

Music Progression of Skills and Knowledge

Willaston Primary Academy

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises of three strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Musical teaching and learning is not neat or linear. The strands of musical learning are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

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EYFS NC: Children are taught to:	
<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • Sing familiar songs • Imitate movement in response to music • Tap out simple repeated rhythms • Build a repertoire of songs 	<p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> • Explore how sounds can be made and changed • Explore and make different sounds with class instruments • Make up rhythms • Make up simple songs • Record ideas with a digital device
<p style="text-align: center;">Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • <i>Recite songs and perform for others</i> 	<p style="text-align: center;">Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • <i>Make up own songs with sections</i>
<p style="text-align: center;">Appraising</p> <ul style="list-style-type: none"> • Express a preference for songs • Say/show how a piece of music makes them feel • Say why they like a piece of music • Talk about music using basic musical vocabulary 	<p style="text-align: center;">Charanga Units Covered:</p> <p>Autumn: Me!. My stories.</p> <p>Spring: Everyone, Our world</p> <p>Summer: Big Bear Fink, Reflect, Rewind and Replay</p>
<p style="text-align: center;">Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • <i>Tell the difference between song tempos</i> • <i>Tell the difference between loud and quiet songs</i> • <i>Identify different sounds in a song</i> 	<p style="text-align: center;">Vocab children need to know:</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, guitar, drums, perform, singers, keyboard, piano, audience, imagination.</p>

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<p>Year 1 NC: Children are taught to:</p> <ul style="list-style-type: none"> • use their voices expressively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<p>Performing</p> <ul style="list-style-type: none"> • Use their voice to speak/sing/chant • Join in with singing • Use instruments to perform • Look at their audience when they are performing • Clap short rhythmic patterns • Copy sounds 	<p>Composition (inc Notation)</p> <ul style="list-style-type: none"> • Make different sounds with their voice • Make different sounds with instruments • Identify changes in sounds • Change the sound • Repeat (short rhythmic and melodic) patterns • Make a sequence of sounds • Show sounds by using pictures
<p>Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • <i>Make loud and quiet sounds</i> • <i>Know that the chorus keeps being repeated</i> 	<p>Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • <i>Tell the difference between long and short sounds</i> • <i>Tell the difference between high and low sounds</i> • <i>Give a reason for choosing an instrument</i>
<p>Appraising</p> <ul style="list-style-type: none"> • Respond to different moods in music • Say how a piece of music makes them feel • Say whether they like or dislike a piece of music • Choose sounds to represent different things • Recognise repeated patterns • Follow instructions about when to play or sing 	<p>Charanga Units Covered:</p> <p>Autumn: Hey You!, Rhythm In The Way We Walk and Banana Rap</p> <p>Spring: In the Groove, Round and Round</p> <p>Summer: Your Imagination, Reflect, Rewind AND Replay</p>
<p>Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • <i>Tell the difference between a fast and slow tempo</i> • <i>Tell the difference between loud and quiet sounds</i> • <i>Identify two types of sound happening at the same time</i> 	<p>Vocab children need to know:</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>

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<p>Year 2 NC: Children are taught to:</p> <ul style="list-style-type: none"> • use their voices expressively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • Sing and follow the melody (tune) • Sing accurately at a given pitch • Perform simple patterns and accompaniments keeping a steady pulse • Perform with others • Play simple rhythmic patterns on an instrument • Sing/clap a pulse increasing or decreasing in tempo 	<p style="text-align: center;">Composition (inc Notation)</p> <ul style="list-style-type: none"> • Order sounds to create a beginning, middle and end • Create music in response to different starting points • Choose sounds which create an effect • Use symbols to represent sounds • Make connections between notations and musical sounds
<p style="text-align: center;">Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse 	<p style="text-align: center;">Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • Use simple structures in a piece of music • Know that phrases are where we breathe in a song
<p style="text-align: center;">Appraising</p> <ul style="list-style-type: none"> • Improve their own work • Listen out for particular things when listening to music 	<p style="text-align: center;">Charanga Units Covered:</p> <p>Autumn: Hands, Feet, Heart, Ho Ho Ho</p> <p>Spring: I Wanna Play in A Band, Zootime</p> <p>Summer: Friendship Song, Reflect, Rewind and Replay</p>
<p style="text-align: center;">Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • Recognise sounds that move by steps, skips and by leaps 	<p style="text-align: center;">Vocab children need to know:</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>

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<p>Year 3 NC: Children are taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • Sing in tune with expression • Control their voice when singing • Play clear notes on instruments 	<p style="text-align: center;">Composition (inc notation)</p> <ul style="list-style-type: none"> • Use different elements in their composition • Create repeated patterns with different instruments • Compose melodies and songs • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling
<p style="text-align: center;">Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • Work with a partner to create a piece of music using more than one instrument 	<p style="text-align: center;">Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • Understand metre in 2 and 3 beats; then 4 and 5 beats • Understand how the use of tempo can provide contrast within a piece of music
<p style="text-align: center;">Appraising</p> <ul style="list-style-type: none"> • Improve their work; explaining how it has improved • Use musical words (the elements of music) to describe a piece of music and compositions • Use musical words to describe what they like and dislike • Recognise the work of at least one famous composer 	<p style="text-align: center;">Charanga Units Coverage:</p> <p>Autumn: Let your spirit fly, Glockenspiel 1</p> <p>Spring: Three Little Birds, The Dragon Song</p> <p>Summer: Bringing Us Together, Reflect, Rewind And Replay</p>
<p style="text-align: center;">Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • Recognise sounds that move by steps, skips and by leaps 	<p style="text-align: center;">Vocab children need to know:</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>

