b 3.5 where pupils analysed production. Pupils now actively design sound rather than just identify it.
Y6 - 2.7	<p>Riff and Groove Construction: Band as a Production Unit</p> <p>Pupils combine ukulele riffs, basslines, and rhythm to build structured grooves. Develop understanding of how parts interlock in modern songwriting. Begin shaping original group compositions.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Combining riffs and grooves develops ensemble awareness and musical structure. - Layering instruments strengthens timing and listening skills. - Group composition builds independence and collaboration. 	Builds on KS2c 2.2 and 2.4 where pupils created riffs and loops. Pupils now combine these into full musical foundations.
Y6 - 2.8	<p>Arranging Like Artists: Shaping a Song Identity</p> <p>Pupils explore how artists structure and refine songs before recording. Develop decisions around order, texture, and musical focus. Shape original material into clear song frameworks.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Structuring music develops understanding of artistic decision-making. - Experimenting with arrangement builds creative control and intention. - Refining sections strengthens clarity and coherence. 	Builds on KS2c 1.8 where pupils first explored structure. Pupils now think like artists shaping final musical products.
Y6 - 2.9	<p>Zine Development: Artist Identity (Deepening the Portfolio)</p> <p>Pupils expand their portfolio/zine with songwriting, reflection, and design elements. Develop visual and written identity as a musician or artist. Connect musical decisions to personal and community identity.</p>	4 + 5 + 6	<ul style="list-style-type: none"> - Developing a portfolio strengthens reflection and creative communication. - Designing artist identity links music to visual and written expression. - Documenting creative process builds ownership and progression awareness. 	Builds on KS2c 1.6 and 1.9 where pupils began documenting ideas. Pupils now develop the zine as an evolving artist identity project.
Y6 - 2.10	<p>Creative Studio Sessions: Refining Original Music</p> <p>Pupils refine their original riffs, lyrics, and arrangements in a studio-style setting. Make creative decisions about structure, texture, and sound. Develop independence as music creators rather than performers.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Refining musical ideas develops independence and creative control. - Experimenting in studio-style sessions encourages risk-taking and innovation. - Peer feedback supports improvement and artistic clarity. 	Builds on KS2c 1.11 and KS2b 3.9 where pupils rehearsed structured pieces. Pupils now refine original compositions rather than prepared performances.
Y6 - 2.11	<p>Sharing Session: Work-in-Progress Showcase</p> <p>Pupils share developing songs and ideas in an informal sharing environment. Reflect on creative process, decision-making, and artistic direction. Receive feedback to shape final compositions.</p>	1 + 2 + 4	<ul style="list-style-type: none"> - Sharing work-in-progress builds confidence and communication skills. - Reflecting on creative choices strengthens musical understanding. - Peer feedback supports refinement and iteration. 	Builds on KS2c 1.12 where pupils shared early portfolio work. Pupils now share evolving creative work rather than finished performances.
Y6 - 2.12	<p>Mid-Year Artist Drop: Portfolio Review and Direction Setting</p> <p>Pupils present an updated portfolio/zine alongside selected musical ideas. Reflect on creative identity, songwriting development, and musical direction. Set goals for final term and KS3 transition as emerging artists.</p>	1 + 4 + 5 + 6	<ul style="list-style-type: none"> - Presenting portfolio work develops communication and reflection skills. - Reviewing creative output strengthens artistic identity and purpose. - Setting goals prepares pupils for final creative development phase. 	Builds on KS2c 1.12 and KS2b 3.12. Pupils now present themselves as developing artists with clearer creative direction and independence.

PROGRESSION MAP YEAR 6 TERM 3

LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Y6-3.1	Your Artist Era: Defining Our Creative Identity Pupils revisit all work created across KS2c and define themselves as emerging musicians, songwriters, and producers. Begin shaping the final direction of their original music and portfolio “release”. Establish themes, sound identity, and artistic purpose for their final project.	1 + 4 + 5	- Reviewing previous musical work supports reflection on artistic development and progression. - Listening back to ideas helps pupils identify musical direction and identity. - Setting creative intentions builds ownership of final outcomes.	Builds on KS2c 2.12 where pupils set creative goals and reflected on identity. Pupils now move from reflection into defining a final artistic direction.
Y6-3.2	Final Track Lab: Choosing Our Sound Pupils select and refine core musical ideas to develop into final compositions. Experiment with riffs, chords, lyrics, and textures to define their final piece. Begin shaping the “release track” for performance and portfolio.	3 + 5 + 6	- Reflecting on live music experiences deepens understanding of performance and audience. - Discussing industry roles connects learning to real careers and contexts. - Writing and designing zine entries develops reflective communication skills.	Builds on KS2c 1.9 and KS2c 2.12 where pupils explored music careers. Pupils now connect lived experience of the industry directly to their own creative practice.
Y6-3.3	Studio Refinement: Producing the Final Version Pupils refine their chosen composition using a studio-style approach. Focus on structure, texture, layering, and clarity of musical ideas. Develop final arrangements for performance and recording.	1 + 2 + 4	- Experimenting with musical ideas supports refinement and creative decision-making. - Testing combinations of riffs, chords, and lyrics builds compositional control. - Group collaboration strengthens shared artistic direction.	Builds on KS2c 2.7 and 2.8 where pupils built musical ideas and arrangements. Pupils now commit to final creative directions.
Y6-3.4	Zine: The Artist Portfolio (Design and Storytelling) Pupils curate their full musical journey into a structured portfolio/zine. Include songwriting, reflections, influences, and Future Yard learning. Develop visual identity and narrative as an artist.	1 + 2 + 4	- Refining arrangements develops attention to detail and musical clarity. - Layering parts strengthens understanding of texture and production. - Rehearsing sections builds precision and cohesion.	Builds on KS2c 2.10 where pupils refined work-in-progress. Pupils now shape final versions with artistic intent.
Y6-3.5	Music Industry Deep Dive: What Happens After the Song? (Zine Entry) Pupils explore how music is released, promoted, and performed in the real world. Understand roles such as producer, sound engineer, manager, and promoter. Connect their own project to industry practice.	4 + 5 + 6	- Designing a portfolio develops communication and creative storytelling. - Reflecting on learning builds awareness of musical growth and identity. - Combining visual and written elements strengthens artistic presentation.	Builds on KS2c 2.9 where pupils expanded their zine. Pupils now curate a complete artistic identity portfolio.
Y6-3.6	Final Arrangement: Building the Artist Track Pupils finalise structure, instrumentation, and flow of their original piece. Make creative decisions about intros, breakdowns, hooks, and endings. Prepare final version for performance and presentation.	3 + 5 + 6	- Exploring industry processes builds understanding of how music reaches audiences. - Case studies link classroom learning to real-world careers. - Reflecting in the zine connects ambition to practical pathways.	Builds on KS2c 1.10 and KS2c 2.12. Pupils now focus on post-creation industry pathways and release processes.
Y6-3.7	Future Yard Reflection: What Real Music Looks Like (Zine Entry) Pupils reflect on their Future Yard visit and connect it to their own creative work. Explore real-world performance, production, and industry roles in action. Document insights in their developing portfolio/zine.	1 + 2 + 4	- Structuring full compositions develops understanding of musical form. - Refining transitions strengthens cohesion and flow. - Ensemble rehearsal builds confidence and accuracy.	Builds on KS2c 3.3 and 3.4 where pupils developed and refined ideas. Pupils now finalise their complete creative product.
Y6-3.8	Releasing Your Work: Preparing for Showcase Pupils rehearse final compositions and prepare presentation elements. Integrate zine content, spoken reflection, and musical performance. Develop confidence presenting themselves as artists.	1 + 2 + 4	- Rehearsing final work develops confidence and readiness. - Integrating portfolio and performance strengthens communication skills. - Presenting work builds ownership and artistic identity.	Builds on KS2c 2.11 where pupils shared work-in-progress. Pupils now prepare a complete “artist presentation”.
Y6-3.9	Artist Drop: Live Showcase Event (School or Future Yard) Pupils present original music in a live showcase environment. Share performances alongside elements of their zine/portfolio. Experience a real-world style release event.	1 + 2 + 4	- Performing original music develops confidence and artistic ownership. - Sharing creative work strengthens communication and audience awareness. - Experiencing a showcase environment connects learning to real-world performance.	Builds on KS2c 2.12 and KS2b 3.11. This is not a “final concert!” but an artist release event combining performance and identity.
Y6-3.10	Final Edit: Completing the Artist Pack Pupils finalise their full creative portfolio/zine, ensuring all musical, written, and reflective elements are complete and coherent. Refine presentation of their work to clearly communicate artistic identity, process, and musical development. Prepare all materials for inclusion in the final release and showcase event.	4 + 5 + 6	- Refining and completing zine content develops communication and reflective skills. - Reviewing creative work strengthens awareness of artistic identity and progression. - Preparing final materials supports organisation, ownership, and presentation skills.	Builds on KS2c 3.7 and 3.8. Pupils now finalise rather than simply reflect.
Y6-3.11	The Release Event: Sharing Our Work as Artists Pupils take part in a curated live showcase where their music and zines are shared in a real-world style presentation. Perform and present as young artists, sharing both creative outputs and personal musical journeys. Engage with audience response and experience their work as part of a live creative event.	1 + 2 + 4 + 5	- Performing and presenting work in a live context builds confidence and communication skills. - Sharing zines alongside music strengthens understanding of identity and artistic intention. - Experiencing audience response connects classroom learning to real-world creative industries.	Progression from KS2b 3.11–3.12 but reframed as a release rather than performance assessment. Pupils now present as artists with identity.
Y6-3.12	Next Stage: From Primary Artist to Secondary Musician Pupils celebrate and reflect on their complete KS2 musical journey, using their portfolio as evidence of growth, creativity, and skill development. Identify personal strengths, interests, and next steps as they prepare for KS3 music and beyond. Understand what independence, creativity, and responsibility look like in secondary music education.	1 + 4 + 5	- Reflecting on the full portfolio consolidates learning and strengthens self-awareness as musicians. - Exploring KS3 expectations builds readiness and confidence for transition. - Identifying personal pathways supports ambition and future creative direction.	Builds on KS2b 3.12 but shifts from reflection to transition identity. Pupils now position themselves as continuing musicians, not finishing learners.



