






Music Progression LTP

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name of unit	My musical heartbeat	Dance, sing and play	Exploring Sounds	Having fun with improvisation	Learning to listen	Let's Perform Together
Name of song	Shapes (easy part)	Dancing Dinosaurs (part 2)	Sing me a Song (part 2)	Brush our teeth (Part1)	Days of the week (Part1)	Alice The Camel
Genre of song	Pop	Pop	Waltz	Pop	Swing	Jazz
Key vocabulary/points to consider	Pulse Rhythm	Pulse Rhythm	Pulse Rhythm	Pulse Rhythm	Pulse Rhythm	Pulse Rhythm
Notation	C D	CD	FG	CDE CD (part 2 support)	FGA	CDEG
Note duration	Crotchets	Crotchets	Minims	Minims	Crotchets	Minims and Crotchets
Improvise with	CD	CD	F G	C D E Challenge (CDEFG)	F G A	CDE Challenge (CDEG)
Compose with	CD	CD	F G Challenge (FGCD)	CDE Challenge (CDEFG)	F G A Challenge (FGACD)	CDE Challenge (CDEG)
Method of composing	Class  composition using		Compose in adult-led groups using 		Graphic score showing large or small shape relating to stressed beat. Eg Alice could be played louder which would be shown as a larger shape than the quieter notes. Same shape for same note. Evidence on whiteboards, photo saved and uploaded onto Shared Drive/music evidence folder.	

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Why was this piece of music chosen? (SL ref)	Tempo 96. Crotchets. Crotchet and minim rests.	Tempo 132. Crotchet and minim rests.	Tempo 176 New time signature of $\frac{3}{4}$. New Notes (FG)	Tempo 144. Minim rests.	Tempo 136. Three note melody rather than 2. New note A.	Tempo 152. Notes not adjacent, 4 note melody.
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Music Progression LTP

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name of unit	Pulse Rhythm and Pitch <i>Music in my Soul</i> (Easy part)	Playing in an orchestra <i>Sparkle in the sun</i> (Part 2)	Recognising different sounds <i>The Music Man</i> (Part 2)	Our Big Concert <i>The Sunshine Song</i> (Part 1)	Exploring improvisation <i>Music is all around</i> (Part 1)	Inventing a musical story <i>Hands, Feet, Heart</i> (Part 2)
Name of song	Music in my Soul (Easy part)	Sparkle in the sun (Part 2)	The Music Man (Part 2)	The Sunshine Song (Part 1)	Music is all around (Part 1)	Hands, Feet, Heart (Part 2)
Genre of song	Soul	Jazz	Pop/Marching Band	Pop	Jazz	Kwela
Key vocabulary/points to consider	Pitch Unison Performance					
Notation	CD	GA	FGAE New note F	CDEF	GADE	CEFGAB
Note duration	Crotchets	Crotchets	Crotchets	Crotchets Quavers	Crotchets Quavers	Crotchets Quavers
Improvise with	CD	GA	FGA Challenge use minims	CDE (Challenge mix of crotchets and quavers)	GAE Crotchets Challenge(include Quavers)	CDE
Compose with	CD Challenge (CDEF)	GA Challenge (GADE)	FGA Challenge FGACD	CDE Challenge CDEF	GAE Challenge: (include Quavers)	CDE Challenge (CDEFG)
Method of composing	Class composition. Write note name in given frame. Bar by bar. Use composing section on Charanga – if not composing section then compose over a verse. 		Small group composition. Write note name in given frame. Bar by bar. Use composing section on Charanga – if not composing section then compose over a verse. 		Paired composition, create a graphic score. 	Paired composition. Write note name in given frame. Bar by bar. Use composing section on Charanga – if not composing section then compose over a verse. For performance, photocopy


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						one pair's composition for the table group to learn and perform.
Why was this piece of music chosen? (SL ref)	Minim and crotchet rests. Lower tempo 132.	Two adjacent notes – challenge is timing of notes for melody. Increased tempo 164	New note F slower tempo.	New note value quaver. Slower tempo. Adjacent notes.	Slower tempo but jumps in intervals.	Tempo 118. Minim and crotchet rest. New note B.