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<p>Year 4 NC: Children are taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • Perform a simple part rhythmically • Sing songs from memory with accurate pitch • Improvise using repeated patterns 	<p style="text-align: center;">Composition (inc notation)</p> <ul style="list-style-type: none"> • Use notations to record and interpret sequences of pitches • Use standard notation • Use notations to record compositions in a small group or on their own • Use their notation in a performance
<p style="text-align: center;">Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • Use selected pitches simultaneously to produce simple harmony 	<p style="text-align: center;">Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • Explore and use sets of pitches, e.g. 4 or 5 note scales • Show how they can use dynamics to provide contrast
<p style="text-align: center;">Appraising</p> <ul style="list-style-type: none"> • Explain the place of silence and say what effect it has • Identify the character of a piece of music • Describe and identify the different purposes of music • Begin to identify with the style of work of Beethoven, Mozart and Elgar 	<p style="text-align: center;">Charanga Units Covered:</p> <p>Autumn: Mamma Mia, Glockenspiel 2</p> <p>Spring: Stop!, Lean On Me</p> <p>Summer: Blackbird, Reflect, Rewind And Replay</p>
<p style="text-align: center;">Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • Identify how a change in timbre can change the effect of a piece of music 	<p style="text-align: center;">Vocab children need to know:</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>

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<p>Year 5 NC: Children are taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
<p>Performing</p> <ul style="list-style-type: none"> • Breathe in the correct place when singing • Sing and use their understanding of meaning to add expression • Maintain their part whilst others are performing their part • Perform 'by ear' and from simple notations • Improvise within a group using melodic and rhythmic phrases • Recognise and use basic structural forms e.g. rounds, variations, rondo form 	<p>Composition (inc notation)</p> <ul style="list-style-type: none"> • Change sounds or organise them differently to change the effect • Compose music which meets specific criteria • Use their notations to record groups of pitches (chords) • Record aspects of the composition process • Choose the most appropriate tempo for a piece of music
<p>Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • Use pitches simultaneously to produce harmony by building up simple chords • Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song 	<p>Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • Understand the relation between pulse and syncopated patterns • Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre
<p>Appraising</p> <ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary • Explain why they think their music is successful or unsuccessful • Suggest improvements to their own or others' work • Choose the most appropriate tempo for a piece of music • Contrast the work of famous composers and show preferences 	<p>Charanga Covered</p> <p>Autumn: Livin' On a Prayer, Classroom Jazz 1</p> <p>Spring: Make You Feel My Love, The Fresh Prince of Bel-Air</p> <p>Summer: Dancing In The Street, Reflect, Rewind and Replay</p>
<p>Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • Explain how tempo changes the character of music • Identify where a gradual change in dynamics has helped to shape a phrase of music 	<p>Vocab children need to know:</p> <p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>

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<p>Year 6 NC: Children are taught to:</p> <ul style="list-style-type: none"> • <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> • <i>improvise and compose music using the inter-related dimensions of music</i> • <i>listen with attention to detail and recall sounds with increasing aural memory</i> • <i>use and understand staff and other musical notations</i> • <i>appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians</i> • <i>develop an understanding of the history of music.</i> 	
<p>Performing</p> <ul style="list-style-type: none"> • Sing a harmony part confidently and accurately • Perform parts from memory • Perform using notations • Take the lead in a performance • Take on a solo part • Provide rhythmic support 	<p>Composition (inc Notation)</p> <ul style="list-style-type: none"> • Use a variety of different musical devices in their composition (incl melody, rhythms and chords) • Recognise that different forms of notation serve different purposes • Use different forms of notation • Combine groups of beats
<p>Higher Ability Challenge - Performing</p> <ul style="list-style-type: none"> • <i>Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</i> 	<p>Higher Ability Challenge - Composition</p> <ul style="list-style-type: none"> • <i>Show how a small change of tempo can make a piece of music more effective</i> • <i>Use the full range of chromatic pitches to build up chords, melodic lines and bass lines</i>
<p>Appraising</p> <ul style="list-style-type: none"> • Refine and improve their work • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Analyse features within different pieces of music • Compare and contrast the impact that different composers from different times will have had on the people of the time 	<p>Charanga Covered</p> <p>Autumn: Happy, Classroom Jazz</p> <p>Spring: New Year Carol, You've Got a Friend</p> <p>Summer: Music and Me, Reflect, Rewind and Replay, (Music and Identity)</p>
<p>Higher Ability Challenge - Appraising</p> <ul style="list-style-type: none"> • <i>Appraise the introductions, interludes and endings for songs and compositions they have created</i> 	<p>Vocab children need to know:</p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

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Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F,G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		