**FUTURE YARD
SCHOOLS**

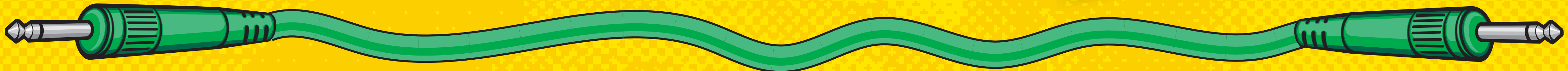
PROGRESSION MAP - YEAR 1 OVERVIEW

Our curriculum now features two learning pathways for each key stage, designed to ensure pupils can engage, progress, and excel at a level that suits them. Both pathways offer a rich, structured journey through music, building skills in performance, composition, creativity, and collaboration, while supporting teachers to deliver engaging, high-impact lessons.

This approach fosters a shared musical experience across the school, encouraging pupils to explore, experiment, and create together, while giving staff opportunities to collaborate, share practice, and reflect on teaching and learning. The pathways are designed to be flexible, allowing content to be pitched appropriately for different classes, abilities, and school contexts.

Each term builds on the last, giving pupils a clear sense of progression and achievement. Teachers can adapt and shape lessons for their class, supported by our Mic Check! and Spotlight sessions on the portal, which include starters, ice-breakers, and practical activities for a variety of ages and abilities. They also include themed sessions throughout the year, such as seasonal, environmental, and instrumental focus days, providing opportunities to extend learning beyond the core sequence.

Together, these pathways create a cohesive, inclusive, and progressive learning journey, ensuring that pupils experience a meaningful, exciting, and memorable musical education.



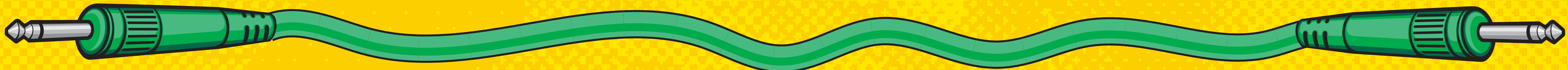


TERM ONE	
Y1 - 1.1	Hello Music Students explore rhythm through body percussion, vocals and group music-making.
Y1 - 1.2	Exploring Our Voices Students continue to experiment with vocals using pitch, tone, and dynamics.
Y1 - 1.3	Meet the Instruments (Untuned) Students explore untuned percussion and play simple rhythm patterns.
Y1 - 1.4	Story Sounds (Untuned Instruments) Use untuned percussion to create a soundscape for a story.
Y1 - 1.5	Simple Songs - The Mosh Tots Theme! Play simple melodies using voices.
Y1 - 1.6	Rhythms In Nature Create rhythms inspired by nature and perform them as a class.
Y1 - 1.7	Choosing a Theme and Assigning Roles Objective: Decide on a performance theme, brainstorm ideas, and assign musical roles trying out musical ideas for each.
Y1 - 1.8	Creating the Music – Melodies and Lyrics Write lyrics and create simple melodies based on the chosen theme.
Y1 - 1.9	Adding Rhythm and Sound Effects Incorporate untuned percussion and soundscapes to enhance the performance.
Y1 - 1.10	Rehearsal 1 – Putting It Together Combine all the elements (lyrics, melody, rhythms, and sfx) into a cohesive performance.
Y1 - 1.11	Rehearsal 2 – Refining the Performance Polish the performance and practice transitions between sections and structure.
Y1 - 1.12	The Big Performance Perform for an audience and celebrate the students' achievements.

TERM TWO	
Y1 - 2.1	Welcome Back! Wirral Sound Walk Students listen to/consider their environment and respond with sound
Y1 - 2.2	From Docks to Beats – Exploring Rhythm Instruments Students recreate the industrial sounds of Wirral through rhythm
Y1 - 2.3	Pitch and Pattern - Our Wirral Melody Exploring simple melodies using tuned instruments, inspired by places we love in Wirral
Y1 - 2.4	Mapping Our Music - Create a Graphic Sound Journey Using graphic scores to map a journey through the Wirral with sound
Y1 - 2.5	Music from the World, Music from the Wirral Listen and respond to local and global music with movement, drawing, and instruments
Y1 - 2.6	Our Band - Instruments and Identity Exploring instrument families and choosing musical roles like a real band
Y1 - 2.7	Starting Our Song - Building a Band Composition Using instruments and voices to begin creating a class song based on a shared idea or theme
Y1 - 2.8	Building Our Song - Structure and Style Shaping our group composition with a clear structure, using dynamics and contrast to bring it to life
Y1 - 2.9	Adding Rhythm and Sound Effects - Bringing Our Song to Life Incorporate untuned percussion and soundscapes to enhance the performance.
Y1 - 2.10	Rehearsal 1 – Putting It Together Combine all the elements (lyrics, melody, rhythms, and sfx) into a cohesive performance.
Y1 - 2.11	Rehearsal 2 – Refining the Performance Polish the performance and practice transitions between sections and structure.
Y1 - 2.12	The Big Performance Perform for an audience and celebrate the students' achievements.

TERM THREE	
Y1 - 3.1	Singing Our Stories Build vocal confidence and rhythm skills through chants and body percussion inspired by local places in Wirral. Encourage creativity and collaboration by composing and performing simple group chants about the community.
Y1 - 3.2	Songs of Wirral – Exploring Local Songs Learn and sing a simple traditional or local Wirral song with repetitive phrases and a catchy chorus. Connect with the song's story or meaning to build emotional engagement.
Y1 - 3.3	Local Beats – Adding Rhythm to Our Wirral Song Explore and create body percussion patterns and simple percussion rhythms to accompany the local song Develop an understanding of how rhythm supports and enhances singing.
Y1 - 3.4	Wirral Jam – Structuring Our local Song Combine singing and body percussion rhythms learned in previous lessons. Explore how different parts fit together to create a structured song.
Y1 - 3.5	Song Study: Sing with Feeling – Express Yourself like a Future Yard Artist Explore a song to learn how your voice can show different emotions using loud/soft sounds, speed, and tone. Connect these feelings to the stories and places of Wirral.
Y1 - 3.6	A Touch of the World – Global Influences Introduce a gentle world music influence into the Wirral song through rhythm or melody inspired by simple African, Caribbean, or other global musical elements. Connect this subtle global sound to the local Wirral identity already established.
Y1 - 3.7	Our Song - Compose Together Build on the song learned and structured in previous lessons by adding new lyrics and musical ideas inspired by Wirral life and the wider world. Develop a simple verse and chorus structure collaboratively.

Y1 - 3.8	Practice room - Group Rehearsal Rehearse the song incorporating singing, body percussion, and any tuned instruments. Focus on timing, dynamics, expression, and working as a team to bring the song to life.
Y1 - 3.9	Stage Skills - Movement and Presence Practice simple movements, gestures, and positioning that links to rhythm to enhance performance presence. Explore how body language, movement and use of musical dimensions can express the song's story and emotions.
Y1 - 3.10	Dress Rehearsal - Bringing It All Together Run through the full performance with singing, body percussion, and movement. Focus on smooth transitions, clear vocal delivery, and tight coordination.
Y1 - 3.11	Future Yard Celebration Festival Performance Perform the class song live at the Future Yard festival for an audience of peers, families, and community members. Celebrate the students' musical achievements and the journey they've been on.
Y1 - 3.12	Reflect and Share - Musical Journeys Reflect on the term's learning, the Future Yard festival performance, and personal musical growth. Share thoughts, feelings, and creative responses inspired by the Wirral and their music-making journey.





TERM ONE

Y2-1.1	Back in the Practice Room: Finding the Beat Pupils revisit pulse through movement, clapping, and simple percussion. Reconnect with the steady beat that underpins music. Keep a consistent pulse together as a class.
Y2-1.2	Beat Detectives: Listening for the Pulse Pupils listen carefully to music and identify the steady beat. Use movement and percussion to show where the pulse is. Respond to different pieces by finding and keeping the beat.
Y2-1.3	Drum Circle: Playing Together Pupils play percussion instruments together in a circle. Focus on maintaining a steady pulse as a group. Start and stop together while keeping time.
Y2-1.4	Rhythm Echoes: Copy and Remember Pupils copy short rhythm patterns using clapping or percussion. Develop listening and memory skills through repetition. Take turns leading and responding to rhythm echoes.
Y2-1.5	Drum Patterns: Repeating Rhythms Pupils create and repeat simple rhythmic patterns. Understand how rhythms can loop continuously. Perform repeating patterns in time with a steady beat.
Y2-1.6	Fast Bands and Slow Bands: Exploring Tempo Pupils explore how tempo changes affect music. Use movement and percussion to play fast and slow. Adjust playing to match changes in speed.
Y2-1.7	Loud Bands and Quiet Bands: Exploring Dynamics Pupils experiment with loud and quiet sounds. Understand how dynamics change the feel of music. Control volume while playing as a group.
Y2-1.8	Build a Groove: Layering Rhythms Pupils combine different rhythm patterns. Understand how parts fit together to create a groove. Perform layered rhythms as a class ensemble.
Y2-1.9	Rhythm Leaders Pupils take turns leading rhythm patterns. Develop confidence in directing others. Follow and respond to a leader while keeping in time.
Y2-1.10	Band Warm Up Jam: Playing as a Group Pupils practise rhythm patterns together as a whole class. Focus on staying in time and listening to each other. Build confidence playing as an ensemble.
Y2-1.11	Practice Like a Band: Small Group Rhythm Pupils practise rhythm patterns in small groups. Listen carefully to others while playing. Keep a steady pulse within a group setting.
Y2-1.12	Rhythm Factory Showcase: Sharing Our Grooves Pupils share rhythm patterns and grooves with the class. Perform as a group with confidence and control. Listen to others and celebrate different ideas.

