

Year 1			
Concept	Autumn	Spring	Summer
Perform	<p>Autumn 1</p> <p>Remember to add some movement. The structure of this song: Introduction</p> <ul style="list-style-type: none"> • Rap Verse • Sing Verse • Introduction • Playing Sections 1,2,3,4 • Introduction • Rap Verse • Sing Verse • Ending 	<p>Spring 1</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction • Verse 1 ('I am in the groove') • Verse 2 ('...is in the groove' - use names to fill in the gaps, perhaps different names?) • Playing Sections 1,2,3,4 • Introduction • Verse 3 ('I am in the groove') • Verse 4 ('...is in the groove') • Ending 	<p>Summer 1</p> <p>When performing with the track, children will play their composition during the playing/instrumental section.</p>
	<p>Autumn 2</p> <p>The structure of Rhythm In The Way We Walk:</p> <ul style="list-style-type: none"> • Introduction • Verse 1 • Verse 2 • Verse 3 	<p>Spring 2</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction • Verse 1 • Verse 2 • Verse 3 • Verse 4 	<p>Summer 2</p> <p>Prepare for a performance of songs and activities from the year.</p>

	<ul style="list-style-type: none"> • Tag ending The structure of The Banana Rap: <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Rap • Outro 		
Compose	<p>Autumn 1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments.</p> <p>Group Work on Whiteboard</p>	<p>Spring 1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments.</p> <p>Group Work on Whiteboard</p>	<p>Summer 1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments.</p> <p>Group Work on Whiteboard/Instruments</p>
	<p>Autumn 2</p> <p>N/A</p>	<p>Spring 2</p> <p>Activity 1 : Clap back rhythms</p> <ul style="list-style-type: none"> • Activity 2: Start to improvise with a question and answer activity, clap back your own answer. Composing your own rhythms! 	<p>Summer 2</p> <p>A composition activity using First Composer</p>
Transcribe	Whole class activity on Whiteboard/Shared		
Describe	<p>Autumn 1</p> <p>Do you like the song?</p> <ul style="list-style-type: none"> • What can you hear? 	<p>Spring 1</p> <p>Do you like the songs?</p> <ul style="list-style-type: none"> • What can you hear? 	<p>Summer 1</p> <p>Do you like the songs?</p> <ul style="list-style-type: none"> • What can you hear?

Music progress Map

	<ul style="list-style-type: none"> • What is the style of this music? • How is the song put together? 	<ul style="list-style-type: none"> • What is the style of this music? • How are the songs put together? 	<ul style="list-style-type: none"> • What is the style of this music? • How are the songs put together?
	<p>Autumn 2</p> <p>Do you like the song?</p> <ul style="list-style-type: none"> • What can you hear? • What is the style of this music? • How is the song put together? 	<p>Spring 2</p> <p>Do you like the songs?</p> <ul style="list-style-type: none"> • What can you hear? • What is the style of this music? • How are the songs put together? 	<p>Summer 2</p> <p>What was your favourite song this year?</p> <ul style="list-style-type: none"> • What instruments did you hear? • What is the style of this music?

Year 2			
Concept	Autumn	Spring	Summer
Perform	<p>Autumn 1</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Verse • Chorus • Introduction • Playing Section <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Verse • Chorus • Ending 	<p>Spring 1</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Chorus • Verse 1 • Chorus • Verse 2 • Chorus • Verse 3 • Chorus • Verse 4 	<p>Summer 1</p> <p>When performing with the track, children will play their composition during the playing/instrumental section.</p>

		<ul style="list-style-type: none"> • Final Chorus • Outro 	
	<p>Autumn 2</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction • Verse 1 • Verse 2 • Rap • Rap • Introduction <ul style="list-style-type: none"> • Playing/instrumental section 1 and 2 • Introduction <ul style="list-style-type: none"> • Shout out fun Christmas words! (improvise) • Verse 3 • Verse 4 • Ending 	<p>Spring 2</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction Verse Introduction Verse Outro 	<p>Summer 2</p> <p>Prepare for a performance of songs and activities from the year.</p>
Compose	<p>Autumn 1</p> <p>Divide the class into groups so the children can work together to compose a piece, independent of the teacher.</p>	<p>Spring 1</p> <p>Divide the class into groups so the children can work together to compose a piece, independent of the teacher.</p>	<p>Summer 1</p> <p>Divide the class into groups so the children can work together to compose a piece, independent of the teacher.</p>

	<p>Autumn 2</p> <p>N/A</p>	<p>Spring 2</p> <p>Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups</p>	<p>Summer 2</p> <p>A composition activity using First Composer</p>
Transcribe	<p>Autumn1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas as a group. After the tune has been composed using the computer, children will learn to play it on their instruments.</p>	<p>Spring 1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas as a group. After the tune has been composed using the computer, children will learn to play it on their instruments.</p>	<p>Summer 1</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas as a group. After the tune has been composed using the computer, children will learn to play it on their instruments.</p>
	<p>Autumn 2</p> <p>N/A</p>	<p>Spring 2</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas as a group. After the tune has been composed using the computer, children will learn to play it on their instruments.</p>	<p>Summer 2</p> <p>Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas as a group. After the tune has been composed using the computer, children will learn to play it on their instruments.</p>
Describe	<p>Do you like the song?</p> <ul style="list-style-type: none"> ● What can you hear? ● What is the style of this music? 		

