

Knowledge, Skills and Learning Progression in a Spiral Curriculum

Structuring and Monitoring Progress and Growth in Charanga's Model Music Curriculum

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Introduction

Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being gently challenged to go further. This approach is evident in the information shown in this document:

Section One: Knowledge, Skills and Learning by Year Group

1. In the first section, you will find how this spiral approach traverses the year groups, firstly in setting clear learning outcomes at the beginning of each year (see the Broad Learning Outcomes tables). At first glance, these may seem to indicate that not much changes over the course of the curriculum. However, as subsequent sections of this document indicate, an enormous amount of growth and progress takes place over the course of the six years of the MMC. What remain consistent are the broad, holistic parameters of what we are working towards in growing our young musicians.
2. Musical learning can then be seen as expressed, by musical element, through Activity-Based Learning Aims (see the Activity-Based Learning Aims tables).
3. In terms of the growing 'musical universe' of each student, you will then find the Evolving Musical Repertoire table, which shows clearly how students are equipped with an ever-growing repertoire of:
 - notes, keys and time signatures for performance, improvisation and composition
 - songs, pieces and styles to listen to, discover and perform
 - manners in which to apply discrete, thematic, musical and social learning focuses
4. Finally, you will find the Assessment Criteria tables which naturally correspond with the initial Broad Learning Outcomes.

Section Two: Knowledge, Skills and Learning *Within* Each Year Group

Here, you will find more detailed information on how learning progresses within each year group. This mostly mirrors section one above and consists of the following:

1. The Broad Learning Outcomes for the year
2. The unit-by-unit growth of the 'musical universe' of each student in the Evolving Musical Repertoire table, demonstrating the ever-growing repertoire of:
 - notes, keys and time signatures for performance, improvisation and composition
 - songs, pieces and styles to listen to, discover and perform
 - Discrete, thematic, musical and social learning focuses appropriate to the year group
3. This is then broken down into even more detail in a sequence of tables showing the progress of learning *within each unit*, in a song-by-song 'Musical Progression Guide' for the year.
4. Finally, you will find the Assessment Criteria which naturally corresponds with the initial Broad Learning Outcomes presented at the outset.

Section One: Knowledge, Skills and Learning Progression by Year Group

Broad Knowledge, Skills and Learning Outcomes by Area and Year Group

The learning outcomes are naturally linked to the assessment criteria for each year.

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can identify and describe feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	2b: I can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
• Understanding and applying the concepts	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
• Creating melody according to guidelines			2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I

					should aim to be able to read at least the simplest part of the piece).	should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.
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Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	From 2e: (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:

<ul style="list-style-type: none"> ● Reflecting upon preparation and the context of the piece itself 	<p>2e: I can introduce my performance(s).</p>	<p>2e: I can introduce my performance(s).</p>	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
<ul style="list-style-type: none"> ● Connecting to the Social Theme 	<p>Any connection I make to the Social Theme is an added bonus.</p>	<ul style="list-style-type: none"> ● Any connection I make to the Social Theme is an added bonus. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme.
<ul style="list-style-type: none"> ● Understanding and applying learning from the Musical Spotlight 			<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight.

Activity-Based Knowledge, Skills and Learning Aims by Musical Element, by Year Group

Pulse / Beat / Metre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Watch and follow a steady beat.</p> <p>Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise and move in time with a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify syncopation and swing.</p>

Rhythm

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and clap long sounds, short sounds and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p>	<p>Recognise long and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</p> <p>Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, dotted crotchets, crotchets, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, crotchets, quavers, semiquavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>

Pitch (Melody)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise, sing and play high and low-pitched notes.</p> <p>Explore singing and playing C, D, and E from the C major scale.</p> <p>Explore singing and playing F, G, and A from the F major scale.</p>	<p>Identify the high notes and low notes in a melody.</p> <p>Join in with part of a melody.</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song.</p> <p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>Identify and play by ear or notation notes in the tonality of C major.</p>	<p>Show the shape of a melody as rising and falling in pitch.</p> <p>Learn to sing a melody by ear or from notation.</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C.</p> <p>Identify the scales of: C major G major F major</p> <p>Identify if a scale is major or minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> • Five-note scale • Pentatonic scale 	<p>Identify and explain what a melody is.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Understand melodic movement up and down as pitch.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, G major, A minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p>	<p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor.</p> <p>Copy simple melodies by ear or from reading notation.</p>	<p>Identify major and minor tonality by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major.</p> <p>Identify an interval of a major triad: 3rd, 5th.</p> <p>Identify an octave by ear or notation.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Use chords C, F, G and A minor by ear or from notation.</p> <p>Identify the tonal centres of: A minor, G major, D major, D minor, F major.</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.</p>

			<p>Identify and talk about the way vocals are used in a song.</p> <p>Identify and explain:</p> <ul style="list-style-type: none"> • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony. <p>Explore chords I, IV and V in instrumental accompaniments.</p> <p>Explore intervals of 3rd, 5th and octaves.</p> <p>Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor.</p> <p>Identify and demonstrate a major and minor scale.</p>	<p>Create melodies by ear and notate them.</p> <p>Add new chords II and VI from a given tonality.</p> <p>Identify tone by ear or from notation.</p> <p>Identify intervals 3rd, 5th and 7th.</p> <p>Identify the tonal centres of: C major and C minor, F major, D minor and D major, E\flat major.</p> <p>Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale.</p>	
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Tempo

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p> <p>Recognise an effective use of tempo at the end of a song.</p>

Dynamics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about loud sounds and quiet sounds, and give some examples.</p>	<p>Identify loud and quiet sections of music, and discuss what makes the music loud or quiet.</p> <p>Understand the meaning of loud and quiet (forte and piano).</p>	<p>Listen out and respond to forte (loud) sections of music.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p> <p>Use dynamics to help communicate the meaning of a song.</p>	<p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</p>	<p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</p> <p>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>

Timbre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music.</p>	<p>Know the difference between a speaking voice and a singing voice.</p> <p>Identify friends from the sound of their voices.</p>	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Recognise tone colour and rapping.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.

Texture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing together.</p> <p>Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>	<p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify changes in texture.</p> <p>Talk about the different textures created by intervals and chords.</p>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>

Structure (Form)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response.</p> <p>Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>

Evolving Musical Repertoire — Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning, by Year Group

This table is cumulative, carrying forward prior learning to the next year. The only exception to this is the song titles: only new songs have been added in each subsequent year column. **Blue text indicates new learning when compared to previous years.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	C, D, E, F, F#, G, A, B	C, D, E, F, F#, G, A, Bb, B	C, D, E, F, F#, G#, G, A, B, Bb	F, G, A, Bb, C, D, E, F#, B	C, G, Ab, Bb, F, A, D, E, F#, G, Eb	C, D, E, F, G, A, B, Bb, F#, C#, G#, Ab
●Duration	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
●Rests	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
Key Repertoire	C major, F major, D major, G major, D minor, A minor	C major, G major, F major, A minor	C major, G major, F major, E major, A minor	C major, F major, G major, D major, A minor, D minor	A minor, C minor, G major, F major, Eb major, C major, D minor, D major	C major, G major, D major, A minor, D minor, Eb major, F major, A major, F minor
Time Signature	4/4, 3/4, 2/4, 6/8	4/4, 2/4, 3/4	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 3/4	2/4, 4/4, 6/8, 3/4, 5/4	2/4, 4/4, 3/4, 5/4

Song Repertoire	Find The Beat 1-2-3-4-5 Head, Shoulders, Knees And Toes Shapes We Talk To Animals We Are Together Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-A-Bye Baby I'm A Little Teapot If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk Baby Elephant Days Of The Week Name Song Cuckoo Upside Down Hush Little Baby Who Took The Cookie? Getting Dressed Dress Up Brush Our Teeth Get Ready Up And Down	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry The Sunshine Song No More Dinosaur Four White Horses Que Llueva, Que Llueva Down By The Bay	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole World In His Hands Porgy and Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra	Hoedown Go Tell It On The Mountain I'm Always There Trick Or Treat Martin Luther King Looking In The Mirror Take Time In Life It's All About Love Perdido Scarborough Fair Bring Us Together Mambo From West Side Story Old Joe Clark Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Dance With Me Let Your Spirit Fly Symphony No. 5 4th Movement Frère Jacques On The Beautiful Blue Danube The Other Side Of The Moon Train Is A-Comin' O Euchari Oh Happy Day Romeo and Juliet, Overture-Fantasy A World Full of Sound	Ghost Parade Lively Words Can Hurt His Eye Is On the Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night The Lark Ascending Breathe Stay Connected Keeping Time You And Me The Song Of Hiawatha: Overture Op. 30 A Bright Sunny Day Central Park In The Dark You Belong With Me	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away Heal The Earth My Funny Valentine Let's Go Surfin' So Amazing
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	<p>Star Light, Star Bright The Bear Went Over The Mountain In The Sea Alice The Camel Ten Green Bottles Zootime She'll Be Coming 'Round The Mountain</p>		<p>Panda Extravaganza Michael Row The Boat Ashore The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes The Dragon Song The Firebird Suite: Finale Follow Me</p>	<p>You Can See It Through A Ceremony Of Carols The Octopus Slide Connect</p>		
Style Repertoire	<p>Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing Marching Band Country Folk</p>	<p>Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band Film Music Calypso Funk Reggae</p>	<p>Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel Jazz 20th Century Orchestral Hip Hop</p>	<p>Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock Gospel Choral Electronic Dance Music Funk 20th and 21st Century Orchestral</p>	<p>20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music Hip Hop Funk Romantic Rhythm & Blues</p>	<p>Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk Gospel Salsa Reggae Musicals Film Music</p>
Improvisation						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, G, A, F#, B, F	C, D, Eb, F, E, F#, G, A, Bb, B	C, D, E, F, G, A, B, Bb, F#
Key Repertoire	C major, D major, F major, D minor	C major, G major, A minor, F major	C major, G major, F major	C major, D major	A minor, C minor, C major, F major, D minor	C major, G major, F major