TERM TWO

Y2-2.1	Welcome to the Studio: Listening Like Musicians Pupils are introduced to a recording studio environment. Practise careful listening to identify instruments, voices, and basic musical features. Understand how attentive listening helps create better music.
Y2-2.2	Voice Check: Warming Up Our Voices Pupils explore vocal warm-ups to prepare their voices. Understand how singers use warm-ups to protect their voices and improve performance. Practise exercises to develop pitch, tone, and control.
Y2-2.3	Sing It Back: Echo Songs Pupils copy short sung phrases to develop pitch matching. Understand how listening carefully helps reproduce melodies accurately. Practise echoing phrases individually and in small groups.
Y2-2.4	Learning the Track: A Class Song Pupils learn a simple class song for studio-style performance. Understand melody, rhythm, and lyrics as part of a complete piece. Practise singing together to develop timing and ensemble confidence.
Y2-2.5	Rhythm Section: Adding Percussion Pupils add percussion accompaniment to the class song. Understand how rhythm supports melody and creates groove. Perform together, combining voice and percussion to enhance the song.
Y2-2.6	Instrument Focus: Exploring the Glockenspiel Pupils explore the glockenspiel safely and correctly. Understand how the instrument produces sound and how to hold beaters. Practise simple note patterns and short sequences.
Y2-2.7	Playing the Notes: Adding Glockenspiel Patterns Pupils play simple note patterns or ostinatos to accompany the class song. Understand how melody and accompaniment work together. Develop coordination between tuned percussion and vocals.
Y2-2.8	Improving the Track: Singing with Expression Pupils refine singing using dynamics, tempo, and phrasing. Understand how expression changes the feeling and impact of music. Practise performing with emotion and clear vocal delivery.
Y2-2.9	Studio Take One: Our First Recording Pupils perform the song as if recording in a studio. Understand how rehearsal and preparation affect the final recording. Reflect on timing, balance, and confidence in performance.
Y2-2.10	Improving the Track: Dynamics and Expression Pupils refine performance using loud/quiet contrasts and clear entries. Understand how musical expression enhances audience engagement. Practise collaboratively, focusing on control and confidence.

Y2-2.11	Studio Take Two: Final Recording Pupils perform a polished, final version of the class song. Understand the importance of practice, revision, and attention to detail. Experience performing as part of a group, ready for sharing or playback.
Y2-2.12	Studio Reflections: Review Your Track! Pupils reflect on their singing, percussion, and recording experiences. Understand what went well and what could be improved in future performances. Share observations and ideas to support each other's musical growth.

TERM THREE	
Y2-3.1	Back in the Band Room: Warming Up Together Pupils revisit rhythm, singing, and instrument skills through musical warm-ups. Refresh ensemble awareness and coordination while warming up voices and instruments. Develop confidence and focus, preparing pupils for group performance.
Y2-3.2	Meet the Band: Musical Roles Pupils explore simple band roles such as singer, percussion, and melody instruments. Understand how different musical roles contribute to the overall sound of a band. Experiment with taking on roles individually and within small groups.
Y2-3.3	Rhythm Section: Keeping the Groove Pupils focus on percussion parts that support the band. Develop timing and consistency by maintaining steady rhythms alongside others. Strengthen listening skills and ensemble awareness in the context of groove-based performance.
Y2-3.4	Melody Makers: Playing Tuned Instruments Pupils explore simple melodies on tuned instruments. Develop accuracy, hand coordination, and pitch recognition while performing short melodic lines. Apply melodic understanding to complement the rhythm section in ensemble work.
Y2-3.5	Play Together: Our First Band Piece Pupils combine rhythm, melody, and singing into a simple group performance. Coordinate timing, dynamics, and musical cues to perform as a cohesive ensemble. Experience practical application of skills learned in prior lessons, reinforcing collaboration.

Y2-3.6	Start, Stop and Everything Between: Following Musical Cues Pupils practise responding to visual and musical cues during performance. Develop the ability to enter and exit confidently, ensuring clean starts and endings. Refine listening, focus, and responsiveness in a live ensemble setting.
Y2-3.7	Band Practice: Rehearsing Our Music Pupils rehearse their band piece in small groups. Consolidate rhythm, melody, and dynamics while refining musical sections. Strengthen group problem-solving and collaborative rehearsal skills.
Y2-3.8	Adding an Intro: Starting Our Music Pupils add a simple musical introduction to their band piece. Experiment with opening phrases, motifs, and rhythmic hooks to engage listeners. Apply compositional thinking while connecting intro to main performance.
Y2-3.9	Adding an Ending: Finishing Strong Pupils create a clear ending to their music. Explore cadences, rhythmic finales, or melodic cues to conclude pieces effectively. Develop understanding of musical structure, reinforcing start-to-finish performance flow.
Y2-3.10	Full Band Rehearsal Pupils rehearse their full band performance with increased coordination and confidence. Integrate all learned musical elements—rhythm, melody, dynamics, cues, and form. Prepare for live presentation, consolidating rehearsal techniques and ensemble teamwork.
Y2-3.11	Mini Gig: Performing Together Pupils perform their band piece for classmates or another group. Experience the dynamics of live performance and audience interaction. Demonstrate progress in individual and group musical skills in a supportive setting.
Y2-3.12	Refine and Remix: Improving Our Music Pupils listen critically to their performance, then make deliberate musical choices. Adjust rhythm, melody, dynamics, or texture based on reflection and feedback. Develop self-evaluation, improvisation, and editing skills to enhance ensemble work.



TERM ONE

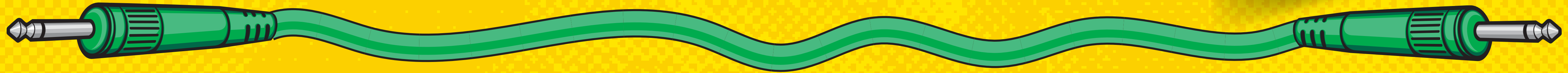
Y3-1.1	Back in the Practice Room: Finding the Beat Pupils revisit pulse through movement, clapping, and simple percussion. Reconnect with the steady beat that underpins music. Keep a consistent pulse together as a class.
Y3-1.2	Beat Detectives: Inside the Groove Pupils analyse how multiple rhythms interact in music and identify more complex layers of pulse and rhythm.
Y3-1.3	Drum Circle Evolution: Polyrhythms Begin Pupils develop ensemble rhythm work by performing interlocking rhythmic patterns in a structured circle.
Y3-1.4	Rhythm Echoes: Longer Patterns, Greater Memory Pupils copy and extend longer rhythmic phrases, developing memory and accuracy.
Y3-1.5	Groove Builders: Creating Layered Rhythms Pupils design structured grooves using multiple rhythm layers and begin controlling texture.
Y3-1.6	Tempo Engineers: Controlling Time Pupils explore tempo changes within a structured performance and begin using tempo as an expressive tool.
Y3-1.7	Dynamic Directors: Shaping the Sound Pupils use dynamics purposefully to shape musical structure and emotional impact.
Y3-1.8	Future Yard Sound Lab: Building Identity Through Sound Pupils create short musical motifs inspired by Future Yard, place and identity.
Y3-1.9	Band Roles 2.0: Choosing Your Sound Identity Pupils explore expanded ensemble roles including lead rhythm, bass pulse, and melodic layers.
Y3-1.10	Build a Track: First Structured Composition Pupils combine rhythm, melody and structure into a more formal group piece.
Y3-1.11	Rehearsal Room: Refining the Ensemble Pupils rehearse with focus on balance, timing and clarity of parts.
Y3-1.12	Future Yard Showcase: Sharing Our Sound Pupils perform their original group composition in a live-style showcase.

TERM TWO

Y3-2.1	Back in the Studio: Rebuilding the Band Mindset Pupils re-establish ensemble skills through rhythm, voice, and listening games. Focus on precision, awareness, and musical discipline.
Y3-2.2	Pulse with Purpose: Locking into the Beat Pupils refine internal pulse and begin to hold steady tempo without constant external support.
Y3-2.3	Beat Lab: Breaking Down Rhythms Pupils explore subdividing beats and creating more complex rhythm patterns.
Y3-2.4	Future Yard Soundscape: Urban Inspiration Pupils create soundscapes inspired by local music culture and live venues.
Y3-2.5	Groove Builders: Tight Ensemble Playing Pupils develop tighter rhythmic ensemble playing with interlocking parts.
Y3-2.6	Introducing Ostinatos: The Engine of Music Pupils learn how repeating patterns support musical structure.
Y3-2.7	Sound & Space: Dynamics in Performance Pupils explore how dynamics shape live performance energy.
Y3-2.8	Introducing Notation: Reading Rhythm Maps Pupils begin reading and creating simple rhythmic notation.
Y3-2.9	Instrument Spotlight: Percussion Section Deep Dive Pupils focus on tuned and untuned percussion roles in ensembles.
Y3-2.10	Band Writing: Creating Our First Original Groove Pupils compose structured ensemble music with clear sections.
Y3-2.11	Rehearsal Room: Refining the Arrangement Pupils rehearse and improve their composed piece.
Y3-2.12	Studio Share: First Performance Recording Pupils perform and reflect on their ensemble composition.

TERM THREE

Y3-3.1	Back in the Band Room: Performance Reset Pupils revisit ensemble skills with tighter expectations for accuracy and control.
Y3-3.2	Instrument Spotlight: Guitar, Keys & Bass Introduction Pupils explore key band instruments and their roles in modern music.
Y3-3.3	Reading Music: Rhythmic Notation Growth Pupils deepen understanding of rhythmic notation and timing.
Y3-3.4	Melody & Pitch Notation: First Notes Pupils begin recognising pitch movement on simple staff notation.
Y3-3.5	Future Yard Live: What Makes a Gig Work? Pupils explore how live performances are structured.
Y3-3.6	Songwriting Workshop: Building a Setlist Song Pupils create a structured song for performance.
Y3-3.7	Rehearsal Techniques: Fixing the Details Pupils refine ensemble accuracy and balance.
Y3-3.8	Stagecraft: Movement, Presence & Confidence Pupils develop awareness of performance on stage.
Y3-3.9	Music Careers: Who Makes the Music Happen? Pupils explore roles in the music industry beyond performers.
Y3-3.10	Full Band Rehearsal: Running the Set Pupils rehearse full performance in order.
Y3-3.11	Mini Gig: Live Performance Experience Pupils perform to an audience in a structured set.
Y3-3.12	Reflection & Remix: Evolving Our Sound Pupils evaluate and creatively adapt their music.