Music Progression LTP

Year 3	Autumn1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Name of unit	Opening Night <i>Michael Row the Boat Ashore (Part 1)</i>	Compose using your imagination <i>You're a Shining Star (part 3)</i>	Writing Music Down <i>Let's work it out together (Part 3)</i>	More Musical Styles <i>Friendship Song (Part 3)</i> <i>NB- Don't use part 4</i>	Enjoying Improvisation <i>He's got the whole world in his hands (Part 2)</i> <i>(Introduces Bb)</i>	Playing in a band <i>When the Saints go Marchin' in (part 1)</i>
Name of song	Michael Row the Boat Ashore (Part 1)	Compose using your imagination <i>You're a Shining Star (part 3)</i>	Let's work it out together (Part 3)	Friendship Song (Part 3) <i>NB- Don't use part 4</i>	He's got the whole world in his hands (Part 2) <i>(Introduces Bb)</i>	When the Saints go Marchin' in (part 1)
Genre of song	Gospel	Pop - Ballad	Pop	Pop	Gospel	New Orleans Jazz
Key vocabulary/points to consider					NB Bb may be written as A# on the glockenspiel. This means it is a little bit higher than a natural A but a little bit lower than a natural B.	
Notation	CDF	GAB	CEFGA	CDEFGAB	FGABbC	GABCDE
Note duration	Crotchets	Minims Crotchets	Crotchets Minims	Minims Crotchets	Minims Crotchets	Minims Crotchets Quaver
Improvise with	FGA FGACD	GAB GABCD	CEFGA	CDE CDEGA	FGA FGABbC	GAB GABDE
Compose with	FGA FGACD	GAB GABCD	CDE	CDE CDEGA	FGA FGABbC	GAB GABDE

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			(first time glockenspiel _music score) Challenge CDEGA			
Method of composing	Class composition. Write note name in given frame. Bar by bar. Use composing section on Charanga – if not composing section then compose over a verse.		Group		Paired	
						
Why was this piece of music chosen? (SL ref)	crochets and rests	Crochets, minims Additional rests (end of unit)	Crochets, minims Rests (within music)	Crochets and minims Within a bar	Crochets minims and rests Introduction to quavers	Mix of c,m and q Different lengths of rests Tricky rhythm at end

Music Progression LTP

Year 4	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Name of unit	Musical Structures Hoedown (Part 3)	Exploring feelings when you play <i>Take time in life (Part 3)</i>	Compose with your friends <i>Bringing us together (Part 3)</i>	The Show Must Go On! You Can See It Through (Part 2)	Expression and Improvisation <i>Train Is A-Comin' (Part 3)</i>	Feelings through music Let Your Spirit Fly (Part 3)
Name of song	Hoedown (Part 3)	Take time in life (Part 3)	Bringing us together (Part 3)	You Can See It Through (Part 2)	Train Is A-Comin' (Part 3)	Let Your Spirit Fly (Part 3)
Genre of song	Orchestral Pop	Folk	Disco	Electronic dance music	Gospel	Contemporary RnB
Key vocabulary/points to consider						
Notation	F, G, A, Bb, C	G A B C F#	GAC	CDE	CDEGA	CDEFG
Note duration	Crotchets and minims	Crotchets Quavers Minims	Crotchets 1 and 2 beat rests	Crotchets Quavers 1 and 2 beat rests	Crotchets Quavers Minims 1 beat rests	Crotchets Quavers 1 and 2 beat rests
Improvise with	CDEGA	C, D, E, G, A	(C, D, E, G, A)	(C, D, E, G, A)	CDEGA	CDEFG
Compose with	F, G, A, Bb, C	GABCF#	(C, D, E, G, A)	(C, D, E, G, A)	CDEGA	CDEFG
Method of composing	Class composition using notes on a stave.		Group composition using notes on a stave.		Paired composition using notes on a stave.	
Why was this piece of music chosen? (SL ref)	minims		More complex rhythm Variety of different length rests inbetween	Quavers incorporated	Crotchets quavers minims and rests	Mix of note lengths with rests Variety of note rests