- How is the song put together?

Year 3			
Concept	Autumn	Spring	Summer
Perform	<p>Autumn 1</p> <p>The structure of this song:</p> <ul style="list-style-type: none"> • Introduction • Verse • Chorus • Introduction • Playing Sections • Introduction • Verse • Chorus • Ending 	<p>Spring 1</p> <p>Perform Three Little Birds on the glockenspiel/recorder.</p>	<p>Summer 1</p> <p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why.</p>
	<p>Autumn 2</p> <p>Perform Dee Cee's Blues using the glockenspiel</p>	<p>Spring 2</p> <p>A class performance of Zootime – dance!</p>	<p>Summer 2</p> <p>Prepare for a performance of songs and activities from the year.</p>
Compose	<p>Autumn 1</p> <p>Use at least 2 musical notes; C and D</p>	<p>Spring 1</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p>	<p>Summer 1</p> <p>Compose a simple melody using simple rhythms choosing from the</p>

Music progress Map

			notes C, A + G or C, D, E, G + A. (Pentatonic scale)
	Autumn 2 Compose using the notes C, D, E + F.	Spring 2 Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	Summer 2 A composition activity using Clash and Bang
Transcribe	Autumn 1 Use the on-screen Music Explorer Composition Tool	Spring 1 Use the on-screen Music Explorer Composition Tool	Summer 1 Use the on-screen Music Explorer Composition Tool
	Autumn 2 N/A	Spring 2 Use the on-screen Music Explorer Composition Tool	Summer 2 Use the on-screen Music Explorer Composition Tool/Clash and Bang
Describe	<p>How does this song make you feel?</p> <ul style="list-style-type: none"> • Does this song tell a story? • What does the song make you think of? • How old do you think this piece of music is? 		

Year 4			
Concept	Autumn	Spring	Summer
Perform	Autumn 1	Spring 1	Summer 1

	<p>Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations</p> <ul style="list-style-type: none"> • Instrumental performances • Compositions 	<p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations</p> <ul style="list-style-type: none"> • Compositions • Rapped lyrics that you composed 	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations</p> <ul style="list-style-type: none"> • Instrumental performances • Compositions
	<p>Autumn 2</p> <p>Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations</p> <ul style="list-style-type: none"> • Instrumental performances • Compositions 	<p>Spring 2</p> <p>Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations</p> <ul style="list-style-type: none"> • Instrumental performances • Compositions 	<p>Summer 2</p> <p>Prepare for a performance of songs and activities from the year.</p>
Compose	<p>Autumn 1</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</p>	<p>Spring 1</p> <p>Compose your own rapped lyrics about bullying or another topic or theme that you decide.</p>	<p>Summer 1</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale)</p>

Music progress Map

	Autumn 2 Compose using the notes C, D, E, F + G	Spring 2 Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.	Summer 2 A composition activity using the Music Explorer resource
Transcribe	The on-screen Music Explorer Composition Tool Using the score, try inputting you notes on to the paper!		
Describe	Do you like the song? <ul style="list-style-type: none"> • What can you hear? • What is the style of this music? • How is the song put together? 		

Year 5			
Concept	Autumn	Spring	Summer
Perform	Autumn 1 Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations <ul style="list-style-type: none"> • Instrumental performances 	Spring 1 Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations <ul style="list-style-type: none"> • Instrumental performances 	Summer 1 Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations

	• Compositions	• Compositions	• Instrumental performances • Compositions
	Autumn 2 Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances	Spring 2 Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Summer 2 Prepare for a performance of songs and activities from the year.
Compose	Autumn 1 Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).	Spring 1 Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G	Summer 1 Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.
	Autumn 2 N/A	Spring 2 Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.	Summer 2 A composition activity using the Music Explorer resource
Transcribe	The on-screen Music Explorer Composition Tool Using a paper score, try transcribing your notations on a score.		
Describe	Do you like the song? • What can you hear? • What is the style of this music?		

- How is the song put together?

Year 6			
Concept	Autumn	Spring	Summer
Perform	<p>Autumn 1</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>	<p>Spring 1</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p>	<p>Summer 1</p> <p>Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.</p>
	<p>Autumn 2</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>	<p>Spring 2</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>	<p>Summer 2</p> <p>Prepare for a performance of songs and activities from the year.</p>
Compose	<p>Autumn 1</p>	<p>Spring 1</p> <p>N/A</p>	<p>Summer 1</p> <p>You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which</p>

	Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.		<p>options and which tools did you choose? Did you work alone? Or in a group?</p> <ul style="list-style-type: none"> • Which 'beat' did you use? <ul style="list-style-type: none"> • Music Explorer • An instrument • Write a rap • Write lyrics for a song <ul style="list-style-type: none"> • Use 'Quickbeats' • A combination of the above <ul style="list-style-type: none"> • Interview each other
	Autumn 2 N/A	Spring 2 Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.	Summer 2 A composition activity using the Music Explorer resource
Transcribe	<p>The on-screen Music Explorer Composition Tool</p> <p>Using a paper score, try transcribing your notations on a score</p>		
Describe	<p>Do you like the song?</p> <ul style="list-style-type: none"> • What can you hear? • What is the style of this music? • How is the song put together? 		

