Music Frogression of	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills Document 2022-23	Use body percussion, instruments and	Use body percussion, instruments and	Use body percussion, instruments and voices.	Use body percussion, instruments and	Use body percussion, instruments and	Use body percussion, instruments and
Musicianship: Understanding Music	<ul> <li>voices.</li> <li>In the key centres of: C major, F major, G major and A minor.</li> <li>Find and keep a steady beat together.</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Complete vocal warm- ups with a copy back option to use Solfa.</li> </ul>	<ul> <li>voices.</li> <li>In the key centres of: C major, G major and A minor.</li> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Complete vocal warm-ups with a copy back option to use Solfa.</li> <li>Sing short phrases independently.</li> </ul>	In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C	<ul> <li>voices.</li> <li>In the key centres of: C major, F major, G major and A minor.</li> <li>In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes:</li> <li>C, D, E</li> <li>C, D, E, G, AG, A, B</li> <li>G, A, B, C, D, E, F, G</li> </ul>	<ul> <li>voices.</li> <li>In the key centres of: C major, G major, D major, F major and A minor.</li> <li>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes:</li> <li>C, D, E, F, G, A, B D, E, F♯, G, A</li> <li>A, B, C, D, E, F♯, G</li> <li>F, G, A, Bb, C, D, E</li> <li>G, A, B, C, D, E, F♯</li> </ul>	voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A, B G, A, B, C, D, E, F, G

	Maria and device with	Maulatha hast of a	Change way with a cost the second Cost!	Tall, about the second	Talls about for the set	Talls about for the re-
	Move and dance with	Mark the beat of a	Share your thoughts and feelings	Talk about the words	Talk about feelings	Talk about feelings
	the music. Find the	listening piece (eg	about the music together.	of a song.	created by the music.	created by the music.
	steady beat.	Boléro by Ravel) by				
Listening	Talk about feelings	tapping or clapping and	Find the beat or groove of the	Think about why the	Justify a personal	Justify a personal
_	created by the music.	recognising tempo, as	music.	song or piece of music	opinion with reference	opinion with reference
		well as changes in		was written.	to Musical Elements.	to Musical Elements.
	Recognise some band	tempo.	Walk, move or clap a steady			
	and orchestral		beat with others, changing the	Find and demonstrate	Find and demonstrate	Identify 2/4, 4/4, 3/4,
	instruments.	Walk in time to the beat	speed of the beat as the tempo	the steady beat.	the steady beat.	6/8 and 5/4.
		of a piece of music.	of the music changes.	Identify 2/4, 3/4, and	Identify 2/4, 3/4, 6/8	
	Describe tempo as			4/4 metre.	and 5/4 metre.	Identify the musical
	fast or slow. Describe	Identify the beat	Invent different actions to move in	Identify the tempo as	Identify the musical	style of a song using
	dynamics as loud and	groupings in the music	time with the music.	fast, slow or steady.	style of a song or piece	some musical
	quiet. Join in sections	you sing and listen, eg			of music.	vocabulary to discuss
	of the song, eg	2-time, 3-time etc.	Talk about what the song or	Recognise the style of		its Musical Elements.
	chorus.		piece of music means.	music you are listening	Identify instruments by	
	Begin to understand	Move and dance with		to.	ear and through a	Identify the following
	where the music fits	the music confidently.	Identify some instruments you	Discuss the structures	range of media.	instruments by ear and
	in the world.	Talk about how the	can hear playing.	of songs. Identify:		through a range of
		music makes you feel.		Call and response	Discuss the structure	media: bass guitar,
	Begin to understand	Find different steady	Identify if it's a male or female	A solo vocal or	of the music with	electric guitar,
	about different styles	beats.	voice singing the song.	instrumental line and	reference to verse,	percussion, sections of
	of music.	Describe tempo as fast		the rest of the	chorus, bridge, repeat	the orchestra such as
		or slow.	Talk about the style of the	ensemble	signs, chorus and final	brass, woodwind and
			music.	A change in texture	chorus, improvisation,	strings, electric organ,
		Describe dynamics as		Articulation on certain	call and response, and	congas, pianos and
		loud or quiet.		words	AB form.	synthesizers, and vocal
				Programme music		techniques such as
		Join in sections of the			Explain a bridge	scat singing.