Time Signature Repertoire	4/4, 3/4, 6/8	4/4, 2/4	2/4, 4/4	4/4	4/4, 6/8, 2/4, 3/4	2/4, 4/4, 5/4
Composition						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B	C, D, E, F, G, A, B, B \flat	G, A, B, C, D, E, F \sharp , F, C \sharp , B \flat	G, A, B, C, D, E, F \sharp , E \flat , F, A \flat , B \flat , D \flat	G, A, B, C, D, E, F \sharp , F, B \flat , A \flat , D \flat , E \flat
	C major, F major, D minor	C major, G major, F major	C major, F major, G major	G major, D major, C major, D minor	G major, E \flat major, F major, D minor	G major, C major, D minor, F major, F minor
Key Repertoire	4/4, 3/4	4/4	4/4	4/4	4/4	4/4
Time Signature Repertoire						

Criteria to Assess Progress in Knowledge, Skills and Learning by Year Group

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.	1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.	1b: Can identify and describe feelings as they relate to music.	1b: Can identify and describe a variety of contrasting feelings as they relate to music.	1b: Can identify and describe a variety of contrasting feelings as they relate to music.	2b: Can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: Demonstrates some basic understanding of musical style.	1c: Demonstrates some basic understanding of musical style.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
• Understanding and applying the concepts	2d: Demonstrates an understanding of the basic concepts of improvisation and composition.	2d: Demonstrates an understanding of the basic concepts of improvisation and composition.	2c: Can make an informed decision as to which notes to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.
• Creating melody, according to guidelines			2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: Demonstrates a basic understanding of the importance of posture and technique when performing.	2c: Demonstrates a basic understanding of the importance of posture and technique when performing.	3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	<i>From 2e:</i> (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:
●Connecting to the Social Theme	●Any connection to the Social Theme is an added bonus.	●Any connection to the Social Theme is an added bonus.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.
●Reflecting upon preparation and the context of the piece itself	2e: Introduces the performance	2e: Introduces the performance	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.

<ul style="list-style-type: none">● Understanding and applying learning from the Musical Spotlight			<ul style="list-style-type: none">● Applies learning from the Musical Spotlight.	<ul style="list-style-type: none">● Applies learning from the Musical Spotlight.	<ul style="list-style-type: none">● Applies learning from the Musical Spotlight.	<ul style="list-style-type: none">● Applies learning from the Musical Spotlight.
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Section Two: Knowledge, Skills and Learning Progression *Within* Each Year Group

Year 1 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.

1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.

1c: I can demonstrate some basic understanding of musical style.

Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language

2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.

2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.

2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.

2e: I can introduce the performance (any connection to the Social Theme is an added bonus).

Year 1: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How Can We Make Friends When We Sing Together?	How Does Music Tell Us Stories About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us Through the Day?	How Does Music Teach Us About Looking After Our Planet?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Exploring Sound and Creating a Story
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
● Pitch	C, D, E, F, G	C, D, E, F, F#, G	C, D, E, F, F#, G, A	C, D, E, F, F#, G, A	C, D, E, F, F#, G, A	C, D, E, F, F#, G, A, B
● Duration	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers
● Rests	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers

Key Repertoire	C major	C major, F major, D major	C major, F major, D major, G major, D minor	C major, F major, D major, G major, D minor, A minor	C major, F major, D major, G major, D minor, A minor	C major, F major, D major, G major, D minor, A minor
Time Signature	4/4, 3/4	4/4, 3/4	4/4, 3/4	4/4, 3/4	4/4, 3/4	4/4, 3/4, 2/4, 6/8
Repertoire	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p>	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p>	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p> <p>If You're Happy And You Know It</p> <p>Sing Me A Song</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Baby Elephant</p>	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p> <p>If You're Happy And You Know It</p> <p>Sing Me A Song</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Baby Elephant</p> <p>Days Of The Week</p> <p>Name Song</p> <p>Cuckoo</p> <p>Upside Down</p> <p>Hush Little Baby</p> <p>Who Took The Cookie?</p>	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p> <p>If You're Happy And You Know It</p> <p>Sing Me A Song</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Baby Elephant</p> <p>Days Of The Week</p> <p>Name Song</p> <p>Cuckoo</p> <p>Upside Down</p> <p>Hush Little Baby</p> <p>Who Took The Cookie?</p>	<p>Find The Beat 1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-A-Bye Baby</p> <p>I'm A Little Teapot</p> <p>If You're Happy And You Know It</p> <p>Sing Me A Song</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Baby Elephant</p> <p>Days Of The Week</p> <p>Name Song</p> <p>Cuckoo</p> <p>Upside Down</p> <p>Hush Little Baby</p> <p>Who Took The Cookie?</p> <p>Getting Dressed</p> <p>Dress Up</p> <p>Brush Our Teeth</p> <p>Get Ready</p> <p>Up And Down</p>

					Getting Dressed Dress Up Brush Our Teeth Get Ready Up And Down Star Light, Star Bright	Star Light, Star Bright The Bear Went Over The Mountain In The Sea Alice The Camel Ten Green Bottles Zootime She'll Be Coming 'Round The Mountain
Style Repertoire	Hip Hop Jazz Pop Gospel	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing Marching Band Country Folk
Improvisation						
Notes Repertoire	C, D, E	C, D, E, A	C, D, E, F, G , A	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A
Key Repertoire	C major	C major, D major	C major, D major, F major, D minor	C major, D major, F major, D minor	C major, D major, F major, D minor	C major, D major, F major, D minor
Time Signature Repertoire	4/4	4/4	4/4, 3/4	4/4, 3/4	4/4, 3/4	4/4, 3/4, 6/8
Composition						
Notes Repertoire	C, D, E, F, G	C, D, E, F, G	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A
Key Repertoire	C major	C major	C major, F major, D minor	C major, F major, D minor	C major, F major, D minor	C major, F major, D minor
Time Signature Repertoire	4/4	4/4	4/4, 3/4	4/4, 3/4	4/4, 3/4	4/4, 3/4

Year 1 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Can We Make Friends When We Sing Together?

Musical Spotlight: Introducing Beat

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 100bpm Time signature: 4/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	Tempo: 100bpm Time signature: 4/4	Key signature: C major Improvise section using: C, D, E

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Find The Beat	N/A		N/A	N/A	
1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm	C, D, E, F, G (Crotchets)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Head, Shoulders, Knees And Toes	N/A		N/A	N/A	
Shapes (Glockenspiel) 4/4, C major, 96bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
We Talk To Animals	N/A		N/A	N/A	
We Are Together (Glockenspiel) 3/4, C major, 124bpm	C, E, G (Crotchets)	C, E (Crotchets)	N/A	N/A	

Unit 2

Social Theme Question: How Does Music Tell Stories About the Past?

Musical Spotlight: Adding Rhythm and Pitch

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 96bpm Time signature: 4/4 Key signature: F major	As Unit 1
Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, C	

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Twinkle, Twinkle, Little Star (Glockenspiel) 4/4, D Major, 106bpm	D, E, F# (Crotchets)	D, F# (Crotchets)	D, E, A	N/A	
In The Orchestra	N/A		N/A	N/A	
Daisy Bell (Bicycle Built For Two)	N/A		N/A	N/A	
Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	N/A	
Rock-A-Bye Baby	N/A		N/A	N/A	
I'm A Little Teapot	N/A		N/A	N/A	

Unit 3

Social Theme Question: How Does Music Make the World a Better Place?

Musical Spotlight: Introducing Tempo and Dynamics

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2	
Tempo: 98bpm Time signature: 4/4 Key signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 96bpm Time signature: 4/4	Key signature: F major Improvise section using: F, G, A

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
If You're Happy And You Know It	N/A		N/A	N/A	
Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F, G, A (Minims)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Sparkle	N/A		N/A	N/A	
Rhythm In The Way We Walk	N/A		N/A	N/A	
Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm	D, A, C (Crotchets, quavers)	D, C (Minims, crotchets)	D, F, G	D, F, G	D, F, G, A, C
Baby Elephant	N/A		N/A	N/A	

Unit 4

Social Theme Question: How Does Music Help Us to Understand Our Neighbours?

