



# Music Progression



Units of work			Instrument progression		Progression for Improvisation	Progression for Composition	Performing	National Curriculum objectives	Instrument Tuition	Assembly
Year	Term	Unit Title	Note range	Note Values						
1	Aut 1	Hey You! (C)	C,G	Crotchets	C,D	C,D	Enjoy and have fun performing. Perform to a well-known audience.	<b>Musicianship: Understanding music-</b> To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.  <b>Listening: Appraisal-</b> To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.  <b>Singing-</b> Sing songs from memory. Sing in unison. To know that it is better to stand to sing.  <b>Playing Instruments/notation-</b> To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.  <b>Improvisation-</b> To improvise using the voice or an instrument.  <b>Composition-</b> To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.	<b>Untuned percussion</b>	<b>Key stage one</b> <u>Half term 1</u> <b>Warm up:</b> <i>Humming correctly and using the diaphragm</i> <b>Classic song/ Hymn:</b> <i>Autumn Days</i> <b>Popular music:</b> <i>Count on me</i>  <u>Half term 2</u> <b>Warm up:</b> <i>Major scales</i> <b>Hymn:</b> <i>Assorted Christmas carols</i> <b>Popular music:</b> <i>Christmas pop songs</i>  <u>Half term 3</u>
1	Aut 2	Rhythm In The Way We Walk and Banana Rap (C)	Singing and performing only							
1	Spr 1	In The Groove (C)	C,D	Crotchets	C,D	C,D,E				
1	Spr 2	Round And Round (D Minor)	C,D,F	Semibreves	D,E, F	Not Applicable				
1	Sum 1	Your Imagination (C)	C E G	Semibreves	C,D	C,D,E				
1	Sum 2	Reflect, Rewind And Replay	Consolidation and revision							



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2	Aut 1	Hands, Feet, Heart (C)	G,A,C	Crotchets	C,D,E	C,D,E	To know the difference between rehearsing and performing. To rehearse and perform to a well-know audience.	<p><b>Musicianship: Understanding music-</b> To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.</p>	Untuned percussion	<p><b>Warm up:</b> <i>Tongue twister- Cheeky Charlie Chick</i></p> <p><b>Hymn:</b> <i>Morning has Broken</i></p> <p><b>Popular music:</b> <i>Try Everything- Shakira</i></p>	
2	Aut 2	Ho Ho Ho (G)	C,E,G	Crotchets and rests	Not Applicable	Not Applicable		<p><b>Listening: Appraisal-</b> To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.</p>		<p><b>Half term 4</b></p> <p><b>Warm up:</b></p> <p><b>Hymn:</b> <i>He's got the whole world</i></p> <p><b>Popular music:</b> <i>Roller Ghoster</i></p>	
2	Spr 1	I Wanna Play In A Band (F)	C,F,G	Minims	F,G,A	F,G,A		<p><b>Singing-</b> Sing to communicate the meaning of the words. Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.</p>		<p><b>Playing Instruments/notation-</b> To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a staff of five lines.</p>	<p><b>Half term 5</b></p> <p><b>Warm up:</b> <i>Choon Baboon</i></p> <p><b>Hymn:</b> <i>Lord of the Dance</i></p> <p><b>Popular music:</b> <i>A Million Dreams</i></p>
2	Spr 2	Zootime (C)	C,D	Crotchets	C,D,E,F,G	C,D,E, F,G		<p><b>Improvisation-</b> To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.</p>		<p><b>Half term 6</b></p> <p><b>Warm up:</b> <i>Lip roll arpeggios</i></p>	
2	Sum 1	Friendship Song (C)	E,G,A,B	Crotchet, Dotted Minim and Rests	C,D	C,D,E,G, A		<p><b>Composition-</b> To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation.</p>			
2	Sum 2	Reflect, Rewind And Replay	Consolidation and revision								



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											<b>Hymn:</b> <i>Amazing Grace</i> <b>Popular music:</b> <i>Sing- Gary Barlow</i>
3	Aut 1	Let Your Spirit Fly (C)	C,F,C	Semibreves and rests	Not Applicable	Not Applicable	Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.	<b>Musicianship: Understanding music-</b> <i>To know the key of C major.</i> <i>To know the time signature of 4/4.</i> <i>To know crochets and their rests.</i>	<b>Ukeles</b>	<u>Key stage two</u> Half term 1 <b>Warm up:</b> <i>Humming correctly and using the diaphragm</i> <b>Hymn:</b> <i>Autumn days and Cauliflowers</i> <i>Fluffy</i> <b>Popular music:</b> <i>Proud- Heather Small</i>	
3	Aut 2	Glockenspiel 1 (Multiple songs)	C,D,E,F	Crotchets and Minims and rests	C,D	C,D,E,F		<b>Listening: Appraisal-</b> <i>To know what a chorus is and its purpose.</i> <i>To share thoughts and feelings about a piece of music.</i> <i>To know the features of musicals and baroque music.</i> <i>To know what a harpsichord and flute look and sound like.</i>		Half term 2 <b>Warm up:</b> <i>Major scales using do, ra, mi</i> <b>Hymn:</b> <i>Assorted Christmas carols</i>	
3	Spr 1	Three Little Birds (G)	B,C	Crotchets and rests	G,A,B	G,A,B		<b>Singing-</b> <i>Sing with attention to clear diction.</i> <i>Sing a solo.</i> <i>To know what a good singing posture is.</i>			
3	Spr 2	The Dragon Song (G)	G,A,B	Crotchets and minims	C,D,E	G,A,B		<b>Playing Instruments/notation-</b> <i>To know what crotchets and their rests look like and what they mean.</i> <i>To read and respond to crotchets and their rests.</i> <i>To know what a 'stave' is.</i>			
3	Sum 1	Bringing Us Together (C)	G,A,C	Minims, Crotchet rests and Quavers	C,A	C,A,G		<b>Improvisation-</b> <i>To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.</i>			