		song, eg call and		Explain what a main	passage and its	
		response.		theme is and identify	position in a song.	Discuss the structure
				when it is repeated.		of the music with
		Start to talk about the			Recall by ear	reference to verse,
		style of a piece of		Know and understand	memorable phrases	chorus, bridge and an
		music.		what a musical	heard in the music.	instrumental break.
		December 1		introduction is and its	T-level Courses	Englain a built
		Recognise some band		purpose.	Identify major and	Explain a bridge
		and orchestral		Describble of	minor tonality.	passage and its
		instruments.		Recall by ear	Descenteral	position in a song.
		Charles halls in the		memorable phrases	Recognise the sound	Decall have as
		Start to talk about		heard in the music.	and notes of the	Recall by ear
		where music might fit		Televille and the	pentatonic and Blues	memorable phrases
		into the world.		Identify major and	scales, by ear and from	heard in the music.
				minor tonality.	notation.	
				<b>.</b>		Identify major and
				Recognise the sound	Explain the role of a	minor tonality, chord
				and notes of the	main theme in musical	triads I, IV and V, and
					structure.	

				pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	<ul> <li>intervals within a major scale.</li> <li>Explain the role of a main theme in musical structure.</li> <li>Know and understand what a musical introduction and outro is, and its purpose.</li> <li>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</li> </ul>
Singing	Sing, rap, rhyme, chant and use spoken word. Demonstrate good	Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from	Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures.	Rehearse and learn songs from memory and/or with notation. Sing in different time	Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4	Rehearse and learn songs from memory and/or with notation. Sing a broad range of
	singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low).	notation. Sing to communicate the meaning of the words.	Demonstrate good singing posture. Perform actions confidently and in	signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size:	and 6/8 time. Sing in unison and parts, and as part of a smaller group.	songs as part of a choir, including those that involve syncopated rhythms, with a good sense of
	Sing in unison.	Sing in unison and sometimes in parts, and with more pitching accuracy.	time to a range of action songs. Sing songs from memory and/or from notation.	the larger, the thicker and richer the musical texture.	Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-	ensemble and performance. This should include observing rhythm, phrasing, accurate

	Explore ways of representing high and	Explore ways of representing high and	Explore ways of representing high and low sounds, and long	Explore ways of representing high and	Explore ways of representing high and	Explore ways of representing high and
	low sounds, and long	low sounds, and long	and short sounds, using symbols	low sounds, and long	low sounds, and long	low sounds, and long
Notation	and short sounds,	and short sounds,	and any appropriate means of	and short sounds,	and short sounds,	and short sounds,
	using symbols and	using symbols and any	notation.	using symbols and any	using symbols and any	using symbols and any
(See separate	any appropriate	appropriate means of		appropriate means of	appropriate means of	appropriate means of
progression	means of notation.	notation.	Explore standard notation, using	notation.	notation.	notation.