Music Progression LTP

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name of unit	Sing and Play in different styles <i>Sparkle in my Life (Part 2)</i>	Melody and Harmony in Music <i>Words Can Hurt (Part 3)</i>	Freedom to Improve <i>Breathe (part 3)</i>	Enjoying Musical Styles <i>Erie Canal (Part 2)</i>	Battle of the Bands <i>You and Me (part 3)</i>	Composing and Chords <i>Freedom is Coming (Part 2)</i>
Name of song	Sparkle in my Life (Part 2)	Words Can Hurt (Part 3)	Breathe (part 3)	Erie Canal (Part 2)	You and Me (part 3)	Freedom is Coming (Part 2)
Genre of song	Pop	21 st Century Orchestral	20 th and 21 st Century Orchestral	Reggae	Pop	South African Pop
Key vocabulary/points to consider						
Notation	CE _b F	GABCDEF#	FGABC	DEFGA	GAB _b B CD E _b E	FGAB _b
Note duration	Crotchets	Crotchets Minims	Crotchets Minims 1 beat rests	Quavers Crotchets Minims 1 beat rests	Quavers Crotchets 1 and 2 beat rests	Quavers Crotchets Minims 1 and 2 beat rests
Improvise with	CE _b F	GABCDEF#	FGABC	DEFGA	GAB _b B CD E _b E	FGAB _b
Compose with	CE _b F	GABCDEF#	FGABC	DEFGA	GAB _b B CD E _b E	FGAB _b
Method of composing	Paired composition on a stave.				Individual composition on a stave.	
Why was this piece of music chosen? (SL ref)	limited selection of notes Eb new All crotchets	Crotchets and minims Rests inbetween	Faster tempo	New rhythm-swing	Rests dynamics Crocjets+quavers- slow	M C and Q Wider variety of notation

Music Progression LTP

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name of unit	Music and Technology <i>Sunshine on a rainy day(part 2)</i>	Creative Composition <i>La Bamba (part 2)</i>	Developing Ensemble Skills <i>Singing Swinging Star (part 2)</i>	Musical Styles Connect Us <i>Let's Rock (Part 3)</i>	Improvising with Confidence <i>Dance The Night Away (Part 3)</i>	Fairwell Tour <i>Heal the Earth (Part 2)</i>
Name of song	Sunshine on a rainy day (part 2)	La Bamba (part 2)	Singing Swinging Star (part 2)	Let's Rock (Part 3)	Dance The Night Away (Part 3)	Heal the Earth (Part 2)
Genre of song	Soul	Rock n Roll	Jaz/Swing	Rock	Salsa	Reggae
Key vocabulary/points to consider						
Notation	DEABF#	CDEGAB	GABb BDE FF#	GEbBCDF	FGAbBbCEb	FGAEbCD
Note duration	Quavers Crochets 1 and 2 beat rests	Minims Crochets 2 beat rests	Crochets Minims 1 and 2 beat rests	Crochets Quavers 1 and 2 beat rests	Crochets Quavers Minims 1 beat rests	Crochets Quavers Minims 1 and 2 beat rests
Improvise with	DEAB	CDEGAB	GABb BDE FF#	GEbBCDF	FGAbBbCEb	FGAEbCD
Compose with	DEAB	CDEGAB	GABb BDE FF#	GEbBCDF	FGAbBbCEb	FGAEbCD
Method of composing	Individual composition notes on stave.		Individual composition notes on stave.		Individual composition notes on stave.	
Why was this piece of music chosen? (SL ref)	Limited notation Nice intro	Tempo increase	Tempo Flats and sharps inc rests	Natural notes Sharps Different genre Lots of notes-complex melody	Fast tempo Wider variety of notes-more flats Variation in dynamics	Faster tempo Different values for rests

NB. Chime bars to be used in Y1 and Y2, Glockenspiels Y3-6

For the majority, the chimes stay within the boxes to show the intervals between each note played.

Possible adaptation : take out for a short while to show spacing between notes. When secure, notes to be placed back into boxes.

NB Part 1 is the more complicated music