Musical Spotlight: Combining Pulse, Rhythm and Pitch

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2
Tempo: 98bpm Time signature: 4/4 Key signature: A minor	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E	As Unit 3

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Days Of The Week (Glockenspiel) 4/4, F major 136bpm	F, G, A (Crotchets)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Name Song (Glockenspiel) 4/4, C major, 124bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
Cuckoo (Glockenspiel) - 3/4, C major, 176bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	
Upside Down	N/A		N/A	N/A	
Hush Little Baby	N/A		N/A	N/A	
Who Took The Cookie?	N/A		N/A	N/A	

Unit 5

Social Theme Question: What Songs Can We Sing to Help Us Through the Day?

Musical Spotlight: Having Fun with Improvisation

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 100bpm Time signature: 3/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	Tempo: 100bpm Time signature: 3/4	Key signature: C major Improvise section using: C, D, E

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Getting Dressed (Glockenspiel) 4/4, C major, 112bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E (Minims, crotchets)	N/A	N/A	
Dress Up	N/A		N/A	N/A	
Brush Our Teeth (Glockenspiel) 4/4, C major, 144bpm	C, D, E (Minims)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Get Ready (Glockenspiel) 2/2, C major, 44bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	
Up And Down	N/A		N/A	N/A	
Star Light, Star Bright	N/A		N/A	N/A	

Unit 6

Social Theme Question: How Does Music Teach Us About Looking After Our Planet?

Musical Spotlight: Explore Sound and Create a Story

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 3
Tempo: 100bpm Time signature: 2/4 Key signature: G major	Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D
	As Unit 5

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
The Bear Went Over The Mountain	N/A		N/A	N/A	
In The Sea (Glockenspiel) 6/8, C major, 100bpm	C, D, E, F (Crotchets)	C, D (Crotchets)	N/A	N/A	
Alice The Camel (Glockenspiel) 4/4, C major, 152bpm	C, D, E, G (Minims, crotchets)	C, D, E (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
Ten Green Bottles (Glockenspiel) 6/8, D major, 116bpm	D, E, F#, G (Crotchets)	D, E (Crotchets)	N/A	N/A	
Zootime (Glockenspiel) - 4/4, C major, 122bpm	C, D (Crotchets, quavers)	C, D (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
She'll Be Coming 'Round The Mountain	N/A		N/A	N/A	

Year 1 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.

1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.

1c: Demonstrates some basic understanding of musical style.

Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language

2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

2c: Demonstrates a basic understanding of the importance of posture and technique when performing.

2d: Demonstrates an understanding of the basic concepts of improvisation and composition.

2e: Introduces the performance (any connection to the Social Theme is an added bonus).

Year 2 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.

1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.

1c: I can demonstrate some basic understanding of musical style.

Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language

2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.

2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.

2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.

2e: I can introduce the performance (any connection to the Social Theme is an added bonus).

Year 2: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How Does Music Help Us to Make Friends?	How Does Music Teach Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After Our Planet?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music that Makes You Dance	Exploring Improvisation
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	C, D, E, G, A	C, D, E, G, A, B \flat , B	C, D, E, F, G, A, B \flat , B	C, D, E, F, G, A, B \flat , B	C, D, E, F, G, A, B \flat , B	C, D, E, F, F \sharp , G, A, B \flat , B
●Duration	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, crotchets and quavers
●Rests	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, crotchets and quavers
Key Repertoire	C major	C major, G major	C major, G major, A minor	C major, G major, F major, A minor	C major, G major, F major, A minor	C major, G major, F major, A minor

Time Signature	4/4	4/4, 2/4	4/4, 2/4	4/4, 2/4	4/4, 2/4	4/4, 2/4, 3/4
Repertoire	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello!	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry The Sunshine Song No More Dinosaur Four White Horses Que Llueva, Que Llueva Down By The Bay

Style Repertoire	Gospel 20th Century Orchestral Jazz Rock Pop	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral/Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band Film Music Calypso	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band Film Music Calypso Funk Reggae
Improvisation						
Notes Repertoire	C, D, E	C, D, E, G, A, B	C, D, E, G, A, B	C, D, E, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B
Key Repertoire	C major	C major, G major	C major, G major, A minor	C major, G major, A minor	C major, G major, A minor, F major	C major, G major, A minor, F major
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4, 2/4	4/4, 2/4
Composition						
Notes Repertoire	C, D, E, F, G	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B
Key Repertoire	C major	C major, G major	C major, G major	C major, G major, F major	C major, G major, F major	C major, G major, F major
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4	4/4

Year 2 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Does Music Help Us to Make Friends?

Musical Spotlight: Exploring Simple Patterns

Musicianship: Understanding Music	Musicianship: Improvise Together - Activity 1
Tempo: 112bpm Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	Tempo: 112bpm Time signature: 4/4 Key signature: C major Improvise section using: C, D, E

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm	C, D, E, G (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
(Recorder)	G, A (Crotchets)	G (Crotchets)			
Hey Friends!	N/A		N/A	N/A	
Hello!	N/A		N/A	N/A	

Unit 2

Social Theme Question: How Does Music Teach Us About the Past?

Musical Spotlight: Focus on Dynamics and Tempo

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 66bpm Time signature: 2/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G
	As Unit 1

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Sparkle In The Sun (Glockenspiel) 4/4, G major, 164bpm	G, A, B (Crotchets)	G, A (Crotchets)	G, A, B	G, A, B	G, A, B, D, E
(Recorder)	G, A, B (Crotchets)	G (Crotchets)			
Listen	N/A		N/A	N/A	
The Orchestra Song (Glockenspiel) 4/4, C Major, 80bpm	C, G, B ^b (Minims, crotchets)	C (Minims)	N/A	N/A	
(Recorder)	C, G, B ^b (Minims, crotchets)	C, G (Minims)			

Unit 3

Social Theme Question: How Does Music Make the World a Better Place?

Musical Spotlight: Exploring Feelings Through Music

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 2
Tempo: 98bpm Time signature: 4/4 Key signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E	Tempo: 98bpm Time signature: 4/4 Key signature: A minor Improvise section using: A, B, C

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Rainbows (Glockenspiel) 4/4, C major, 126bpm	C, D, E (Crotchets)	C, D, E (Crotchets)	N/A	C, D, E	C, D, E, F, G
(Recorder)	G, A, B (Crotchets)	G, A, B (Crotchets)			
Hands, Feet, Heart (Glockenspiel) 4/4, C major, 118bpm	C, E, F, G, A, B (Crotchets, quavers)	C, E, F, G, A, B (Crotchets, quavers)	C, D, E	N/A	
(Recorder)	G, A, C (Minims, crotchets)	G, A, C (Minims, crotchets)			
All Around The World	N/A		N/A	N/A	

Unit 4

Social Theme Question: How Does Music Teach Us About Our Neighbourhood?

Musical Spotlight: Inventing a Musical Story

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 2
Tempo: 114bpm Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 3

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Helping Each Other (Glockenspiel) 4/4, C major, 108bpm	C, D, E, G (Crotchets)	C, E, G (Crotchets)	C, D, E	N/A	
(Recorder)	G, A, C (Crotchets)	G, A (Crotchets)			
The Music Man (Glockenspiel) 4/4, F major, 130bpm	F, G, A, C, E (Crotchets)	F, G, A, E (Crotchets)	N/A	F, G, A	F, G, A, C, D
(Recorder)	F, G, A (Crotchets)	F, G, A (Crotchets)			
Let's Sing Together	N/A		N/A	N/A	

Unit 5

Social Theme Question: How Does Music Make Us Happy?

Musical Spotlight: Music that Makes You Dance

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 97bpm Time signature: 2/4 Key signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 97bpm Time signature: 2/4	Key signature: G major Improvise section using: G, A, B, C, D

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm (Recorder)	F, C, D (Semibreves, crotchets, quavers)	F, C, D (Semibreves, crotchets, quavers)	F, G, A	F, G, A	F, G, A, C, D
	G, A, B \flat , C (Minims, crotchets, quavers)	G, A, B \flat , C (Minims, crotchets)			
Music Is All Around (Glockenspiel) 4/4, G major, 112bpm (Recorder)	G, A, D, E (Crotchets, quavers)	G, A, E (Crotchets)	N/A	N/A	
	G, A, E (Crotchets, quavers)	G, A, E (Crotchets)			
Saying Sorry	N/A		N/A	N/A	

Unit 6

Social Theme Question: How Does Music Teach Us About Looking After Our Planet?

Musical Spotlight: Exploring Improvisation

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 3
Tempo: 100bpm Time signature: 3/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 5

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm (Recorder)	C, D, E, F (Crotchets, quavers)	C, D, E, F (Crotchets)	C, D, E	N/A	
Four White Horses (Glockenspiel) 4/4, G major, 138bpm (Recorder)	G, A, B, D, E, F# (Minims, crotchets, quavers)	G, A, D, E, F# (Minims, crotchets)	C, G, A	N/A	
Down By The Bay	N/A		N/A	N/A	

Year 2 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.

1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.

1c: Demonstrates some basic understanding of musical style.

Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language

2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

2c: Demonstrates a basic understanding of the importance of posture and technique when performing.

2d: Demonstrates an understanding of the basic concepts of improvisation and composition.

2e: Introduces the performance (any connection to the Social Theme is an added bonus).

Year 3 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: I can identify and describe feelings as they relate to music.

1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.

Area 2: Understanding and Using the Language of Music

2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.