document for the			minims, semibreves, dotted			
notation covered	If appropriate: explore	Explore standard	crotchets, crotchets, quavers and	Explore standard	Explore standard	Explore standard
within the units	standard notation,	notation, using	semiquavers	notation, using	notation, using minims,	notation, using dotted
being taught –	using crotchets,	crotchets, quavers,		semibreves, minims,	dotted crotchets,	semibreves, dotted
attached to yearly	quavers and minims.	minims and semibreves	Read and respond to	dotted crotchets,	crotchets, quavers and	minims, minims, triplet
overview of			semibreves, minims, crotchets	crotchets, quavers and	semiquavers	crotchets, dotted
coverage)		Identify hand signals	and paired quavers.	semiquavers		crotchets, crotchets,
		as notation, and	T 1 1/2		Identify:	dotted quavers,
		recognise music	Identify:	Decident discovered by	Stave	quavers and
		notation on a stave of	Stave Troble clof	Read and respond to	Treble clef	semiquavers
		five lines.	Treble clef	semibreves, minims, dotted crotchets,	Time signature	Idontifiu
			Time signature Lines and spaces on the stave	crotchets, guavers and	Read and respond to	Identify: Stave
			Lines and spaces on the stave	semiquavers.	minims, crotchets,	Treble clef
			Identify and understand the	Serriquavers.	quavers, dotted	Time signature
			differences between crotchets	Identify:	quavers and	
			and paired quavers.	Stave	semiquavers.	Read and respond to
				Treble clef		minims, crotchets,
			Apply spoken word to rhythms,	Time signature	Recognise how notes	quavers, dotted
			understanding how to link each	5	are grouped when	quavers and
			syllable to one musical note.	Identify and	notated.	semiquavers.
				understand the		
				differences between	Identify the stave and	Recognise how notes
				minims, crotchets,	symbols on the stave	are grouped when
				paired quavers and	(such as the treble	notated.
				rests.	clef), the name of the	
					notes on lines and in	Identify the stave and
				Read and perform	spaces, barlines, a flat	symbols on the stave
				pitch notation within a	sign and a sharp sign.	(such as the treble
				range.	Further understand the	clef), the name of the notes on lines and in
				Follow and perform	differences between	spaces, barlines, a flat
				simple rhythmic scores	semibreves, minims,	sign and a sharp sign.
				to a steady beat:	crotchets and crotchet	
				maintain individual	rests, paired quavers	
				parts accurately within	and semiquavers.	
				the rhythmic texture,		
				achieving a sense of	Understand the	
				ensemble.	differences between	
					2/4, 3/4 and 4/4 time	
					signatures.	

Playing Instruments	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Read and perform pitch notation within an octave (eg C– C'/do–do). Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, A major, E♭ major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Creating: Improvise	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases.	Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole- class/group/individual/instrumental teaching), inventing short `on-	Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F, F, G, A D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth	Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

	Understand the difference between creating a rhythm pattern and a pitch pattern.	percussion, creating a musical conversation.	the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	(legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.	Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
	Explore and create	Explore and create	Create music and/or sound	Combine known	Create music in	Plan and compose an 8
	graphic scores:	graphic scores:	effects in response to music and	rhythmic notation with	response to music	or 16-beat melodic
Creating:	Create musical sound	Create musical sound	video stimulus.	letter names, to create short, pentatonic	and video stimulus.	phrase, using the pentatonic scale (eg C,
Composing	effects and short	effects and short	Use music technology, if	phrases using a limited	Use music technology,	D, E, G, A), and
composing	sequences of sounds	sequences of sounds in	available, to capture, change and	range of five pitches,	if available, to capture,	incorporate rhythmic
	in response to music	response to music and	combine sounds.	suitable for the	change and combine	variety and interest.
	and video stimulus.	video stimulus.	Compose over a simple chord	instruments being learnt.	sounds.	Play this melody on available tuned
	Create a story,	Use graphic symbols,	progression. Compose over a		Start to use structures	percussion and/or
	choosing and playing	dot notation and stick	simple groove.	Compose over a	within compositions, eg	orchestral instruments.
	classroom instruments	notation, as	Compose over a drone.	simple chord	introduction, multiple	Notate this melody.
	and/or soundmakers.	appropriate, to keep a		progression.	verse and chorus	
	Recognise how	record of composed pieces.	Start to use simple structures within compositions, eg	Compose over a	sections, AB form or ABA form (ternary	Either of these melodies can be
	graphic notation can	pieces.	introduction, verse, chorus or AB	groove.	form).	enhanced with
	represent created	Create a story,	form.	groove.	ionny.	rhythmic or simple
	sounds. Explore and	choosing and playing		Create music in	Use chords to compose	chordal
	invent your	classroom instruments.	Use simple dynamics.	response to music	music to evoke a	accompaniment.