TERM ONE

Y4-1.1	Sound Exploration and Community Connections Understand that sound is everywhere and has many forms. Begin to recognise how sounds can represent emotions or stories. Create a collective soundscape representing the school or community.
Y4-1.2	Rhythm in the Community Develop rhythm skills through body percussion. Understand how rhythm can represent different elements of a community.
Y4-1.3	Find Your Sound: Playing with Pitch and Melody Understand the concept of pitch and melody. Use voice and body percussion to explore different pitches and create simple melodies.
Y4-1.4	Groove and Tune: Creating Together Combine rhythm and melody to create simple musical pieces. Work collaboratively to bring together different musical elements.
Y4-1.5	Feel the Sound: Music and Emotion Understand how music conveys emotions. Use dynamics and tempo to express different feelings.
Y4-1.6	Building a Track: Song Structure 101 Understand basic song structure (verse, chorus, bridge). Explore how different sections of a song work together.
Y4-1.7	Find Your Voice: Crafting Lyrics That Hit Explore themes and storytelling through song lyrics. Begin writing simple lyrics based on themes.
Y4-1.8	Shaping Your Song: Refining Lyrics and Melody: Add depth to lyrics and melodies. Begin to link melodies to lyrics.
Y4-1.9	Working Together: Collaborative Song Arrangement Learn to arrange a song with multiple sections. Assign roles in the performance.
Y4-1.10	Getting Stage Ready: Performance Skills Build confidence performing in front of an audience. Practice transitions between sections of the song.
Y4-1.11	Dress Rehearsal: Perfecting Your Performance Simulate a live performance experience in the classroom. Finalise performance elements.
Y4-1.12	The Gig: Final Performance and Celebration Celebrate progress and achievements. Reflect on the musical journey and make future plans.

TERM TWO

Y4-2.1	Let's Jam! Reintroducing Instruments Build confidence, collaboration, and curiosity through exploring tuned and untuned instruments. Experiment with simple rhythms and melodies individually and together as a group.
Y4-2.2	Song Study - Learn a Local Track Listen carefully to a local or contemporary song to explore its melody, rhythm, and structure. Discuss and perform parts of the song using voices and instruments, focusing on group collaboration.
Y4-2.3	Explore Chords and Basslines Discover how chords and basslines create the foundation of a song's harmony and groove. Practice playing/singing simple chord progressions and bass patterns together as a group.
Y4-2.4	Song Builder - Melody, Lyrics, and Chords Together Combine melody, lyrics, and chords to create a full song section (e.g. verse or chorus). Rehearse and perform as a small band using instruments and voices.
Y4-2.5	Intro to Song Structure Using a Pop Song Build on song structures (intros/outros) Develop understanding of how a song works together to create a complete piece
Y4-2.6	Arranging for a Band - Roles and Responsibilities Learn to arrange songs for different instruments and voices Assign band roles like lead singer, instrumentalists, backing vocals, percussion, and sound engineer
Y4-2.7	Performance Techniques – Expression and Confidence Develop stage presence, body language, and audience engagement skills Practice expressive playing and singing with dynamics, articulation, and timing
Y4-2.8	Song Study 2 – Digging Deeper into a Local Track Study a local artist's track in depth - structure, layers, dynamics, and role of instruments. Learn and perform a short section (e.g. verse/chorus) as a class band.
Y4-2.9	Showcasing Identity - Naming Our Band Explore how musical artists build identity through names, stories, and visual choices. Collaborate to name your band and create a group identity inspired by your sound and message.

Y4-2.10	Preparing for Performance Polish musical parts, rehearse transitions, and practice introductions. Make performance decisions that showcase confidence and teamwork.
Y4-2.11	Dress Rehearsal - Full Run-Through Run through the entire class performance in real-time. Practise performing confidently from start to finish with minimal teacher input
Y4-2.12	Final Gig! "Live at Our School" Deliver a polished, full performance for an audience of peers. Reflect on the journey from rehearsal to the live show and celebrate success.

TERM THREE	
Y4-3.1	Backstage Pass - Kickstarting and Planning Our Final Show Reignite excitement and confidence in making music together Launch our final musical journey with purpose and creativity
Y4-3.2	The Soundcheck - Playing Tight as a Team Strengthen ensemble playing and musical accuracy Build confidence through collaborative rehearsal and peer feedback
Y4-3.3	Song Study 3 - Our Local Music Scene Study a local artist's track in depth - structure, layers, dynamics, and role of instruments. Learn and perform a short section (e.g. verse/chorus) as a class band.
Y4-3.4	Musical Message - What's Our Song About? Define the message of our original song and consider melody Refine lyrics and musical choices to express meaning clearly
Y4-3.5	Our Song Structure - Telling the Full Story Finalise our song structure including solos and call and response Arrange musical sections to guide the listener through our message
Y4-3.6	Festival Creators - Build Our Own Music Festival Design a music festival with a unique name and theme inspired by their band and community. Create a mini-lineup and festival visuals to bring their festival idea to life.

Y4-3.7	Industry Inspiration - My Music Future Reflect on the careers trip to Future Yard and explore real-life music industry roles. Inspire pupils to set creative ambitions and identify which music career excites them most.
Y4-3.8	Studio Session - Refining Your Song Shape your lyrics to fit a melody and groove with backing tracks and live percussion. Collaborate to decide rhythms and sounds that bring your song to life.
Y4-3.9	Stage Vibes – Expressive Playing and Performing Together Develop stage presence, body language, and audience engagement skills Practice expressive playing and singing with dynamics, articulation, and timing
Y4-3.10	Dress Rehearsal – Live and Loud Perform confidently in a full run-through of the final set, simulating real performance conditions. Use peer feedback and self-reflection to refine and improve the performance.
Y4-3.11	Future Yard Celebration Festival Performance Perform the class song live at the Future Yard festival for an audience of peers, families, and community members. Celebrate the students' musical achievements and the journey they've been on.
Y4-3.12	Encore & Reflect – Our Musical Journey Celebrate progress and achievements from the term's musical journey. Reflect on personal growth and set future musical goals.



TERM ONE	
Y5-1.1	Remix Lab: Changing the Beat Explore how a single rhythm can be transformed into different musical styles.
Y5-1.2	Melody Makeover: Reworking a Motif Explore how simple melodies can be adapted or varied.
Y5-1.3	Texture Builders: Thick and Thin Music Investigate how layering instruments changes the texture of a piece.
Y5-1.4	Band Arrangers: Who Plays What? Learn how different instruments contribute roles in an ensemble.
Y5-1.5	Intros, Drops & Breakdowns Explore how song sections create excitement, tension, and release.
Y5-1.6	Rebuild the Track Analyse a piece of music and identify its main structural elements.
Y5-1.7	Local Track Study: Producer's Ear Listen closely to a Future Yard track, identifying key musical features. Understand how professional musicians layer rhythm, melody, and texture. Recreate a short section of the track in small groups, applying observations.
Y5-1.8	Arrangement Challenge Develop a new arrangement using rhythm, melody, and texture explored in previous lessons.
Y5-1.9	Band Rehearsal Skills Explore effective rehearsal techniques used by musicians.
Y5-1.10	Inside the Studio: Producer Roles: Investigate the roles of producers and arrangers in music creation.
Y5-1.11	Final Arrangement Rehearsal Refine ensemble arrangements, focusing on timing, dynamics, and transitions.
Y5-1.12	Remix Showcase Present final arrangements to the class or school audience.

TERM TWO	
Y5-2.1	Groove Lab: Building the Beat Section Create layered rhythmic grooves using percussion and body percussion. Explore how drum, bass, and rhythm parts combine to form a groove and develop ensemble timing through repetition. Develop ensemble coordination, listening skills, and awareness of rhythmic interdependence in a band context.

Y5-2.2	Keys Course 1: Meet the Instrument Explore how keyboards, glockenspiels, and pianos produce sound. Identify note layout and recognise repeating patterns while developing correct playing technique. Develop familiarity with tuned instruments and hand positioning, laying the foundation for melodic performance.
Y5-2.3	Keys Course 2: Learning the Notes Practise locating notes on keyboard-style instruments and tuned percussion. Play simple patterns and begin to understand pitch relationships. Strengthen pitch awareness and visual recognition of note positions, building on previous melodic exploration.
Y5-2.4	Keys Course 3: Playing Simple Melodies Perform short melodies using tuned instruments with increasing accuracy and control. Develop coordination and confidence in playing melodic sequences. Apply knowledge of pitch and motifs to structured melodic performance, individually and in small ensembles.
Y5-2.5	Keys Course 4: Chords and Accompaniment Explore how chords and bass notes support melodies. Practise playing simple chord patterns and combining them with melodic lines in groups. Understand harmonic relationships and how accompaniment shapes ensemble sound.
Y5-2.6	Musical Conversations: Call and Response Explore how musicians communicate through sound by creating musical questions and answers. Develop listening and improvisation skills in structured exchanges. Build ensemble responsiveness and confidence in musical dialogue.
Y5-2.7	Aural Detectives: Listening for Patterns Develop listening skills by identifying repeated rhythms, motifs, and dynamic changes in music. Begin using musical vocabulary to describe what is heard. Enhance analytical listening and prepare for practical application in performance and composition.
Y5-2.8	Instrument Identification: Timbre and Texture Explore how different instruments sound and how they are layered in music. Identify instruments by ear and understand their role in an ensemble. Extend knowledge of timbre and instrumentation, supporting informed choices in group arrangements.
Y5-2.9	Musical Concepts in Action: Dynamics and Articulation Explore how volume and style of playing affect musical expression. Practise using dynamics and articulation in performance. Connect expressive techniques to ensemble work, emphasising impact on musical communication.