2c: I can make an informed decision as to which notes to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.

3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
- I can understand and make connections between the music encountered and the Social Theme.
- I can understand and apply learning from the Musical Spotlight.

Year 3: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How Does Music Bring Us Closer Together?	What Stories Does Music Tell Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	How Does Music Connect Us with Our Planet?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Developing Notation Skills	Enjoying Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More About Musical Styles	Recognising Different Sounds
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, F#, G#, G, A, B	C, D, E, F, F#, G#, G, A, B	C, D, E, F, F#, G#, G, A, B, B \flat	C, D, E, F, F#, G#, G, A, B, B \flat
●Duration	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers

● Rests	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers
Key Repertoire	C major, G major	C major, G major, F major	C major, G major, F major, E major	C major, G major, F major, E major, A minor	C major, G major, F major, E major, A minor	C major, G major, F major, E major, A minor
Time Signature	4/4	4/4, 2/4, 12/8	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 12/8, 3/4
Repertoire	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole

					World In His Hands Porgy And Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra Panda Extravaganza	World In His Hands Porgy and Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra Panda Extravaganza Michael Row The Boat Ashore The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes The Dragon Song The Firebird Suite: Finale Follow Me
Style Repertoire	Country Baroque Pop	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel Jazz 20th Century Orchestral Hip Hop	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel Jazz 20th Century Orchestral Hip Hop

Improvisation						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A B	C, D, E, F, G, A B	C, D, E, F, G, A B	C, D, E, F, G, A, B	C, D, E, F, G, A, B
Key Repertoire	C major	C major, G major	C major, G major	C major, G major	C major, G major, F major	C major, G major, F major
Time Signature Repertoire	2/4, 4/4	2/4, 4/4	2/4, 4/4	2/4, 4/4	2/4, 4/4	2/4, 4/4
Composition						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A	C, D, E, F, G, A, B \flat	C, D, E, F, G, A, B, B \flat
Key Repertoire	C major	C major	C major	C major	C major, F major	C major, F major, G major
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4	4/4

Year 3 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Does Music Bring Us Closer Together?

Musical Spotlight: Developing Notation Skills

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 100bpm Time signature: 4/4 Key signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, A, B	Tempo: 104bpm Time signature: 2/4	Key signature: C major Improvise section using: C, D, E, G, A

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Home Is Where The Heart Is (Glockenspiel) 4/4, C major, 140bpm	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C, D (Crotchets)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G
(Recorder)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	F, G, A (Crotchets)				
Let's Work It Out Together (Glockenspiel) 4/4, C major, 144bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G, A (Minims, crotchets, quavers)	C, E, F, G, A (Minims, crotchets)	C (Crotchets)	N/A		C, D, E	C, D, E, G, A
(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	E, F, G, A, C (Minims, crotchets, quavers)	E, G, A, C (Minims, crotchets)	G (Crotchets)				
Please Be Kind	N/A		N/A	N/A				

Unit 2

Social Theme Question: What Stories Does Music Tell Us About the Past?

Musical Spotlight: Enjoying Improvisation

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 104bpm Time signature: 2/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, D, E	As Unit 1

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Love What We Do (Glockenspiel) 4/4, C major, 140bpm (Recorder)	C, D, E, F, G, B (Quavers)	C, D, E, F, G, B (Crotchets, quavers)	C, D, E, F, G, B (Crotchets, quavers)	C (Crotchets)	C, D, E	C, D, E, G, A	N/A	
When The Saints Go Marchin' In (Glockenspiel) 4/4, G major, 162bpm (Recorder)	G, A, B, C, D, E (Minims, crotchets, quavers)	G, A, B, C, D (Minims, crotchets)	G, A, D (Minims)	G (Minims)	G, A, B	G, A, B, D, E	N/A	
My Bonnie Lies Over The Ocean (Glockenspiel) 12/8, F major, 186bpm (Recorder)	C, D, E, F, G, A (Dotted crotchets, crotchets)	C, D, E, F, G, A (Dotted crotchets)	C, D, E, F, G, A (Dotted crotchets)	F (Dotted crotchets)	N/A		N/A	

Unit 3

Social Theme Question: How Does Music Make the World a Better Place?

Musical Spotlight: Composing Using Your Imagination

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2	
Tempo: 112bpm Time signature: 3/4 Key signature: F major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, G, A	Tempo: 100bpm Time signature: 4/4	Key signature: G major Improvise section using: G, A, B, C, D

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Your Imagination (Glockenspiel) 4/4, C major, 108bpm	C, E, G, A (Semibreves, crotchets, quavers)	C, E, G (Semibreves, minims, crotchets, quavers)	C, E, G (Semibreves, minims, crotchets)	C (Semibreves)	N/A		C, D, E	C, D, E, G, A
(Recorder)	C, E, G, A (Semibreves, dotted minims, crotchets, quavers)	G, A, B (Semibreves, dotted minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G, B (Minims, crotchets)				
You're A Shining Star (Glockenspiel) 4/4, G major, 72bpm	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Minims)	G, A, B	G, A, B, C, D	N/A	
(Recorder)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Minims)				
Music Makes The World Go Round (Glockenspiel) 4/4, E major, 146bpm	E, F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets)	E (Crotchets)	N/A		N/A	
(Recorder)	E, F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets)	B (Crotchets)				

Unit 4

Social Theme Question: How Does Music Help Us Get to Know Our Community?

Musical Spotlight: Sharing Musical Experiences

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2
Tempo: 92bpm Time signature: 4/4 Key signature: A minor	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, B, C	As Unit 3

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Friendship Song (Glockenspiel) 4/4, C major, 120bpm	C, D, E, F, G, A, B (Crotchets, quavers)	C, D, E, F, G, A, B (Crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C (Semibreves)	C, D, E	C, D, E, G, A	N/A	
(Recorder)	C, D, E, F, G, A, B (Crotchets, quavers)	C, F, G, A, B (Crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	C, G (Minims)				
Family	N/A				N/A		N/A	
Come On Over	N/A				N/A		N/A	

Unit 5

Social Theme Question: How Does Music Make a Difference to Us Every Day?

Musical Spotlight: Learning More About Musical Styles

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 104bpm Time signature: 3/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, D, E	Tempo: 92bpm Time signature: 2/4	Key signature: F major Improvise section using: F, G, A, C, D

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
He's Got The Whole World In His Hands (Glockenspiel) 4/4, F major, 120bpm	F, G, A, B \flat , C (Minims, crotchets, quavers)	F, G, A, B \flat , C (Minims, crotchets, quavers)	F, G, A, B \flat , C (Minims, crotchets)	F, G (Minims)	N/A		F, G, A	F, G, A, B \flat , C
(Recorder)	F, G, A, B \flat , C (Minims, crotchets, quavers)	F, G, A, B \flat , C (Minims, crotchets, quavers)	F, G, A, B \flat , C (Crotchets)	F, G (Crotchets)				
Why Does Music Make A Difference? (Glockenspiel) 4/4, F major, 135bpm	C, D, F (Minims, crotchets, quavers)	C, D, F (Minims, crotchets, quavers)	C, D, F (Minims, crotchets)	C, D, F (Crotchets)	F, G, A	F, G, A, C, D	N/A	
(Recorder)	C, D, F (Minims, crotchets, quavers)	F, G, A (Crotchets, quavers)	F, G, A (Crotchets)	F, G (Crotchets)				
Panda Extravaganza	N/A				N/A		N/A	

Unit 6

Social Theme Question: How Does Music Connect Us With Our Planet?

Musical Spotlight: Recognising Different Sounds

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 3
Tempo: 92bpm Time signature: 2/4 Key signature: F major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, G, A	As Unit 5

Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Michael Row The Boat Ashore (Glockenspiel) 4/4, F major, 175bpm (Recorder)	C, D, F (Crotchets)	F, G (Crotchets)	F, G, A (Crotchets)	F (Crotchets)	F, G, A	F, G, A, C, D	N/A	
The Dragon Song (Glockenspiel) 4/4, G major, 94bpm (Recorder)	G, A, B, D, E, F (Crotchets, quavers, semiquavers)	G, A, B, D, E (Crotchets, quavers)	G, A, B, D, E (Crotchets, quavers)	G, A (Crotchets)	N/A		G, A, B	G, A, B, D, E
Follow Me	N/A		N/A	N/A				

Year 3 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: Can identify and describe feelings as they relate to music.

1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.

Area 2: Understanding and Using the Language of Music

2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.

2c: Can make an informed decision as to which notes to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- Makes connections between the music encountered and the Social Theme.
- Applies learning from the Musical Spotlight.
- Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.

Year 4 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: I can identify and describe a variety of contrasting feelings as they relate to music.

1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.

Area 2: Understanding and Using the Language of Music

2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.

2c: I can make an informed decision as to which notes to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.