	own symbols.	Cuesta and sufferen	Common come common in orte	and video stimulus.	specific atmosphere,	Cuesta a simula shaud
	Use music technology,	Create and perform your own rhythm	Compose song accompaniments on tuned and untuned	Use music technology,	mood or environment.	Create a simple chord progression.
	if available, to	patterns with stick	percussion, using known	if available, to capture,	Use simple dynamics.	progression.
	capture, change and	notation, including	rhythms and note values.	change and combine	Use rhythmic variety.	Compose a ternary
	combine sounds.	crotchets, quavers and	-	sounds.	Compose song	(ABA form) piece; use
		minims.	Create a simple melody using		accompaniments,	available music
	Use simple notation if	Lico music tochnology	crotchets, minims and perhaps	Start to use simple structures within	perhaps using basic chords.	software/apps to
	appropriate:	Use music technology, if available, to capture,	paired quavers:	compositions, eg	chorus.	create and record it, discussing how musical
	Create a simple	change and combine	C, D C, D, E	introduction, verse,	Use a wider range of	contrasts are achieved.
	melody using	sounds.	C, D, E, G	chorus or AB form.	dynamics, including	
	crotchets and minims:		C, D, E, G, A		fortissimo (very loud),	Create music in
		Use notation if	Start and end on the note C	Use simple dynamics.	pianissimo (very quiet),	response to music
	C, D C, D, E C, D, E, F	appropriate:	(Pentatonic on C)	Compose song	mezzo forte (moderately loud) and	and video stimulus.
	C, D, E, F C, D, E, F, G		C, D C, D, E	accompaniments on	mezzo piano	Use music technology,
			C, D, E, F	tuned and untuned	(moderately quiet).	if available, to capture,

note Cusing crotterites and minims:Start and end on the note C (Cknown rhythms: and note values:Use full scales in different keys.sounds.sounds.F, GG, A, CC, D, E, F, CC, D, E, F, CF, G, A, B, CCreate a melody using quavers and and on the mote C (C major)Create a melody using quavers and and on the note C (C major)Start and end on the note C (Pentatonic on F, G, A, C F, G, A, C, D Start and end on the note C (Pentatonic on F)Start and end on the note C (Pentatonic on F)Start and end on the note C (Pentatonic on F)Start and end on the note C (Pentatonic on G)Start and end on the note C (C major)Start and end on the note C (C major)Use a winder ange of equivalent rests. Use a equivalent rests. Use a					-		
F, G F, G, A, C, D F, G, A, C, D Start and end on the note F, F, G, A, C, D, F, G, A, B, Cnote values.different keys.Start to use structures with compositions, rest. use a melody using crotchets, minins, and are formed and play them on tuned play them on tuned<		Start and end on the	Create a simple melody	C, D, E, F, G	percussion, using		change and combine
F, G F, G, A F, G, A, C D, F, G, C, D, E, F, G C, D, E, F, G A, B, CF, G F, G, A, B, F, G, A, B, C, D, F, F, G T, G, A, B, CCreate a melody using quaves and their rests. Use a periatonic accompaniments.Understand how chord triads are formed and percussion, melodic instration dei on the note C (C major)Start and end on the mote C (C major)Start and end on the accompaniments.Start and end on the rests. Use a periatonic or D, F, G, A, B, D G, A, B, D, B, D G, A, B, D, C, Start and end on the note C (Periatonic on F)F, G F, G, A, C, D Start and end on the note F (Periatonic on F)F, G F, G, A, C, D Start and end on the note F (Periatonic on G)Create a melody using croothest, guavers and multiple verse and chords sections, AB form accompaniments.Start and end on the roothest, guavers and multiple verse and chords section, AB form comparison, Weight and and on the note C (Periatonic on G)Start and end on the note C (Periatonic on G)Start and end on the note C (C major)Start and end on the note C (C major)Start and end on the note C (C major)Start and end on the note A (A minor)Start and end on the note A (A minor)Start and end on the note C (C major)Start and end on the note C (C major)Start and end on the note C (C major)Start and end on the note A (A minor)Start and end on the note A (A, B, D, C S, A, B, D, C S, A, B, D, C S, A, B, D, C S,		note C	using crotchets and	Start and end on the note C (C	known rhythms and	Use full scales in	sounds.
