



Mixed Age LTP

YR/1 Cycle A	Me! (Year R)	Rhythm In The Way We Walk and Banana Rap (Year 1)	Everyone! (Year R)	Round and Round (Year 1)	Big Bear Funk (Year R)	Reflect, Rewind and Replay (Year 1)
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Y1/2/3 Cycle A	Hey You! (Year 1)	Hands, Feet, Heart (Year 2)	In The Groove (Year 1)	I Wanna Play In A Band (Year 2)	Your Imagination (Year 1)	Reflect, Rewind and Replay (Year 2)
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Y3/4 Cycle A	Let Your Spirit Fly (Year 3)	Mama Mia (Year 4)	Three Little Birds (Year 3)	Glockenspiel Stage 2 (Year 4)	The Dragon Song (Year 3)	Reflect, Rewind and Replay (Year 4)
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Y4/5 Cycle A	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, and Replay
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Y6 Cycle A	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music & Me	Leavers Play
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Music Progression of Skills

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Performing</p>	<p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Share their creations, explaining the process they have used. Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically</p>	<p>To use their voices to speak/sing/chant To join in with singing To use instruments to perform To look at their audience when they are performing To clap short rhythmic patterns To copy sounds</p> <p>Challenge Pupils make loud and quiet sounds. They know that the chorus keeps repeating.</p>	<p>To sing and follow the melody (tune) To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo</p> <p>Challenge: Pupils can sing/play rhythmic patterns in contrasting tempo; keeping</p>	<p>To sing in tune with expression To control their voice when singing To play clear notes on instruments</p> <p>Challenge: Pupils work with a partner to create a piece of music using more than one instrument</p>	<p>To perform a simple part rhythmically. To sing songs from memory with accurate pitch To improvise using repeated patterns</p> <p>Challenge: Pupils can use selected pitches simultaneously to produce simple harmony</p>	<p>To breathe in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part</p> <p>To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form</p> <p>Challenge: Pupils use pitches simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</p>	<p>To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support</p> <p>Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>
<p>Composing</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>To make different sounds with their voice To make different sounds with instruments To identify changes in sounds To change the sound To repeat (short rhythmic and melodic patterns) To make a sequence of sounds To show sounds by using pictures</p> <p>Challenge:</p>	<p>To order sounds to create a beginning, middle and end To create music in response to <different starting points> To choose sounds which create an effect To use symbols to represent sounds To make connections between notations and musical sounds</p> <p>Challenge:</p>	<p>To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling</p>	<p>To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on their own To use their notation in a performance</p> <p>Challenge: Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales</p>	<p>To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music</p> <p>Challenge:</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats</p> <p>Challenge:</p>



		<p>Pupils can tell the difference between long and short sounds.</p> <p>They can tell the difference between high and low.</p>	<p>Pupils can use simple structures in a piece of music</p> <p>They know that phrases are where we breathe in a song</p>	<p>Challenge:</p> <p>Pupils understand metre in 2 and 3 beats; then 4 and 5 beats</p> <p>They understand how the use of tempo can provide contrast within a piece of music</p>	<p>They can show how they can use dynamics to provide contrast</p>	<p>Pupils understand the relation between pulse and syncopated patterns</p> <p>They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p>Pupils can show how a small change of tempo can make a piece of music more Effective.</p> <p>They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>
<p>Appraising</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>To respond to different moods in music</p> <p>To say how a piece of music makes them feel</p> <p>To say whether they like or dislike a piece of music</p> <p>To choose sounds to represent different things</p> <p>To recognise repeated patterns</p> <p>To follow instructions about when to play or sing</p>	<p>To improve their own work.</p> <p>To listen out for particular things when listening to music</p> <p>Challenge</p> <p>Pupils recognise sounds that move by steps and leaps.</p>	<p>To improve their work explaining how it has Improved</p> <p>To use musical words (the elements of music) to describe a piece of music and compositions</p> <p>To use musical words to describe what they like and dislike</p> <p>To recognise the work of at least one famous composer</p> <p>Challenge</p> <p>Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p>To explain the place of silence and say what effect it has</p> <p>To start to identify the character of a piece of music</p> <p>To describe and identify the different purposes of music</p> <p>To being to identify with the style of work of Beethoven, Mozart and Elgar</p> <p>Challenge:</p> <p>Pupils can identify how a change in timbre can change the effect of a piece of music</p>	<p>To be able to refine and improve their work</p> <p>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>To be able to analyse features within different pieces of music</p> <p>To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Challenge:</p> <p>Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p>To be able to refine and improve their work</p> <p>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>To be able to analyse features within different pieces of music</p> <p>To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Challenge:</p> <p>Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>