3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- I can understand and make connections between the music encountered and the Social Theme.
- I can understand and apply learning from the Musical Spotlight.
- I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Year 4: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How does music bring us closer together?	What Stories Does Music Tell Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	How Does Music Connect Us with Our Planet?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	F, G, A, B \flat , C, D, E	F, G, A, B \flat , C, D, E, F \sharp , B	F, G, A, B \flat , C, D, E, F \sharp , B	F, G, A, B \flat , C, D, E, F \sharp , B	F, G, A, B \flat , C, D, E, F \sharp , B	F, G, A, B \flat , C, D, E, F \sharp , B
●Duration	Minims, dotted crotchets, crotchets and quavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers
●Rests	Minims, dotted crotchets, crotchets and quavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers

Key Repertoire	C major, F major	C major, F major, G major	C major, F major, G major, D major	C major, F major, G major, D major	C major, F major, G major, D major, A Minor	C major, F major, G major, D major, A minor, D minor
Time Signature	4/4	4/4, 2/4	4/4, 2/4, 3/4	4/4, 2/4, 3/4	4/4, 2/4, 3/4	4/4, 2/4, 3/4
Repertoire	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p>	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p> <p>Looking In The Mirror</p> <p>Take Time In Life</p> <p>It's All About Love</p> <p>Perdido</p> <p>Scarborough Fair</p>	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p> <p>Looking In The Mirror</p> <p>Take Time In Life</p> <p>It's All About Love</p> <p>Perdido</p> <p>Scarborough Fair</p> <p>Bring Us Together</p> <p>Mambo From West Side Story</p> <p>Old Joe Clark</p> <p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira</p> <p>Dance With Me</p> <p>Let Your Spirit Fly</p> <p>Symphony No. 5 4th Movement</p> <p>Frère Jacques</p> <p>On The Beautiful Blue Danube</p> <p>The Other Side Of The Moon</p>	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p> <p>Looking In The Mirror</p> <p>Take Time In Life</p> <p>It's All About Love</p> <p>Perdido</p> <p>Scarborough Fair</p> <p>Bring Us Together</p> <p>Mambo From West Side Story</p> <p>Old Joe Clark</p> <p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira</p> <p>Dance With Me</p> <p>Let Your Spirit Fly</p> <p>Symphony No. 5 4th Movement</p> <p>Frère Jacques</p> <p>On The Beautiful Blue Danube</p> <p>The Other Side Of The Moon</p>	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p> <p>Looking In The Mirror</p> <p>Take Time In Life</p> <p>It's All About Love</p> <p>Perdido</p> <p>Scarborough Fair</p> <p>Bring Us Together</p> <p>Mambo From West Side Story</p> <p>Old Joe Clark</p> <p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira</p> <p>Dance With Me</p> <p>Let Your Spirit Fly</p> <p>Symphony No. 5 4th Movement</p> <p>Frère Jacques</p> <p>On The Beautiful Blue Danube</p> <p>The Other Side Of The Moon</p> <p>Train Is A-Comin'</p> <p>O Euchar</p> <p>Oh Happy Day</p> <p>Romeo and Juliet, Overture-Fantasy</p> <p>A World Full Of Sound</p>	<p>Hoedown</p> <p>Go Tell It On The Mountain</p> <p>I'm Always There</p> <p>Trick Or Treat</p> <p>Martin Luther King</p> <p>Looking In The Mirror</p> <p>Take Time In Life</p> <p>It's All About Love</p> <p>Perdido</p> <p>Scarborough Fair</p> <p>Bring Us Together</p> <p>Mambo From West Side Story</p> <p>Old Joe Clark</p> <p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira</p> <p>Dance With Me</p> <p>Let Your Spirit Fly</p> <p>Symphony No. 5 4th Movement</p> <p>Frère Jacques</p> <p>On The Beautiful Blue Danube</p> <p>The Other Side Of The Moon</p> <p>Train Is A-Comin'</p> <p>O Euchar</p> <p>Oh Happy Day</p> <p>Romeo and Juliet, Overture-Fantasy</p> <p>A World Full Of Sound</p> <p>You Can See It Through</p> <p>A Ceremony Of Carols</p> <p>The Octopus Slide</p> <p>Connect</p>

Style Repertoire	20th and 21st Century Orchestral Reggae Soul: Ballad R&B	20th and 21st Century Orchestral Reggae Soul: Ballad R&B Pop Folk Jazz	20th and 21st Century Orchestral Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals	20th and 21st Century Orchestral Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock	20th and 21st Century Orchestral Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock Gospel Choral	20th and 21st Century Orchestral Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock Gospel Choral Electronic Dance Music Funk
Improvisation						
Notes Repertoire	C, D, E, G, A	C, D, E, G, A	C, D, E, G, A, F#, B	C, D, E, G, A, F#, B	C, D, E, G, A, F#, B, F	C, D, E, G, A, F#, B, F
Key Repertoire	C major	C major	C major, D major	C major, D major	C major, D major	C major, D major
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4	4/4
Composition						
Notes Repertoire	N/A	G, A, B, C, D, E, F#	G, A, B, C, D, E, F#	G, A, B, C, D, E, F#, F	G, A, B, C, D, E, F#, F, C#	G, A, B, C, D, E, F#, F, C#, Bb
Key Repertoire	N/A	G major	G major, D major	G major, D major, C major	G major, D major, C major	G major, D major, C major, D minor
Time Signature Repertoire	N/A	4/4	4/4	4/4	4/4	4/4

Year 4 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Does Music Bring Us Together?

Musical Spotlight: Interesting Time Signatures

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 1	
Tempo: 112bpm Time signature: 4/4 Key signature: C major	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E	Tempo: 112bpm Time signature: 4/4	Key signature: C major Improvise section using: C, D, E, G, A

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Hoedown (Glockenspiel) 4/4, F major, 48bpm	F, G, A, B \flat , C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B \flat (Minims, crotchets, quavers)	F, G, A, B \flat , C (Minims, crotchets)	F, G (Minims)	N/A		N/A		
(Recorder)	F, G, A, B \flat , C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B \flat (Minims, crotchets)	F, G, A, B \flat , C (Crotchets)	F, G (Crotchets)					
I'm Always There	N/A				N/A		N/A		
Martin Luther King	N/A				N/A		N/A		

Unit 2

Social Theme Question: How Does Music Connect Us with Our Past?

Musical Spotlight: Combining Elements to Make Music

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 97bpm Time signature: 2/4 Key signature: F major	As Unit 1
Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: F, G, A	

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Looking In The Mirror (Glockenspiel) 4/4, C major, 80bpm (Recorder)	C, D, E, G (Crotchets, quavers, semiquavers)	C, D, E, G (Crotchets, quavers, semiquavers)	C, D, E, G (Crotchets, quavers)	C (Crotchets)	C, D, E	C, D, E, G, A	N/A		
Take Time In Life (Glockenspiel) 4/4, G major, 87bpm (Recorder)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, dotted crotchets, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets, quavers)	G (Minims)	N/A		G, A, B	G, A, B, D, E	G, A, B, C, D, E, F#
Scarborough Fair	N/A				N/A		N/A		

Unit 3

Social Theme Question: How Does Music Improve Our World?

Musical Spotlight: Developing Pulse and Groove Through Improvisation

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2	
Tempo: 150bpm Time signature: 3/4 Key signature: G major	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: G, A, B	Tempo: 114bpm Time signature: 4/4	Key signature: C major Improvise section using: C, D, E, G, A

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Bringing Us Together (Glockenspiel) 4/4, C major, 112bpm	G, A, C (Minims, dotted crotchets, crotchets, quavers)	G, A, C (Crotchets, quavers)	G, A, C (Crotchets)	C (Crotchets)	N/A	N/A	C, D, E	C, D, E, G, A	C, D, E, F, G, A, B
(Recorder)	G, A, C (Minims, dotted crotchets, crotchets, quavers)	G, A, C (Crotchets, quavers)	G, A, C (Crotchets)	C (Crotchets)					
Old Joe Clark (Glockenspiel) 4/4, D major, 180bpm	D, E, F#, G, A, B, C (Minims, dotted crotchets, crotchets, quavers)	D, E, F#, G, A, B, C (Minims, crotchets)	D, E, F#, A, C (Minims)	D (Minims)	D, E, F#	D, E, F#, A, B	N/A		
(Recorder)	D, E, F#, G, A, B, C (Minims, dotted crotchets, crotchets, quavers)	F#, G, A, B, C (Minims, crotchets)	F#, G, A, B, C (Crotchets)	F#, A, B, C (Crotchets)					
Dance With Me	N/A				N/A		N/A		

Unit 4

Social Theme Question: How Does Music Teach Us About Our Community?

Musical Spotlight: Creating Simple Melodies Together

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 2
Tempo: 97bpm Time signature: 2/4 Key signature: G major	As Unit 3
Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: G, A, B, D, E	

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Let Your Spirit Fly (Glockenspiel) 4/4, C major, 76bpm	C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)	C, D, E, F, G (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets, quavers)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G	C, D, E, F, G, A, B
(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)	C, D, G, A, B (Minims, crotchets, quavers)	G, A (Minims, crotchets, quavers)	G, A (Crotchets)					
Frère Jacques (Glockenspiel) 4/4, C major, 82bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets)	C (Crotchets)	N/A		N/A		
(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	G, A, C (Minims, crotchets, quavers)	G, C (Crotchets)	G (Crotchets)					
The Other Side Of The Moon	N/A				N/A		N/A		

Unit 5

Social Theme Question: How Does Music Shape Our Way of Life?