Y5-2.10	Melody Detectives: Interval and Pitch Recognition Develop understanding of how melodies move by identifying steps, leaps, and pitch direction. Strengthen listening accuracy through focused tasks. Refine melodic awareness skills to support accurate performance and composition.
Y5-2.11	Rhythm Detectives: Complex Patterns Explore more complex and layered rhythms through listening and performance. Develop the ability to recognise and recreate rhythmic patterns. Challenge pupils' rhythmic understanding and ensemble coordination, extending groove lab foundations.
Y5-2.12	Listening in Action: Create and Perform Apply listening skills to create and perform short ensemble pieces using rhythm, melody, dynamics, and texture. Use knowledge from across the term in a practical context. Consolidate aural and instrumental skills alongside ensemble techniques, combining analysis/performance.

TERM THREE	
Y5-3.1	Staff Notation 1: Reading the Music Introduce staff notation and connect it to the keys work from Term 2. Learn how notes are written on the staff and matched to positions on tuned instruments. Develop confidence recognising symbols and understanding how written music represents pitch.
Y5-3.2	Staff Notation 2: Rhythm and Duration Explore how rhythm is represented using note values and rests. Apply notation to clapping, percussion, and simple instrumental patterns. Strengthen timing, pulse, and ensemble coordination while reading music.
Y5-3.3	Staff Notation 3: Playing from Notation Combine pitch and rhythm to perform simple notated pieces on tuned instruments. Develop fluency, accuracy, and confidence reading music in a small ensemble. Reinforce connections between visual notation and practical playing from Term 2 keys work.
Y5-3.4	Compose and Notate: My Musical Idea Create a short original melody or riff and write it using staff notation. Perform and share compositions with peers to gain feedback. Apply knowledge of pitch, rhythm, and structure to original musical ideas.
Y5-3.5	Learn the Song: First Listen Introduce the Future Yard track and explore its structure, mood, and key musical elements. Listen carefully and discuss instruments, melody, rhythm, and dynamics. Identify motifs and patterns that will be applied in subsequent rehearsal sessions.

Y5-3.6	Learn the Song: Rhythm Section Focus on drums, percussion, and groove to establish the song's rhythmic foundation. Practise parts in small groups before combining as a class band. Develop ensemble timing, listening, and cohesion skills.
Y5-3.7	Learn the Song: Melody and Vocals Learn main vocal lines and melodies, developing pitch accuracy and confidence. Explore harmonies and call-and-response sections where appropriate. Combine voice with rhythm section for early ensemble performance.
Y5-3.8	Learn the Song: Instruments and Chords Learn instrumental parts including chord patterns, hooks, and motifs. Combine tuned instruments with the rhythm section and vocals. Begin creating a coherent arrangement that balances all musical layers.
Y5-3.9	Putting It Together: First Full Band Rehearsal Combine rhythm, instruments, and vocals for the first full performance. Experiment with balance, timing, and ensemble dynamics. Identify areas for improvement and develop strategies for rehearsal efficiency.
Y5-3.10	Refining the Performance: Dynamics and Expression Focus on articulation, dynamics, phrasing, and expressive playing. Practise using cues, transitions, and stylistic effects to enhance musicality. Encourage peer feedback and self-assessment to polish the ensemble sound.
Y5-3.11	Dress Rehearsal to Playing It Live! Perform the complete piece as if in a live setting, simulating audience conditions. Identify final improvements and apply them immediately in rehearsal. Build confidence and readiness for a final performance.
Y5-3.12	Music Journalism: Reviewing the Performance Reflect on the final performance, considering both individual and group contributions. Write a short review or mini-article for a Future Yard 'zine', focusing on "what music means to you". Use musical vocabulary to evaluate performances and celebrate creative and collaborative achievements.



TERM ONE	
Y6 - 1.1	Musician Mindset: Independent Musicianship Reflect on musical identity and set personal goals for Year 6. Develop independence, leadership, and responsibility in ensemble work. Begin building a creative portfolio/zine to document musical learning.
Y6 - 1.2	Rhythm Machine: Tight Ensemble Groove Develop precision and control in layered rhythmic structures. Maintain independent parts within complex ensemble grooves. Strengthen listening and timing across the group.
Y6 - 1.3	Instrument Spotlight: Guitar/Ukulele Develop chord fluency and strumming techniques on chordal instruments. Explore how instrument choice shapes style and musical identity. Perform confidently within ensemble settings.
Y6 - 1.4	Modern Notation: TAB and Chord Charts Read and perform using TAB and chord charts used in contemporary music. Understand how notation supports real-world performance. Develop accuracy translating notation into sound.
Y6 - 1.5	Harmony Lab: Chord Progressions and Mood Explore how chord progressions create mood and style. Perform and adapt harmonic sequences in groups. Understand how harmony supports melody and structure.
Y6 - 1.6	Songwriting Studio: Hooks and Musical Ideas (Zine Entry 1) Create original riffs, hooks, and musical ideas. Develop early songwriting ideas linked to identity and style. Record creative work in portfolio/zine.
Y6 - 1.7	Lyrics for Impact: Identity and Meaning (Zine Entry 2) Write lyrics about identity, community, and personal experience. Develop structure, rhythm, and storytelling in songwriting. Refine and document lyrical ideas in portfolio/zine.
Y6 - 1.8	Arrangement Mastery: Structuring Music Like Artists Structure music using intro, verse, chorus, and breakdown sections. Explore how texture and instrumentation shape arrangement. Develop complete group compositions.
Y6 - 1.9	Music Industry Pathways (Zine Entry 3) Explore careers in performance, production, and music industry roles. Understand how music is created, recorded, and shared professionally. Reflect on personal aspirations in music.

Y6 - 1.10	Rehearsal Leadership: Independent Ensemble Work Lead and manage group rehearsals with increasing independence. Develop peer feedback and problem-solving skills. Refine musical material for performance.
Y6 - 1.11	Performance Refinement: Preparing Like Professionals Refine ensemble performances with focus on accuracy and expression. Develop stage awareness and ensemble control. Prepare polished work for sharing.
Y6 - 1.12	Live Studio Sharing + Portfolio Checkpoint Perform and share musical work in a structured showcase. Present early portfolio/zine development as artist identity. Reflect on progress and set goals for Term 2.

TERM TWO	
Y6 - 2.1	Producer Mindset: Becoming Music Creators Shift from performers to producers of original music. Explore how modern tracks are built through layering and production. Set creative direction for original work.
Y6 - 2.2	Riff Lab: Creating Musical Hooks Create and develop riffs and hooks using chordal instruments. Explore repetition and variation in musical ideas. Develop memorable musical motifs.
Y6 - 2.3	TAB Creation: Writing Original Ideas Write and perform original riffs using TAB notation. Develop accuracy in documenting musical ideas. Refine ideas through performance and revision.
Y6 - 2.4	Loop Culture: Building Tracks Like Producers Create loop-based compositions using rhythm, melody, and harmony. Explore repetition, layering, and structure in modern music. Develop group-produced tracks.
Y6 - 2.5	Community Lyrics: Writing About Identity Write lyrics about community, place, and personal experience. Develop storytelling using rhythm and rhyme. Shape lyrics for original compositions.
Y6 - 2.6	Sound Design: Creating Musical Texture Explore sound effects, layering, and atmospheric music creation. Develop awareness of mood and sonic identity. Experiment with creative sound sources.
Y6 - 2.7	Riff and Groove Construction Combine riffs, basslines, and rhythm into structured grooves. Develop ensemble timing and musical interlocking parts. Begin building original group songs.

Y6 - 2.8	Arranging Like Artists Shape musical ideas into structured songs with clear sections. Make decisions about texture, dynamics, and instrumentation. Develop cohesive group arrangements.
Y6 - 2.9	Zine Development: Artist Identity Develop portfolio with songwriting, reflection, and design. Build personal artistic identity through documentation. Connect music to creative purpose.
Y6 - 2.10	Studio Sessions: Refining Original Music Refine original compositions in a studio-style environment. Focus on structure, layering, and clarity. Develop independence as creators.
Y6 - 2.11	Sharing Work-in-Progress Perform and share developing original music. Reflect on creative choices and receive feedback. Improve compositions through iteration.
Y6 - 2.12	Mid-Year Artist Drop: Portfolio Review Present updated portfolio and musical ideas. Reflect on artistic identity and development. Set goals for final term.

TERM THREE	
Y6 - 3.1	Defining the Artist Era Establish final musical identity and creative direction. Select ideas for final composition. Set purpose for final project.
Y6 - 3.2	Final Track Selection Choose and refine ideas for final release track. Experiment with structure, riffs, and lyrics. Begin final composition development.
Y6 - 3.3	Studio Production: Building the Final Track Refine and develop final compositions. Focus on structure, layering, and sound quality. Create cohesive final arrangements.
Y6 - 3.4	Artist Portfolio: Zine Release Compile full musical journey into portfolio/zine. Include compositions, reflections, and influences. Present clear artistic identity.
Y6 - 3.5	Music Industry: Release and Promotion Explore how music is released and shared professionally. Understand roles in production and promotion. Connect learning to real-world industry.
Y6 - 3.6	Final Arrangement: Polishing the Track Finalise structure, transitions, and instrumentation. Refine musical detail for performance. Prepare final version for showcase.

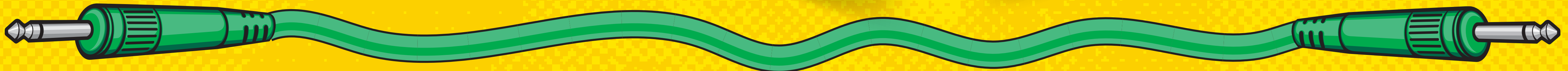
Y6 - 3.7	Future Yard Reflection Reflect on live music and industry experiences. Connect professional practice to own work. Record insights in portfolio/zine.
Y6 - 3.8	Release Preparation: Rehearsing the Set Rehearse final performance and presentation. Combine music and portfolio elements. Develop confidence for showcase.
Y6 - 3.9	Artist Drop: Live Showcase Event Perform original music in a live release event. Share portfolio alongside performance. Engage with audience feedback.
Y6 - 3.10	Final Artist Pack: Completing the Portfolio Finalise all written, musical, and reflective work. Ensure coherent presentation of artistic identity. Prepare final submission materials.
Y6 - 3.11	The Release Event: Sharing as Artists Present music and portfolio in a live showcase. Perform and share creative journey with audience. Experience real-world performance context.
Y6 - 3.12	Next Stage: Transition to KS3 Music Reflect on KS2 musical journey and achievements. Identify strengths and future musical pathways. Prepare for secondary music with confidence.