F, G, A, C F, G, A, C D, F, GC, D, C, D, E F, G, A, B, C F, G, A, B, C F, G, A, B, C Start and end on the note FF, G, A, B, C F, G, A, B, C Start and end on the note C (C major)F, G, A, B, C F, G, A, B, D, E Start and end on the note DUnderstand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note G (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note G (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note G (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note G (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note G (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on G)Within compositions, equipations, and pentatonic and end on the note C (Pentatonic on G)Understand how chord rotches, A, B, D, E Start and end on the note C (Pentatonic on F)Within compositions, equipations, and pentatonic and end on the note C (Pentatonic on F)Understand how chord rotches, Quavers and minor tonality:Within compositions, equipations, and pentatonic and end on the note C (Pentatonic on F)Uses simple denominations, equipations, and penta			minims:	major)	note values.	different keys.	
F, G, A, C, D Start and end on the note EC, D, E, F, G Start and end on the note CF, G, A, B, C, B, B, C Start and end on the note CF, G, A, B, C, B, B, D G, A, B, D, E Start and end on the note GF, G, A, B, C, B, A, B, D, Start and end on the note GF, G, A, B, C, B, A, B, D, Start and end on the note GF, G, A, B, C, B, A, B, D, Start and end on the note G, A, B, D, E, G, A, C, A, B, C, F, G, A, B, C, D, C, D, E Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, C, D, E Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, F, G D, E, F, G, G, A, B, C, C, D, E, G, A, B, C, D, Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, G, A, B, C, D, E, G, A, B, C, D, Start and end on the note C (C major)Trades are formed and pertange of droma start and end on the note C (C major)Trades are formed and pertange of droma start and end on the note C (C major)Trades are formed and cortextes, nuarestart minime, nand pertange of droma start and end on the note C (C major)Trades are formed and pertange are droma start and end on the note C (C major)<		F, G					Start to use structures
F, G, A, C, D Start and end on the note EC, D, E, F, G Start and end on the note CF, G, A, B, C, B, B, C, A, B, D, G, A, B, D, G, A, B, D, Start and end on the note GF, G, A, B, C, A, B, D, G, A, B, D, Start and end on the note G (Pentatonic on F)F, G, A, C, A, B, D, Start and end on the note G (Pentatonic on F)F, G, A, C, C, A, B, C, A, B, D, E, G, A, C, F, G, A, B, C, D, E, F, G Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, F, G Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, F, G Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, F, G Start and end on the note F (Pentatonic on F)F, G, A, B, C, D, E, F, G Start and end on the note C (C major)F, G C, D, E, F, G Start and end on the note C (C major)F, G, A, B, C, A, B, C, D, F, G, A, B, C, C, D, E, F, G Start and end on the note G (Pentatonic on G)F, G, A, B, C, C, D, E, F, G, Start and end on the note G (Pentatonic on G)F, G, A, B, C, C, D, E, F, C, Start and end on the note G (Pentatonic on G)F,		F, G, A	C, D C, D, E	F, G	Create a melody using	Understand how chord	within compositions,
F, G, A, C, D Start and end on the note FC, D, E, F, G Start and end on the note C (C major)F, G, A, B, C Start and end on the note C (C major)F, G, A, B, C Start and end on the note DF, G, A, B, C Start and end on the note C (Pentatonic on G)F, G, A, B, D, E Start and end on the note C (Pentatonic on G)G, A, G, A, B G, A, B, D, E Start and end on the note C (Pentatonic on G)C D, C, D, E Start and end on the note G (Pentatonic on G)Use a wider range of dynamics, full depict on the or the comparison of the comparison of the comparison of the comparison of th						triads are formed and	eg introduction,