Musical Spotlight: Connecting Notes and Feelings

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 68bpm Time signature: 4/4 Key signature: A minor	Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers Melodic patterns: A, B, C, D, E, F, G	Tempo: 68bpm Time signature: 4/4	Key signature: A minor Improvise section using: A, B, C, D, E, F, G

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Train Is A-Comin' (Glockenspiel) 4/4, C major, 134bpm	C, D, E, G, A (Minims, crotchets, quavers)	C, D, E, G, A (Minims, crotchets, quavers)	C, D, E, G, A (Minims, crotchets, quavers)	C (Minims)	D, E, F	D, E, F, G, A	D, E, F	D, E, F, G, A	D, E, F, G, A, B, C#
(Recorder)	C, D, E, G, A (Minims, crotchets, quavers)	C, D, G, A (Minims, crotchets, quavers)	C, G, A (Crotchets)	C (Crotchets)					
Oh Happy Day	N/A				N/A		N/A		
A World Full Of Sound	N/A				N/A		N/A		

Unit 6

Social Theme Question: How Does Music Connect Us with the Environment?

Musical Spotlight: Purpose, Identity and Expression in Music

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 3
Tempo: 114bpm Time signature: 4/4 Key signature: C major	As Unit 5
Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E, G, A	

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
You Can See It Through (Glockenspiel) 4/4, D Minor, 130bpm	C, D, E (Crotchets, quavers)	C, D, E (Crotchets, quavers)	D, E (Crotchets)	D (Crotchets)	N/A		D, E, F	D, E, F, G, A	D, E, F, G, A, B ^b , C
(Recorder)	C, D, E (Crotchets, quavers)	A, G (Crotchets, quavers)	A, G (Crotchets)	A (Crotchets)					
The Octopus Slide	N/A				N/A		N/A		
Connect	N/A				N/A		N/A		

Year 4 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: Can identify and describe a variety of contrasting feelings as they relate to music.

1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.

Area 2: Understanding and Using the Language of Music

2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.

2c: Can make an informed decision as to which notes to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- Makes connections between the music encountered and the Social Theme.
- Applies learning from the Musical Spotlight.
- Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.

Year 5 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: I can identify and describe a variety of contrasting feelings as they relate to music.

1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

2a: I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided.

(Children should aim to be able to read at least the simplest part of the piece).

2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.

3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- Understand and make connections between the music encountered and the Social Theme.
- Understand and apply learning from the Musical Spotlight.
- Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Year 5: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How Does Music Bring Us Together?	How Does Music Connect Us to Our Past?	How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with Our Environment?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
Pitch	C, G, Ab, Bb	C, G, Ab, Bb, F, A, D, E	C, G, Ab, Bb, F, A, D, E, F#	C, G, Ab, Bb, F, A, D, E, F#, G	C, G, Ab, Bb, F, A, D, E, F#, G#	C, G, Ab, Bb, F, A, D, E, F#, G#, Eb
Duration	Minims, dotted minims, dotted crotchets, quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers

Rests	Minims, dotted minims, dotted crotchets, quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers	Minims, dotted minims, dotted crotchets, crotchets, quavers, dotted quavers, semiquavers, triplet quavers
Key Repertoire	A minor, C minor, G major, F major	A minor, C minor, G major, F major, C major, E \flat major	A minor, C minor, G major, F major, E \flat major, C major	A minor, C minor, G major, F major, E \flat major, C major, D minor	A minor, C minor, G major, F major, E \flat major, C major, D minor, D major	A minor, C minor, G major, F major, E \flat major, C major, D minor, D major
Time Signature	2/4, 4/4, 6/8	2/4, 4/4, 6/8	2/4, 4/4, 6/8, 3/4	2/4, 4/4, 6/8, 3/4	2/4, 4/4, 6/8, 3/4	2/4, 4/4, 6/8, 3/4, 5/4
Repertoire	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is Coming Forever Always All Over Again Free Do You Ever Wonder?	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is Coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is Coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night	Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is Coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night The Lark Ascending

					The Lark Ascending Breathe Stay Connected Keeping Time	Breathe Stay Connected Keeping Time You And Me The Song Of Hiawatha: Overture Op. 30 A Bright Sunny Day Central Park In The Dark You Belong With Me
Style Repertoire	20th and 21st Century Orchestral Gospel	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music Hip Hop Funk	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music Hip Hop Funk Romantic Rhythm & Blues
Improvisation						
Notes Repertoire	C, D, Eb, F, E, F#,G	C, D, Eb, E, F, F#,G	C, D, Eb, F, E, F#,G, A, Bb	C, D, Eb, F, E, F#,G, A, Bb	C, D, Eb, F, E, F#,G, A, Bb, B	C, D, Eb, F, E, F#,G, A, Bb, B
Key Repertoire	A minor, C minor	A minor, C minor, C major	A minor, C minor, C major, F major	A minor, C minor, C major, F major, D minor	A minor, C minor, C major, F major, D minor	A minor, C minor, C major, F major, D minor
Time Signature Repertoire	4/4, 6/8	4/4, 6/8	4/4, 6/8, 2/4	4/4, 6/8, 2/4	4/4, 6/8, 2/4, 3/4	4/4, 6/8, 2/4, 3/4

Composition						
Notes Repertoire	G, A, B, C, D, E, F#	G, A, B, C, D, E, F#, Eb, F, Ab, Bb	G, A, B, C, D, E, F#, Eb, F, Ab, Bb	G, A, B, C, D, E, F#, Eb, F, Ab, Bb	G, A, B, C, D, E, F#, Eb, F, Ab, Bb	G, A, B, C, D, E, F#, Eb, F, Ab, Bb, Db
Key Repertoire	G major	G major, Eb major	G major, Eb major, F major	G major, Eb major, F major	G major, Eb major, F major, D minor	G major, Eb major, F major, D minor
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4	4/4

Year 5 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Does Music Bring Us Together?

Musical Spotlight: Getting Started with Music Tech

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 128bpm Time signature: 4/4 Key signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: A, B, C, D, E, F#, G	Tempo: 128bpm Time signature: 4/4 Key signature: A minor Improvise section using: A, B, C, D, E, F#, G

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Ghost Parade (Glockenspiel) 6/8, C minor, 112bpm	C, G, A ^b , B ^b (Dotted crotchets, crotchets, quavers)	C, G, A ^b , B ^b (Dotted crotchets, quavers)	C, G, A ^b , B ^b (Dotted crotchets)	C (Dotted crotchets)	C, D, E ^b	C, D, E ^b , F, G	N/A		
(Recorder)	C, G, A ^b , B ^b (Dotted crotchets, crotchets, quavers)	C, G, A ^b , B ^b (Dotted crotchets, quavers)	G, B ^b , C (Dotted minims)	C (Dotted minims)					
Words Can Hurt (Glockenspiel) 4/4, G major, 78bpm	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets)	G (Minims)	N/A		G, A, B	G, A, B, C, D	G, A, B, C, D, E, F#
(Recorder)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets)	G, A, B, F# (Crotchets)					
Joyful, Joyful	N/A				N/A		N/A		

Unit 2

Social Theme Question: How Does Music Connect Us with Our Past?

Musical Spotlight: Emotions and Musical Styles

Musicianship: Understanding Music	Musicianship: Improvise Together - Activity 1
Tempo: 112bpm Time signature: 2/4 Key signature: F major	Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers Melodic patterns: F, G, A, B \flat , C, D, E
As Unit 1	

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
The Sparkle In My Life (Glockenspiel) 4/4, E \flat major, 140bpm	C, D \flat , E \flat (Crotchets, quavers)	C, E \flat , F (Crotchets, quavers)	C, E \flat , F (Minims, crotchets)	E \flat (Minims)	N/A		E \flat , F, G	E \flat , F, G, B \flat , C	E \flat , F, G, A \flat , B \flat , C, D
(Recorder)	G, A \flat , B \flat (Crotchets, quavers)	G, A \flat , B \flat (Crotchets, quavers)	G, B \flat , C (Crotchets)	C, B \flat (Minims)					
Dreaming Of Mars (Glockenspiel) 4/4, C major, 120bpm	G, G \sharp , A, B \flat , C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G, G \sharp , A, B \flat , C (Minims, crotchets, quavers)	G \sharp , A, B \flat , C (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	G, G \sharp , A, B \flat , C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G, G \sharp , A, B \flat , C (Minims, crotchets, quavers)	A, B \flat , C (Crotchets)	B \flat , C (Crotchets)					
Get On Board	N/A				N/A		N/A		

Unit 3

Social Theme Question: How Does Music Improve Our World?