Skills ladders are our way of making pupils' musical journeys visible, showing how skills in listening, rhythm, pitch, composition, collaboration, and performance build over time. They give pupils and teachers a clear sense of progression, so every lesson contributes to a meaningful, cumulative experience in music.

Within the classroom, the ladders guide teachers to pitch activities at the right level, challenge pupils appropriately, and provide space for creativity and exploration. Pupils can see their own growth, take ownership of their learning, and set goals for the next step in their musical journey, building confidence, curiosity, and a sense of pride in what they create.

They also support reflective practice and collaborative teaching, helping staff identify when to consolidate skills, extend more advanced learners, and celebrate achievements across the year. Combined with our Mic Check! and Spotlight resources the ladders create a flexible, inspiring toolkit for delivering music that is modern, relevant, and full of opportunity for exploration, experimentation, and real-world impact.





Skill Area	Level	Y1	Y2	NC Links
1. Singing / Vocal Skills	Emerging	Explore using voice in different ways such as speaking, singing, whispering, and chanting with support and modelling. Begin to join in with simple vocal activities when confident. (1.2, 1.5)	Explore singing through speaking, chanting, and simple songs using voice and movement, building confidence in joining group vocal activities. (4.2, 4.1)	1 + 4
	Developing	Sing simple songs and chants in unison with support, beginning to match pitch in short phrases and follow basic vocal cues. (2.3, 2.7)	Sing short songs in unison, following simple pitch direction, dynamics, and cues. (5.2, 5.3)	1 + 4
	Advancing	Sing simple melodies in unison with increasing accuracy and confidence, following pitch changes and beginning to use expression with guidance. (3.2, 3.5)	Sing with clearer pitch and expression in group performance, showing growing control of phrasing and awareness of others. (5.6, 6.2)	1 + 4
	Greater Depth	Sing confidently in a group, showing awareness of pitch and expression, and begin to suggest simple ideas for how songs are performed. (3.7, 5.6)	Lead simple vocal parts within group singing, adapting performance in response to others and beginning to reflect on choices made. (6.11, 6.12)	1 + 4
2. Rhythm / Pulse / Timing	Emerging	Explore pulse through clapping, movement, and body percussion with adult support. Begin to copy simple rhythm patterns. (1.1, 1.3)	Explore steady pulse through clapping, movement, and simple percussion patterns with support. (4.3)	2 + 4
	Developing	Maintain a steady pulse in group activities and repeat simple rhythmic patterns using body percussion or percussion instruments. (1.3, 1.4)	Repeat and maintain simple rhythmic patterns, staying in time with others and following cues. (4.4, 5.3)	2 + 4
	Advancing	Maintain a steady pulse independently and perform simple rhythmic patterns in time with others in group and class settings. (2.7, 2.8, 3.3)	Maintain steady pulse independently in small ensembles and layer simple rhythms with awareness of others. (5.8, 6.3)	2 + 4
	Greater Depth	Layer simple rhythms with awareness of others and begin to create or adapt short rhythmic ideas within group work. (3.7, 5.9)	Independently coordinate rhythm with others, refining timing and accuracy within layered ensemble performance. (6.7, 6.10)	2 + 4
3. Playing Instruments	Emerging	Explore untuned percussion instruments and produce sounds in response to prompts with significant support. (1.3, 1.4)	Explore tuned and untuned instruments through simple sound exploration and pattern work with support. (4.5)	2 + 4
	Developing	Play simple rhythmic patterns on untuned percussion with support, following a steady pulse and teacher guidance. (1.5, 2.3)	Play short rhythmic or melodic patterns in small groups, following simple cues and beginning to control sound choices. (5.3, 5.6)	2 + 4
	Advancing	Play simple rhythmic or melodic patterns on untuned percussion with increasing accuracy and awareness of others in the group. (2.7, 2.8, 3.3)	Apply control of dynamics and phrasing when performing as part of an ensemble. (5.9, 6.7)	2 + 4
	Greater Depth	Select and use instruments purposefully, showing awareness of sound choices and contributing ideas to group performances. (3.7, 5.6)	Perform instrumental parts confidently, adapting sound and technique in response to ensemble needs and audience awareness. (6.10, 6.12)	2 + 4
4. Ensemble / Collaboration	Emerging	Take part in group music activities with support, responding to simple cues and copying actions from others. (1.1, 1.3, 2.1)	Take part in group music-making, responding to cues and taking turns within ensemble activities with support. (4.4, 4.7)	2 + 3 + 4
	Developing	Take turns and maintain a simple part within group activities, beginning to respond to others in the ensemble. (2.7, 2.8, 3.3)	Adjust playing and singing to fit with others, sharing simple musical roles within group work. (5.7, 5.8)	2 + 3 + 4
	Advancing	Work confidently in small groups, maintaining a part while listening to others and responding to basic cues. (3.4, 3.7)	Independently balance own part within an ensemble, maintaining cohesion and supporting others where needed. (6.5, 6.7)	2 + 3 + 4
	Greater Depth	Show awareness of others in the ensemble and begin to support group coordination by offering ideas or guidance. (3.7, 5.9)	Support group musical direction by contributing ideas and helping improve rehearsal outcomes. (6.10, 6.12)	2 + 3 + 4

Skill Area	Level	Y1	Y2	NC Links
5. Musical Creativity / Composition	Emerging	Explore sounds using voice, body, or instruments with support. Begin to respond to simple creative prompts. (1.4, 1.6, 1.8)	Choose sounds to match moods, stories, or ideas, experimenting with simple musical ideas with support. (4.5, 4.6)	2 + 4
	Developing	Create simple musical ideas in response to a prompt, combining sounds or rhythms with support. (2.7, 2.8, 3.3)	Build short compositions collaboratively, making simple decisions about structure, dynamics, and texture. (5.5, 5.6)	2 + 4
	Advancing	Create short structured musical ideas using rhythm, melody, or sound with increasing independence. (3.4, 3.7)	Refine compositions by adding contrast, selecting instruments purposefully, and shaping musical ideas more clearly. (5.8, 5.9)	2 + 4
	Greater Depth	Develop and adapt musical ideas creatively, showing awareness of structure, contrast, and sound choices. (3.7, 5.6)	Lead creative decisions within group compositions, adapting and improving work for performance purpose. (6.6, 6.11)	2 + 4
6. Notation / Reading & Writing Music	Emerging	Respond to simple visual symbols for sound through movement, voice, or percussion with support. (1.1, 1.2)	Begin to represent sounds using simple symbols and copy short rhythm patterns with support. (4.3, 4.4)	2 + 4
	Developing	Copy and follow simple rhythmic symbols or graphic representations of sound with guidance. (2.3, 2.5)	Read and perform from simple symbols or graphic scores, experimenting with creating short patterns. (5.5, 5.6)	2 + 4
	Advancing	Use simple symbols or graphic scores to represent and organise musical ideas in group activities. (3.2, 3.4)	Refine use of graphic scores to represent rhythm, pitch, and dynamics in simple compositions. (5.8, 5.9)	2 + 4
	Greater Depth	Create simple graphic representations of sound and explain choices when communicating ideas to others. (3.7, 5.6)	Lead others in interpreting graphic scores, explaining choices and reflecting on how notation supports performance. (6.6, 6.11)	2 + 4
7. Listening / Responding / Cultural Capital	Emerging	Respond to music through movement, sound, or simple verbal reactions with support. (1.1, 2.1)	Identify basic musical elements such as rhythm and pitch and respond through movement or sound with support. (4.1, 4.3)	3 + 4
	Developing	Identify basic elements such as fast/slow, loud/quiet, and respond to music in simple ways. (2.5, 3.5)	Listen to a range of music styles and respond verbally or creatively to what is heard. (5.5, 5.6)	3 + 4
	Advancing	Describe basic features of music including rhythm, pitch, and mood using simple musical vocabulary. (3.2, 3.6)	Describe how musical elements are used to create mood, structure and effect using simple musical vocabulary. (6.11)	3 + 4
	Greater Depth	Make simple comparisons between pieces of music and begin to explain preferences using musical ideas. (3.7, 5.9)	Reflect on music critically, making links between musical choices, culture and community. (6.12)	3 + 4
8. Performance Skills / Confidence	Emerging	Participate in group performance activities with support, following simple cues from adults. (1.10, 1.12)	Perform short musical ideas to peers using voice, movement, or instruments. (4.9, 4.11)	1 + 2 + 4
	Developing	Perform simple parts in group settings with growing confidence and awareness of others. (2.10, 3.8)	Perform in front of another class, following cues and beginning to show awareness of expression and audience. (5.10, 5.11)	1 + 2 + 4
	Advancing	Perform simple pieces to an audience with increasing confidence, using voice, movement, or instruments. (3.9, 3.11)	Perform full pieces with increasing control of timing, expression, and ensemble awareness. (6.9, 6.10)	1 + 2 + 4
	Greater Depth	Perform confidently in a group, showing awareness of audience and beginning to show expressive choices. (3.12, 5.12)	Perform confidently as part of a group, demonstrating awareness of audience and musical intention throughout. (6.11, 6.12)	1 + 2 + 4