Start and eind on the note FStart and end on the note C (C major)F, G, A, B, C G, A, B, D, E, S, A, C B, C, D, F, G, A, B, D, E, S, A, B, D, E, Start and end on the note DF, G, A, B, D, E, S, A, C, D, S, B, T, C, C, B, E, G, A, B, D, E, S, A, C, D, S, A, C, A, B, D, E, S, A, C, D, S, A, C, A, C, D, S, C, A, B, C,							
Inde Fnote C (C major)start and end on the note F (F major)scale:instruments or keyboards. Serierform or ABA form (shoped, chordal accompaniments, momes imple, chordal accompaniments, mote Dform or ABA form (shoped, chordal accompaniments, mote G (Pentatonic on G)form or ABA form (c, D, C, D, E, G, C, D, E, G, C, D, E, G, C, D, C, D, E, G, C, D, E, F, G, A Start and end on the note C (Pentatonic on F)form or ABA form (smaps using basic chords.F, G F, G, A, F, G, A, F, G, A, C, F, G, A, C, C, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, C, D, E, C, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, E, F, G, A, Start and end on the note C (C major)scale: (c, D, E, F, G, A, Start and end on the note C (C, D, B, E, F, G, A, B, C, D, Start and end on the note C (C, D, B, E, F, G, A, B, C, D, Start and end on the note C (C major)scale: (c, D, R, G, A, B, C, D, Start and end on the note G (C, D, B, C, D, S, F, G, G, A, B, D, E, Start and end on the note G (C, B, B, D, E, Start and end on the note G (C, D, E, F, G, A, Start and end on the not							
D, F, D, F, G D, F, G, A, C Start and end on the note DG, A, G, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)(ternary form).(ternary form).F, G F, G, A, C, D Start and end on the note F (Pentatonic on F)F, G, A, C, D Start and end on the note F (Pentatonic on G)G, A, B, D, E Start and end on the note C (Pentatonic on G)G, A, B, D, E Start and end on the note F (Pentatonic on G)G, A, B, D, E Start and end on the note F (Pentatonic on F)G, A, G, A, B S, G, A, C, DG, A, G, A, B S, G, A, C, DG, A, G, A, B S, G, A, C, DG, A, G, A, B S, C, D, E, F, GUse simple dynamics. compose song accompaniments, perhaps using basic chords.F, G F, G, A, C, D Start and end on the note F (Pentatonic on F)F, G, A F, G, A, B, C, D S, G, A, B, C, DF, G, A F, G, A, B, C, C F, G, A, B, C, DUse a wider range of dynamics. for G, A, B, C, DA, B, C, D, E, F, G D, E, F, F, GF, G, A, B, C, D Start and end on the note D (D minor)F, G, A, B, C, D Start and end on the note G (Pentatonic on G)G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, A, B G, A, B, D, ECreate a melody using crotches, Quavers and and equivaler tests. Use a semilarezer and end on the note G (Pentatonic on G)Create a melody using crotches, Quavers, plus all semilarezer and end on the note C (C major)Create a melody using crotches, Quavers, plus all semilareze							
$ \begin{array}{c} D, F,D,F,G,A \\ D,F,G,A,C \\ Start and end on the note G (Pentatonic on  G) \\ F,G \\ F,G,A,C \\ C,D,E,F,G \\ A,B,C,D \\ Start and end on the note G (Pentatonic on  G) \\ Start and end on the note G (C (major) \\ N \\ note \in (C (major) \\ Start and end onthe note G (C R motor) \\ Start and end onthe note \\ C C,D,E,F,G \\ A,B,C,D \\ S,S att and end onthe note \\ A,B,C,D \\ A,B,C,D \\ S S att and end onthe note \\ C G,A,B,D,E \\ S S C ad ad onthe note \\ C C,A,B,D,C \\ S S att and end onthe note \\ A,B,C,D \\ A,B,C,D \\ S A,B,D,E \\ S S att and end onthe note \\ C C A,B,D,C \\ C \\ S A,B,D,C \\ C \\ S,A,B,D,C \\ C \\ S A,B,D,C \\ C \\ S A,B,D \\ C \\ C,A,B,D,C \\ C \\ C,A,\mathsf$			note e (e majory		Sector		