Musical Spotlight: Exploring Key and Time Signatures

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2	
Tempo: 155bpm Time signature: 3/4 Key signature: G major	Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers Melodic patterns: G, A, B, C, D, E, F#	Tempo: 112bpm Time signature: 2/4	Key signature: F major Improvise section using: F, G, A, B \flat , C, D, E

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Freedom Is Coming (Glockenspiel) 4/4, F major, 116bpm	F, G, A, B \flat (Minims, dotted crotchets, crotchets, quavers, semiquavers)	F, G, A, B \flat (Minims, crotchets, quavers)	F, G, A, B \flat (Minims, crotchets)	F (Minims)	F, G, A	F, G, A, B \flat , C	F, G, A	F, G, A, B \flat , C	F, G, A, B \flat , C, D, E
(Recorder)	F, G, A, B \flat (Minims, dotted crotchets, crotchets, quavers, semiquavers)	F, G, A, B \flat (Minims, crotchets, quavers)	F, G, A, B \flat (Crotchets, quavers)	F, G, A (Crotchets)					
All Over Again	N/A				N/A		N/A		
Do You Ever Wonder?	N/A				N/A		N/A		

Unit 4

Social Theme Question: How Does Music Teach Us About Our Community?

Musical Spotlight: Introducing Chords

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 2
Tempo: 180bpm Time signature: 6/8 Key signature: C major	As Unit 3
Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers Melodic patterns: C, D, E, F, G, A, B	

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Erie Canal (Glockenspiel) 4/4, D minor, 120bpm	D, E, F, G, A (Dotted, crotchets, crotchets, quavers)	D, E, F, G, A (Minims, crotchets, quavers)	D, E, F, G, A (Minims)	D (Minims)	D, E, F	D, E, F, G, A	N/A		
(Recorder)	D, E, F, G, A (Dotted, crotchets, crotchets, quavers)	F, G, A (Minims, crotchets, quavers)	F, G, A (Crotchets)	F, G, A (Crotchets)					
Heroes	N/A				N/A		N/A		
Happy To Be Me	N/A				N/A		N/A		

Unit 5

Social Theme Question: How Does Music Shape Our Way of Life?

Musical Spotlight: Words, Meaning and Expression

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 66bpm Time signature: 3/4 Key signature: D major	Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers Melodic patterns: D, E, F#, G, A	Tempo: 120bpm Time signature: 6/8	Key signature: C major Improvise section using: C, D, E, F, G, A, B

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Look Into The Night (Glockenspiel) 4/4, D minor, 130bpm (Recorder)	F, G, A, C, D (Crotchets, quavers)	F, G, A, C, D (Crotchets, quavers)	F, G, A, C, D (Crotchets, quavers)	D (Minims)	N/A		D, E, F	D, E, F, G, A	D, E, F, G, A, B ^b , C
Breathe (Glockenspiel) 3/4, C major, 176bpm (Recorder)	C, D, E, F, G, A, B (Minims, crotchets)	C, E, F, G, A, B (Minims, crotchets)	F, G, A, B, C (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, G, A	N/A		
Keeping Time	N/A				N/A		N/A		

Unit 6

Social Theme Question: How Does Music Connect Us with the Environment?

Musical Spotlight: Identifying Important Musical Elements

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 3
Tempo: 120bpm Time signature: 5/4 Key signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E	As Unit 5

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
You And Me (Glockenspiel) 4/4, G major, 95bpm	G, A, B \flat , B, C, D, E \flat , E (Crotchets, quavers)	G, A, B \flat , B, C, D, E \flat , E (Crotchets, quavers)	G, A, B \flat , B, C, D, E \flat , E (Crotchets, quavers)	G (Minims)	N/A		G, A, B	G, A, B, D, E	G, B \flat , C, D \flat , D, F
(Recorder)	G, A, B \flat , B, C, D, E \flat , E (Crotchets, quavers)	G, A, B \flat , B, C, F \sharp (Crotchets, quavers)	G, A, B \flat , B, C, F \sharp (Crotchets, quavers)	F \sharp , G, A, B (Crotchets)					
A Bright Sunny Day (Glockenspiel) 4/4, C major, 128bpm	C, G, A (Crotchets, quavers)	C, G, A (Crotchets, quavers)	C, G, A (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	C, G, A (Crotchets, quavers)	C, G, A (Crotchets, quavers)	C, G, A (Crotchets)	C (Crotchets)					
You Belong With Me	N/A				N/A		N/A		

Year 5 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: Can identify and describe a variety of contrasting feelings as they relate to music.

1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

2a: Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).

2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.

3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- Makes connections between the music encountered and the Social Theme.
- Applies learning from the Musical Spotlight.
- Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.

Year 6 Broad Knowledge, Skills and Learning Outcomes by Area of Learning

Area 1: Listening and Responding to Music

1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

1b: I can identify and describe a variety of contrasting feelings as they relate to music.

1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

2a: I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.

3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections
- I can understand and make connections between the music encountered and the Social Theme.
- I can understand and apply learning from the Musical Spotlight.

Year 6: Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning (by Unit)

This table is cumulative, carrying forward prior learning to the next unit. **Blue text** indicates new learning when compared to previous units.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title / Social Theme Question	How does music bring us closer together?	What Stories Does Music Tell Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	How Does Music Connect Us with Our Planet?
Broader Social Theme Description	Music Is a Peacebuilder and Friendmaker	Music Is a Storyteller and Time Traveller	Music Is a Changemaker	Music Is a Builder of Community and Guardian of Cultural Identity	Music Is a Friend, Guide and Support	Music Is a Nature Lover and Guardian of the Earth
Social Theme	Peace and Friendship	Stories and Time Travel	Changing the World	Community and Identity	Motivation and Comfort	Caring for Our Planet
Musical Spotlight	Developing Melodic Phrases	Understanding Structure and Form	Exploring Key and Time Signatures	Exploring Notation Further	Using Chords and Structure	Respecting Each Other Through Composition
Musicianship						
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	C, D, E, F, G, A, B, B \flat , F \sharp	C, D, E, F, G, A, B, B \flat , F \sharp	C, D, E, F, G, A, B, B \flat , F \sharp , C \sharp	C, D, E, F, G, A, B, B \flat , F \sharp , C \sharp , G \sharp	C, D, E, F, G, A, B, B \flat , F \sharp , C \sharp , G \sharp , A \flat	C, D, E, F, G, A, B, B \flat , F \sharp , C \sharp , G \sharp , A \flat
●Duration	Minims, crotchets, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves, dotted minims, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves, dotted minims, triplet quavers

●Rests	Minims, crotchets, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves dotted minims, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, semibreves, dotted minims, triplet quavers
Key Repertoire	C major, G major, D major	C major, G major, D major, A minor	C major, G major, D major, A minor, D minor, E ^b major	C major, G major, D major, A minor, D minor, E ^b major, F major, A major	C major, G major, D major, A minor, D minor, E ^b major, F major, A major, F minor	C major, G major, D major, A minor, D minor, E ^b major, F major, A major, F minor
Time Signature	2/4, 4/4	2/4, 4/4, 3/4	2/4, 4/4, 3/4	2/4, 4/4, 3/4, 5/4	2/4, 4/4, 3/4, 5/4	2/4, 4/4, 3/4, 5/4
Repertoire	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy

				Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End	Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away	Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away Heal The Earth My Funny Valentine Let's Go Surfin' So Amazing
Style Repertoire	Soul Pop 20th and 21st Century Orchestral	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk Gospel Salsa Reggae Musicals Film Music	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk Gospel Salsa Reggae Musicals Film Music
Improvisation						
Notes Repertoire	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, F, G, A, B, Bb	C, D, E, F, G, A, B, Bb , F#	C, D, E, F, G, A, B, Bb , F#
Key Repertoire	C major	C major	C major	C major, G major	C major, G major	C major, G major, F major
Time Signature	2/4, 4/4	2/4, 4/4	2/4, 4/4	2/4, 4/4	2/4, 4/4, 5/4	2/4, 4/4, 5/4

Repertoire						
Composition						
Notes Repertoire	G, A, B, C, D, E, F#	G, A, B, C, D, E, F#, F	G, A, B, C, D, E, F#, F, B \flat	G, A, B, C, D, E, F#, F, B \flat	G, A, B, C, D, E, F#, F, B \flat , A \flat , D \flat , E \flat	G, A, B, C, D, E, F#, F, B \flat , A \flat , D \flat , E \flat
Key Repertoire	G major	G major, C major	G major, C major, D minor	G major, C major, D minor, F major	G major, C major, D minor, F major, F minor	G major, C major, D minor, F major, F minor
Time Signature Repertoire	4/4	4/4	4/4	4/4	4/4	4/4

Year 6 Musical Progression Guide (Knowledge and Skills) – by Unit, Social Theme and Song

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1

Social Theme Question: How Does Music Bring Us Together?