Skill Area	Level	Y3	Y4	Y5	Y6	NC Links
Singing / Vocal Skills	Emerging	Participate in ensemble warm-ups, using voice in speaking, chanting and singing, responding to pitch and pulse with support. (Y3 1.1, Y3 1.2)	Participate in ensemble singing and vocal warm-ups, beginning to match pitch in simple melodic phrases. (Y4 1.3, Y4 2.1)	Join ensemble singing and vocal warm-ups, developing awareness of pitch and rhythm. (Y5 1.2, Y5 3.7)	Participate in ensemble singing and vocal warm-ups, following a main vocal part with support and awareness of others. (Y6 1.2, Y6 3.7)	1 + 4
	Developing	Sing short melodic phrases in unison, beginning to match pitch more accurately and following simple musical cues. (Y3 1.4, Y3 3.2)	Sing simple songs in unison, following basic pitch direction, rhythm, and performance cues. (Y4 1.4, Y4 2.2)	Perform vocal lines in unison and simple harmony, maintaining pitch with increasing accuracy in ensemble settings. (Y5 1.4, Y5 3.7)	Perform vocal lines with growing accuracy of pitch and rhythm within ensemble singing. (Y6 1.5, Y6 3.8)	1 + 4
	Advancing	Use dynamics, phrasing and expression with increasing control within group songs and structured performances. (Y3 1.10, Y3 3.6)	Use expression, dynamics and phrasing with support when performing songs within structured ensemble arrangements. (Y4 1.8, Y4 2.7)	Use expression, dynamics, and articulation to shape vocal performance within group and band contexts. (Y5 2.9, Y5 3.10)	Use voice purposefully to shape expression, dynamics, and phrasing within group and original compositions. (Y6 1.7, Y6 3.10)	1 + 4
	Greater Depth	Lead or shape vocal ideas within ensemble work, adapting performance in response to others and beginning to evaluate choices. (Y3 1.12, Y3 3.11)	Confidently lead or adapt vocal parts within ensemble performance, shaping expression and responding to musical direction and ensemble balance. (Y4 2.10, Y4 3.11)	Lead or contribute confidently to vocal performance, adapting parts in response to ensemble balance, style, and feedback. (Y5 1.10, Y5 3.11)	Lead and shape vocal performance as part of an artistic identity, making clear stylistic and expressive decisions that influence overall ensemble sound. (Y6 1.11, Y6 3.11)	1 + 4
Rhythm / Pulse / Timing	Emerging	Explore steady pulse using body percussion and simple untuned instruments, maintaining timing with support. (Y3 1.1, Y3 1.2)	Maintain a steady pulse using body percussion and simple rhythm patterns. (Y4 1.2, Y4 2.1)	Maintain a steady pulse using body percussion and simple rhythmic patterns in group work. (Y5 1.1, Y5 2.1)	Maintain a steady pulse in simple ensemble work using body percussion and repeated rhythmic patterns. (Y6 1.2, Y6 2.7)	2 + 4
	Developing	Perform and repeat short rhythmic patterns within structured ensemble work, keeping a steady pulse. (Y3 1.3, Y3 1.5)	Perform short, repeated rhythmic patterns on untuned percussion, staying in time with others. (Y4 1.4, Y4 2.4)	Perform layered rhythmic patterns with growing accuracy, including simple syncopation. (Y5 2.11, Y5 3.6)	Perform rhythmic patterns in time with others, following cues to maintain coordination. (Y6 1.2, Y6 3.6)	2 + 4
	Advancing	Maintain an independent rhythmic part within ensemble textures, showing awareness of timing and coordination. (Y3 1.6, Y3 3.10)	Maintain a rhythmic part within simple ensemble textures, following cues and structure. (Y4 2.3, Y4 3.5)	Maintain independent rhythmic parts within ensemble textures, showing awareness of timing and coordination. (Y5 1.9, Y5 3.9)	Maintain timing and rhythmic control within layered ensemble and composition work. (Y6 1.8, Y6 3.9)	2 + 4
	Greater Depth	Independently refine rhythmic parts in performance, adapting timing creatively within ensemble contexts. (Y3 3.10, Y3 3.11)	Independently refine and adapt rhythmic parts within ensemble performance, maintaining accuracy and responding to changes in structure and tempo. (Y4 3.2, Y4 3.10)	Refine rhythmic timing and groove independently, adapting to changes in tempo, structure, and ensemble direction. (Y5 1.11, Y5 3.11)	Take responsibility for rhythmic leadership in ensemble work, shaping groove, feel, and timing, and adapting in response to live performance changes. (Y6 1.10, Y6 3.11)	2 + 4
Playing Instruments	Emerging	Explore percussion and simple instrumental parts within structured group activities, responding to cues with support. (Y3 1.1, Y3 3.2)	Explore tuned and untuned instruments, developing basic control of sound production and technique. (Y4 2.1, Y4 2.3)	Explore tuned and untuned instruments, developing control of technique and sound production. (Y5 2.2, Y5 2.3)	Explore tuned and untuned instruments and ukulele, playing simple patterns or chords with support. (Y6 1.3, Y6 2.4)	2 + 4
	Developing	Play short rhythmic or melodic patterns in ensemble contexts, maintaining awareness of pulse and structure. (Y3 1.8, Y3 1.10)	Play short melodic or rhythmic parts in ensemble settings, following simple cues and structures. (Y4 2.2, Y4 2.4)	Perform melodic lines and simple accompaniments with increasing accuracy and fluency. (Y5 2.4, Y5 3.3)	Perform riffs, melodies, and chord sequences using TAB or simple notation with increasing accuracy. (Y6 1.4, Y6 2.3)	2 + 4
	Advancing	Maintain instrumental parts within layered ensemble structures, showing control of balance and timing. (Y3 1.5, Y3 3.6)	Maintain instrumental parts within structured compositions, showing awareness of timing and balance. (Y4 2.4, Y4 3.8)	Play chord patterns, basslines, or melodic hooks as part of structured ensemble arrangements. (Y5 2.5, Y5 3.8)	Combine melody, harmony, and rhythm across instruments to contribute to structured ensemble arrangements. (Y6 1.5, Y6 3.6)	2 + 4
	Greater Depth	Perform independently within ensemble settings, adapting instrumental parts creatively during rehearsal and performance. (Y3 3.7, Y3 3.11)	Perform independently within ensemble contexts, adapting parts creatively and making musical decisions during rehearsal and performance. (Y4 3.7, Y4 3.11)	Perform independently within ensemble settings, adapting parts creatively in response to musical direction and rehearsal feedback. (Y5 1.6, Y5 3.9)	Direct instrumental contribution within ensemble and composition work, making creative decisions that shape texture, balance, and musical identity. (Y6 1.8, Y6 3.8)	2 + 4
Ensemble / Collaboration	Emerging	Take part in group music-making, responding to cues and contributing when prompted. (Y3 1.1, Y3 1.2)	Take part in ensemble work using assigned roles, responding to cues and contributing to group sound. (Y4 1.2, Y4 2.1)	Work within ensemble settings, maintaining awareness of other parts and group balance. (Y5 1.4, Y5 2.1)	Take part in ensemble work, following instructions and contributing to group sound. (Y6 1.1, Y6 1.8)	2 + 3 + 4
	Developing	Maintain a simple part within ensemble work while listening to others and staying in time. (Y3 1.3, Y3 1.9)	Maintain a simple part within ensemble work, listening and responding to others. (Y4 1.9, Y4 2.4)	Contribute to group arrangements by taking responsibility for assigned musical roles. (Y5 1.8, Y5 2.6)	Maintain a defined musical role within a group, listening and responding to others. (Y6 1.10, Y6 3.3)	2 + 3 + 4
	Advancing	Work independently within ensemble roles, contributing to structured group compositions and performances. (Y3 1.10, Y3 3.10)	Work within ensemble roles to contribute to structured group compositions and rehearsals. (Y4 2.6, Y4 3.5)	Use rehearsal strategies such as listening, repetition, and feedback to improve ensemble performance. (Y5 1.9, Y5 3.10)	Contribute to shared ensemble outcomes, supporting structure, cohesion, and rehearsal progress. (Y6 2.7, Y6 3.6)	2 + 3 + 4
	Greater Depth	Lead or support ensemble decisions, showing awareness of balance, timing and group direction. (Y3 1.12, Y3 3.11)	Lead or shape ensemble decisions, demonstrating awareness of balance, structure, and overall musical outcome. (Y4 2.10, Y4 3.10)	Lead or support ensemble decision-making, contributing to structure, balance, and performance outcomes with increasing independence. (Y5 1.10, Y5 3.12)	Take ownership of ensemble direction, leading rehearsal decisions and shaping musical outcomes with increasing independence and confidence. (Y6 1.11, Y6 3.11)	2 + 3 + 4