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3	Sum 2	Reflect, Rewind And Replay	Consolidation and revision					<p><b>Composition-</b> To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.</p>		<p><b>Popular music:</b> <i>Christmas pop songs</i></p> <p><u>Half term 3</u> <b>Warm up:</b> <i>Tongue twister- Michael Finnigan</i> <b>Hymn:</b> <i>Morning has Broken</i> <b>Popular music:</b> <i>Skyfall- Adele</i></p>
4	Aut 1	Mamma Mia (G)	G,A,B,C	Quavers, Crotchets	G,A,B,D,E	G,A,B,D, E	Perform melodies while following notation. Reflect on the performance and how well it went.	<p><b>Musicianship: Understanding music-</b> To know the key of G major. To know the time signature of 3/4. To know dotted crotchets and their rests.</p>	<b>Recorders</b>	<p><u>Half term 4</u> <b>Warm up:</b> <b>Hymn:</b> <i>He's got the whole world in his hands</i> <b>Popular music:</b> <i>I'm a believer</i></p> <p><u>Half term 5</u> <b>Warm up:</b> <i>Cherish Tuttle Studios</i> <b>Hymn:</b> <i>Lord of the Dance</i></p>
4	Aut 2	Glockenspiel 2 (Multiple songs)	C,D,E,F,G	Quavers, Crotchets, Minims, Semibreves and rests	Not Applicable	C,D,E		<p><b>Listening: Appraisal-</b> To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.</p>		
4	Spr 1	Stop!	Singing, rapping and lyric compilation					<p><b>Singing-</b> Sing expressively to attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.</p>		
4	Spr 2	Lean On Me (C)	G,A,B,C,D	Quavers, Crochets, Dotted Crotchets and Minims	C,D,E,F,G	C,D,E,F, G		<p><b>Playing Instruments/notation-</b> To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.</p>		
4	Sum 1	Blackbird (C)	C,D,E,F,G	Crotchets, Semibreves, Minims	C,D,E	C,D,E,G, A		<p><b>Improvisation-</b> To improvise over a simple groove.</p>		



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4	Sum 2	Reflect, Rewind And Replay	Consolidation and revision				<b>Composition-</b> To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.		<b>Popular music:</b> <i>I can see clearly now</i>
5	Aut 1	Livin' On A Prayer (G)	D,E,F#,G	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A,B	To create, rehearse and perform for a specific purpose. Perform in groups and solo. Compare different performances – identifying the strengths and weaknesses.	<b>Musicianship: Understanding music</b>	<b>Trumpets</b>	<b>Half term 6</b> <b>Warm up:</b> <i>Riffs and runs for agility</i> <b>Hymn:</b> <i>Amazing Grace</i> <b>Popular music:</b> <i>Sing- Gary Barlow</i>
5	Aut 2	Classroom Jazz 1 (G)	D,E,G,A,B	Crotchets and rests	G,A,B		<b>Listening: Appraisal</b>		
5	Spr 1	Make You Feel My Love (C)	B,C,D,E,F, G	Crotchets, Minims and Semibreves	G,A,B,C,D		<b>Singing</b>		
5	Spr 2	The Fresh Prince Of Bel-Air (A Minor)	C,D,E,F,G, A	Quavers, Minims and Semibreves	D,E,F,G,A		<b>Playing Instruments/notation</b>		
5	Sum 1	Dancing In The Street (F Major)	D,F,G,A	Quavers, Crotchets and rests	F,G,A		<b>Improvisation</b>		



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5	Sum 2	Reflect, Rewind And Replay	Consolidation and revision					<b>Composition</b>	<b>Guitars</b>	
6	Aut 1	Happy (C Major)	E,D,C,B,A, G,E	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A,G,B		<b>Musicianship: Understanding music</b>			
6	Aut 2	Classroom Jazz 2 (C Major)	Major: C,D,E,F,G, A,B, C Blues: C,Bb,G,F, C	Crotchets and Quavers	C,D,E,F,G,A, B		<b>Listening: Appraisal</b>			
6	Spr 1	Benjamin Britten - New Year Carol (G)	F,A,F	Not Applicable	C,Bb,G,F		<b>Singing</b>			
6	Spr 2	Music And Identity					<b>Playing Instruments/notation</b>			
6	Sum 1	You've Got A Friend (C)	C,D,E,F,G, A,B	Quavers, Dotted Crotchets, Minims,	E,G,A		<b>Improvisation</b>			
							Perform from memory or using notation in groups or solo to an unknown audience. Collect feedback from the audience and reflect. Create, rehearse and present a holistic performance for a specific event.			



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				Dotted Minims					
6	Sum 2	Reflect, Rewind And Replay	Consolidation and revision				<b>Composition</b>		