Musical Spotlight: Developing Melodic Phrases

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 1	
Tempo: 66bpm Time signature: 2/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets, quavers and semiquavers Melodic patterns: C, D, E, F, G, A, B	Tempo: 66bpm Time signature: 2/4	Key signature: C major Improvise section using: C, D, E, F, G, A, B

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Do What You Want To (Glockenspiel) 4/4, C major, 120bpm	C, D, E, G, A, B (Minims, crotchets, quavers)	C, D, E, G, A, B (Minims, crotchets, quavers)	C, D, E, G, A, B (Minims, crotchets)	C (Minims)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	C, D, E, G, A, B (Minims, crotchets, quavers)	C, G, A, B (Minims, crotchets, quavers)	C, G, A, B (Minims, crotchets)	C, B, A (Minims, crotchets)					
It's All About Love (Glockenspiel) 4/4, G major, 140bpm	G, A, B \flat , C, D, E, F (Minims, crotchets, quavers)	G, A, B \flat , C, D, E, F (Minims, crotchets, quavers)	G, A, B \flat , C, F (Minims, crotchets, quavers)	G, A, C, F (Minims)	N/A		G, A, B	G, A, B, D, E	G, A, B, C, D, E, F \sharp
(Recorder)	G, A, B \flat , C, D, E, F (Minims, crotchets, quavers)	G, A, B \flat , C, D, E, F (Minims, crotchets, quavers)	G, A, B \flat , C, F (Minims, crotchets, quavers)	G (Crotchets)					
Sunshine On A Rainy Day (Glockenspiel) 4/4, D major, 95bpm	D, E, F \sharp , A, B (Crotchets, quavers)	D, E, F \sharp , A, B (Crotchets, quavers)	D, E, A, B (Crotchets, quavers)	D (Minims)	N/A		N/A		
(Recorder)	D, E, F \sharp , A, B (Crotchets, quavers)	D, A, B (Crotchets, quavers)	D, A, B (Crotchets)	A, B (Crotchets)					

Unit 2

Social Theme Question: How Does Music Connect Us with Our Past?

Musical Spotlight: Understanding Structure and Form

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 1
Tempo: 66bpm Time signature: 3/4 Key signature: A minor	Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers Melodic patterns: A, B, C, D, E, F, G

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
My Best Friend (Glockenspiel) 4/4, C major, 117bpm (Recorder)	C, D, E, A, B (Dotted crotchets, crotchets, quavers)	C, D, E, A, B (Crotchets, quavers)	C, D, E, A (Minims, crotchets)	C (Minims)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G	C, D, E, F, G, A, B
Singing Swinging Star (Glockenspiel) 4/4, G major, 180bpm (Recorder)	G, A, B \flat , B, D, E, F, F \sharp (Minims, crotchets, quavers)	G, A, B \flat , B, D, E, F, F \sharp (Minims, crotchets)	G, A, B, E, F \sharp (Minims)	G (Minims)	N/A		N/A		
Roll Alabama	N/A				N/A		N/A		

Unit 3

Social Theme Question: How Does Music Improve Our World?

Musical Spotlight: Exploring Key and Time Signatures

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2	
Tempo: 68bpm Time signature: 4/4 Key signature: D major	Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: D, E, F#, G, A, B, C#	Tempo: 66bpm Time signature: 2/4	Key signature: C major Improvise section using: C, D, E, F, G, A, B

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Disco Fever (Glockenspiel) 4/4, D minor, 115bpm	D, E, F, G, A (Crotchets, quavers)	D, E, F, G, A (Minims, crotchets, quavers)	D, E, F, G, A (Minims, crotchets)	D (Minims)	N/A		D, E, F	D, E, F, G, A	D, E, F, G, A, B \flat , C
(Recorder)	D, E, F, G, A (Crotchets, quavers)	D, E, F, G, A (Crotchets, quavers)	D, E, F, G, A (Crotchets)	F, G, A (Crotchets)					
La Bamba (Glockenspiel) 4/4, C major, 154bpm	C, D, E, F, G, A, B (Minims, dotted crotchets, triplet crotchets, quavers)	C, D, E, G, A, B (Minims, crotchets)	C, D, G, A (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	C, D, E, F, G, A, B (Minims, dotted crotchets, triplet crotchets, crotchets, quavers)	C, G, A, B (Minims, crotchets)	C, G, A, B (Crotchets, quavers)	G, A, B (Crotchets)					
Change (Glockenspiel) 4/4, E \flat major, 115bpm	E \flat , F, G, A \flat , B \flat , C (Crotchets, quavers)	E \flat , F, G, A \flat , B \flat , C (Crotchets, quavers)	E \flat , F, G, B \flat , C (Minims, crotchets)	E \flat (Minims)	N/A		N/A		
(Recorder)	E \flat , F, G, A \flat , B \flat , C (Crotchets, quavers)	F, G, A \flat , B \flat , C (Crotchets, quavers)	F, G, B \flat , C (Crotchets)	B \flat , C (Crotchets)					

Unit 4

Social Theme Question: How Does Music Teach Us About Our Community?

Musical Spotlight: Introducing Chords

Musicianship: Understanding Music	Musicianship: Improve Together - Activity 2
Tempo: 116bpm Time signature: 5/4 Key signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: G, A, B, C, D, E, F#	As Unit 3

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Let's Rock (Glockenspiel) 4/4, G major, 72bpm (Recorder)	G, B \flat , B, C, D, F (Dotted quavers, quavers, semiquavers)	G, B \flat , B, C, D, F (Crotchets, quavers)	G, B \flat , B, C, D, F (Crotchets, quavers)	G (Minims)	G, A, B \flat	G, A, B \flat , C, D	N/A		
Simple Gifts (Glockenspiel) 4/4, F major, 95bpm (Recorder)	F, G, A, B \flat , C, E (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B \flat , C, E (Minims, crotchets, quavers)	F, G, A, B \flat , C, E (Minims, crotchets)	F (Minims)	N/A		F, G, A	F, G, A, C, D	F, G, A, B \flat , C, D, E
Friendship Should Never End (Glockenspiel) 4/4, A major, 120bpm (Recorder)	E, F#, G, G#, A, B, C, C# (Semibreves, minims, dotted crotchets, crotchets, quavers)	E, F#, G, G#, A, B, C, C# (Semibreves, minims, crotchets)	E, F#, G, G#, A, B, C (Semibreves, minims, crotchets)	A (Minims)	N/A		N/A		

Unit 5

Social Theme Question: How Does Music Shape Our Way of Life?

Musical Spotlight: Words, Meaning and Expression

Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 3	
Tempo: 76bpm Time signature: 6/8 Key signature: D minor	Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers Melodic patterns: D, E, F, G, A	Tempo: 116bpm Time signature: 5/4	Key signature: G major Improvise section using: G, A, B, C, D, E, F#

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Wake Up! (Glockenspiel) 4/4, F minor, 120bpm	F, Ab, Eb (Crotchets, quavers)	F, Ab, Eb (Crotchets, quavers)	F, Ab (Minims, crotchets)	F (Minims)	N/A		F, G, Ab	F, G, Ab, Bb, C	F, G, Ab, Bb, C, Db, Eb
(Recorder)	F, Ab, Eb (Crotchets, quavers)	F, Ab, Eb (Crotchets, quavers)	F, Ab, Eb (Crotchets, quavers)	F, Ab, Eb (Crotchets)					
Down By The Riverside (Glockenspiel) 4/4, G major, 108bpm	G, A, B, D, E, F# (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G, A, B, D, E, F# (Semibreve, minims, crotchets, quavers)	G, A, B, D, E, F# (Semibreves, minims, crotchets)	G (Minims)	G, A, B	G, A, B, C, D	N/A		
(Recorder)	G, A, B, D, E, F# (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G, A, B, D, E, F# (Semibreve, minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Crotchets)					
Dance The Night Away (Glockenspiel) 4/4, F minor, 120bpm	F, G, Ab, Bb, C, Eb (Minims, crotchets, dotted quavers, quavers, semiquavers)	F, G, Ab, Bb, C, Eb (Minims, crotchets, quavers)	F, G, Ab, Bb, C, Eb (Minims, crotchets, quavers)	F (Minims)	N/A		N/A		
(Recorder)	F, G, Ab, Bb, C (Minims, crotchets, dotted quavers, quavers, semiquavers)	F, G, Ab, Bb, C (Minims, crotchets, quavers)	F, G, Ab, Bb, C (Minims, crotchets, quavers)	F (Crotchets)					

Unit 6

Social Theme Question: How Does Music Connect Us with the Environment?

Musical Spotlight: Respecting Each Other Through Composition

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3	
Tempo: 66bpm Time signature: 2/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets, quavers and semiquavers Melodic patterns: C, D, E, F, G, A, B	As Unit 5	

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Heal The Earth (Glockenspiel) 4/4, F major, 147bpm	F, G, A, B \flat , C, D (Semibreves, minims, crotchets, quavers)	F, G, A, B \flat , C, D (Semibreves, minims, crotchets, quavers)	F, G, A, B \flat , C, D (Semibreves, minims, crotchets)	F (Minims)	F, G, A	F, G, A, C, D	F, G, A	F, G, A, C, D	F, G, A, B \flat , C, D, E
(Recorder)	F, G, A, B \flat , C, D (Semibreves, minims, crotchets, quavers)	F, G, A, B \flat , C (Semibreves, minims, crotchets, quavers)	F, G, A, B \flat , C (Semibreves, minims, crotchets)	F (Minims)					
Let's Go Surfin'	N/A				N/A		N/A		
So Amazing	N/A				N/A		N/A		

Year 6 Criteria to Assess Progress in Knowledge, Skills and Learning

Area 1: Listening and Responding to Music

1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.

2b: Can identify and describe a variety of contrasting feelings as they relate to music.

3c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

2a: Can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.

2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.

Area 3: Developing Performance Awareness and Skills

3a: Demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.

3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.

3c: When planning, rehearsing, introducing and performing the song:

- Makes connections between the music encountered and the Social Theme.
- Applies learning from the Musical Spotlight.
- Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.