Skill Area	Level	Y3	Y4	Y5	Y6	NC Links
Musical Creativity / Composition	Emerging	Explore simple musical ideas using voice, body and instruments, creating short sound ideas. (Y3 1.4, Y3 1.6)	Experiment with musical ideas using rhythm, melody, voice and sound to communicate mood or story. (Y4 1.1, Y4 1.5)	Explore and combine rhythmic, melodic, and lyrical ideas to create simple musical structures. (Y5 1.1, Y5 1.2)	Explore musical ideas using riffs, rhythms, motifs, and lyrical fragments in structured tasks. (Y6 1.6, Y6 2.2)	2 + 4
	Developing	Create short musical ideas and contribute to simple group compositions with support from peers or teacher guidance. (Y3 1.5, Y3 1.10)	Create short structured compositions combining rhythm and melody with support. (Y4 1.4, Y4 2.4)	Develop short compositions through layering, structure, and arrangement with growing independence. (Y5 1.5, Y5 1.6)	Combine and develop ideas into short compositions using looping, layering, and repetition. (Y6 2.4, Y6 2.6)	2 + 4
	Advancing	Develop structured compositions using sections, layering and simple musical contrast. (Y3 1.10, Y3 3.6)	Develop compositions by adding contrast, dynamics and combining instruments intentionally. (Y4 1.6, Y4 2.9)	Create and refine ensemble compositions using rhythm, melody, and texture in combination. (Y5 1.8, Y5 2.12)	Shape structured compositions using form, texture, and arrangement with growing independence. (Y6 1.8, Y6 3.3)	2 + 4
	Greater Depth	Lead compositional decisions and refine musical structure in performance-focused work. (Y3 1.12, Y3 3.12)	Lead creative decision-making in group compositions, shaping structure and musical intent for performance impact. (Y4 3.5, Y4 3.8)	Lead creative decisions in composition and arrangement, shaping musical outcomes for performance with clear artistic intent. (Y5 1.10, Y5 3.4)	Take full creative ownership of composition, making and justifying artistic decisions that define structure, identity, and audience impact. (Y6 3.1, Y6 3.9)	2 + 4
Notation / Reading & Writing Music	Emerging	Respond to simple rhythmic symbols and graphic notation through movement and performance. (Y3 1.1, Y3 1.4)	Respond to and explore rhythmic and graphic notation through performance and listening. (Y4 1.2, Y4 2.1)	Begin to understand and use staff notation to represent pitch and rhythm in simple musical ideas. (Y5 3.1, Y5 3.2)	Follow TAB notation or simple symbols to perform riffs and rhythmic ideas. (Y6 1.4, Y6 2.3)	2 + 4
	Developing	Read and copy simple rhythmic notation, beginning to represent musical ideas visually. (Y3 1.8, Y3 3.3)	Read and perform simple rhythmic and graphic notation with support. (Y4 1.8, Y4 2.5)	Read and perform from notation with increasing accuracy, linking symbols to instrumental performance. (Y5 3.3, Y5 3.4)	Read staff notation or rhythmic notation to support performance of simple musical parts. (Y6 3.1, Y6 3.3)	2 + 4
	Advancing	Use notation to represent rhythm and structure within group compositions. (Y3 1.10, Y3 3.4)	Use notation to represent rhythm, pitch and structure in simple compositions. (Y4 2.4, Y4 3.3)	Create simple notated compositions to represent original musical ideas. (Y5 3.4, Y5 3.12)	Use notation to record and communicate original musical ideas within composition and rehearsal. (Y6 2.3, Y6 3.10)	2 + 4
	Greater Depth	Independently interpret and create notation to communicate musical ideas clearly to others. (Y3 3.3, Y3 3.12)	Confidently interpret and create notation to communicate musical ideas clearly within ensemble performance contexts. (Y4 3.3, Y4 3.10)	Use notation as a tool for rehearsal, communication, and refinement of original compositions. (Y5 3.2, Y5 3.9)	Use notation as a creative and reflective tool to support composition, documentation, and refinement of original work. (Y6 1.6, Y6 3.4)	2 + 4
Listening / Responding / Cultural Capital	Emerging	Respond to music through movement and simple discussion of what is heard. (Y3 1.2, Y3 1.4)	Listen attentively to music and respond through movement, sound and simple discussion. (Y4 1.1, Y4 2.2)	Listen to a range of live and recorded music, responding verbally and creatively to what is heard. (Y5 1.5, Y5 2.7)	Respond to music, identifying key musical elements such as rhythm, pitch, and mood. (Y6 1.7, Y6 2.6)	3 + 4
	Developing	Identify basic musical elements such as rhythm, pitch and dynamics in listening tasks. (Y3 1.7, Y3 3.5)	Identify basic musical elements such as rhythm, pitch, dynamics and structure. (Y4 2.2, Y4 2.5)	Identify instruments, timbre, layering, and structure, explaining their effect on music. (Y5 1.3, Y5 2.8)	Describe and compare musical features in a range of music using appropriate vocabulary. (Y6 1.9, Y6 3.5)	3 + 4
	Advancing	Analyse structure and ensemble roles in live and recorded music, describing what is heard. (Y3 3.5, Y3 3.7)	Describe how music changes in structure, texture or mood using basic musical vocabulary. (Y4 2.8, Y4 3.3)	Listen critically to music from professional and local contexts, including production and arrangement choices. (Y5 1.7, Y5 1.10)	Listen to music and explain how structure, texture, and production affect musical impact. (Y6 2.1, Y6 3.7)	3 + 4
	Greater Depth	Evaluate musical choices and link learning to wider musical culture and real-world contexts. (Y3 3.9, Y3 3.12)	Evaluate musical choices in their own and others' work, making links to purpose, effect, and context. (Y4 3.7, Y4 3.12)	Evaluate performances and compositions using musical vocabulary, reflecting on creative decisions and intended effect. (Y5 1.12, Y5 3.12)	Critically evaluate professional music practice and apply insights from production, performance, and industry context to own creative work. (Y6 1.12, Y6 3.12)	3 + 4
Performance Skills / Confidence	Emerging	Perform simple parts in structured group settings, following cues and routines. (Y3 1.1, Y3 1.2)	Perform short musical ideas in group settings with support, using voice, movement or instruments. (Y4 1.3, Y4 2.1)	Perform simple musical parts within group settings with increasing confidence and awareness of others. (Y5 1.4, Y5 2.4)	Perform in ensemble settings with increasing confidence, accuracy, and awareness of structure. (Y6 1.2, Y6 2.7)	1 + 2 + 4
	Developing	Perform short ensemble pieces with increasing confidence, maintaining awareness of others. (Y3 1.4, Y3 3.2)	Perform in small ensembles with developing confidence, following cues and structure. (Y4 2.4, Y4 2.7)	Develop stage presence using dynamics, articulation, and timing in performance. (Y5 2.9, Y5 3.10)	Perform rehearsed pieces with control, following cues and maintaining ensemble awareness. (Y6 1.11, Y6 3.8)	1 + 2 + 4
	Advancing	Perform structured compositions with expression, accuracy and ensemble awareness. (Y3 3.10, Y3 3.11)	Perform structured pieces with expression and awareness of others in rehearsal and performance contexts. (Y4 2.10, Y4 3.9)	Perform full arrangements in rehearsal and live-style contexts with growing independence and control. (Y5 1.11, Y5 3.11)	Deliver structured performances combining rhythm, melody, harmony, and expression with growing independence. (Y6 3.3, Y6 3.9)	1 + 2 + 4
	Greater Depth	Lead or shape performances in live-style contexts, adapting confidently to audience and ensemble needs. (Y3 1.12, Y3 3.11)	Deliver confident, polished performances to an audience with strong ensemble cohesion and emerging stage presence. (Y4 3.10, Y4 3.11)	Deliver confident performances to an audience, demonstrating control, cohesion, and musical awareness with emerging artistic identity. (Y5 1.12, Y5 3.11)	Lead and deliver performance as an artist, demonstrating ownership of musical identity, audience awareness, and live presentation. (Y6 3.11, Y6 3.12)	1 + 2 + 4



FUTURE YARD SCHOOLS

LEARNING JOURNEY

Our KS1 and KS2 learning journeys give every pupil a clear path to grow as a musician. Each term builds on the last, developing skills in performance, composition, and collaboration, while encouraging creativity, confidence, and self-expression.

The pathways are flexible and inclusive, supporting all ability levels so pupils can be challenged and celebrated at every stage. Along the way, they reflect on their progress, set goals, and see how their skills connect to stories, emotions, and the wider world of music.

By following these journeys, pupils experience a cohesive, motivating, and meaningful progression, growing not just as performers and composers, but as confident, creative thinkers ready to take music beyond the classroom.

YEAR 1	TOPICS
AUTUMN 1	Soundcheck: Exploring Rhythm, Pulse, and Group Music-Making
AUTUMN 2	Exploring Voices and Instruments: Creating Soundscapes and Simple Songs
SPRING 1	Wirral Soundscapes: Listening, Mapping, and Graphic Scores
SPRING 2	Bandcamp: Writing, Structuring, and Rehearsing Our Class Song
SUMMER 1	Local Legends: Singing Wirral's Stories and Adding Rhythm
SUMMER 2	The Main Stage: Rehearsal, Performance, and Remixing

YEAR 2	TOPICS
AUTUMN 1	Soundcheck: Exploring Rhythm, Pulse, and Group Music-Making
AUTUMN 2	Exploring Voices and Instruments: Creating Soundscapes and Simple Songs
SPRING 1	Wirral Soundscapes: Listening, Mapping, and Graphic Scores
SPRING 2	Bandcamp: Writing, Structuring, and Rehearsing Our Class Song
SUMMER 1	Local Legends: Singing Wirral's Stories and Adding Rhythm
SUMMER 2	The Main Stage: Rehearsal, Performance, and Remixing

YEAR 3	TOPICS
AUTUMN 1	Groove Builders: Strengthening Rhythm, Pulse, and Musical Teamwork
AUTUMN 2	Future Yard Sound Lab: Creating, Recording, and Shaping Original Music
SPRING 1	Band Foundations: Exploring Instruments, Melody, and Musical Structure
SPRING 2	Future Yard Live: Writing Songs and Preparing for Performance
SUMMER 1	Stage Ready: Developing Performance Skills and Industry Knowledge
SUMMER 2	The First Gig: Sharing, Reflecting, and Evolving Our Sound

YEAR 4	TOPICS
AUTUMN 1	Sound Explorers: Discovering Our Sonic World
AUTUMN 2	Song Architects: Building Ideas Together
SPRING 1	Band Builders: Shaping Our Sound
SPRING 2	Hit The Stage: Preparing to Perform
SUMMER 1	Festival Makers: From Song to Show
SUMMER 2	Live With Future Yard: Celebrating Music

YEAR 5	TOPICS
AUTUMN 1	Remix Lab: Transforming Rhythm and Melody
AUTUMN 2	Keys & Groove: Exploring Instruments and Harmony
SPRING 1	Musical Detectives: Listening, Patterns, and Improvisation
SPRING 2	Compose & Create: From Ideas to Notation
SUMMER 1	Band Rehearsal: Putting It All Together
SUMMER 2	Music in Action: Performing and Reviewing

YEAR 6	TOPICS
AUTUMN 1	Musician Mindset: Building independence, identity, and creative direction as musicians
AUTUMN 2	Rhythm Machine: Tight ensemble groove, precision, and rhythmic control in performance
SPRING 1	Instrument Spotlight: Guitar and ukulele skills, chords, and ensemble playing
SPRING 2	Modern Notation: TAB, chord charts, and reading real-world music systems
SUMMER 1	Harmony Lab: Chords, progressions, and shaping musical mood and style
SUMMER 2	Songwriting Studio: Creating hooks, lyrics, and original musical ideas