D, F, G, A D, F, G, A tote DG, A, B, D, E G, A, B, D, E Start and end on the note C (Pentatonic on G)G, A, B, D, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, B, D, D Start and end on the note G (Pentatonic on G)C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on G)Compose song accompaniments.Use simple dynamics. Use simple dynamics. Compose song accompaniments.Use simple dynamics. accompaniments.Use simple dynamics. accompaniments.F, G F, G, A F, G, A, C, D Start and end on the note F (Pentatonic on F)F, G F, G, A, C, D Start and end on the note F (Pentatonic on F)C, D, E, F G F, G, A, C, D Start and end on the note F (Pentatonic on F)C, D, E, F G G, A, B, C A, B, C, D, E, F, G Start and end on the note A (A minor)Use simple dynamics. Interview and Start and end on the note C (C major)Use simple dynamics. Interview and semiquavers, plus all scale. Use major and minote C (C major)Use simple dynamics. Interview and semiquavers, plus all scale. Use major and minote C (C major)Use simple dynamics. Interview and scale. Use major and minote C (C major)Use simple dynamics. Interview and scale. Use major and minote construction and Full scale. Use and end on the note C (C major)Use simple dynamics. Interview and semijor and fr, G, A, B, C F, G, A, B, CUse simple dynamics. Interview and semijor and fr, G, A, B, C F, G, A, B, CUse simple dynamics. Interview and semijor and fr, G, A, B, CUse simple dynamics. Interview and semijor and fr, G, A, B, CUse simple dynamics. Interview a			GAGAB	major)			(ternary form).
D, F, G, A, C note DG, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D, E, G, AUse rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all c, D, E, F, G Start and end on the note C (Pentatonic on G)Use rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all mote C (C major)Use rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all mote C (C major)Use rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all mote C (C major)Use rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all mote C (C major)Use rhythmic variety. Compose song accompaniments, and perhaps semilyavers, pus all mote C (C major)F, G A, B, C F, G, AF, G A, C F, G, AF, G A, B, C C, D, EUse a vider range of dynamics, including fortismic very loud) and mezzo forte mote A (A minor)Use full scales in different keys.Use full scales in different keys.D, E, D, E, F, G Start and end on the note C (D minor)D, E, F, G D, E, F, G D, E, F, G, A, B, DG, A, G, A, B G, A, B, D, CCreate a melody using crotchets, quavers and minor tonality:Use full scales in different keys.Great an endor the note C (D minor)G, A, G, A, B G, A, B, D, EG, A, G, A, B G, A, B, D, CCreate a melody using crotchets, quavers and genetation and a full scale. Use and end on the note C (C major)G, A, G, A, B G, A, B, D, EG, A, G, A, B G, A, B, D, EG, A, G, A, B G, A, B,							Lise simple dynamics
Start and end on the note DStart and end on the note G (Pentatonic on G)G, A, B, D Start and end on the note GStart and end on the note C (Pentatonic on G)Compose song antimism, and perhaps semibreves and c D C D, E C D, E, F, G A, C, D, Start and end on the note C (C major)Compose song antimism, and perhaps semibreves and conclusion (C, D, E, F, G, A, B, C, D, Start and end on the note C (C major)Conclusion conclusionCompose song antimism, and perhaps semibreves and conclusion (very loud), plantace (C major)Conclusion conclusion (very loud), plantace (C major)Conclusion (very loud), plantace (Vermator)Conclusion (very lou						accompaniments.	
note Dnote G (Pentatonic on G)Start and and on the note G (Pentatonic on G)note C (Pentatonic on G)rock C (Pentatonic on C)rock C)rock C (Pentatonic on C)rock C (Pentatoni						Create a malady using	
G)C)minins, and perhaps sembreves and semipreves and a full scale. Use major and minor tonality:perhaps using basic chords.F, G F, G, A F, G, A, C, D F, G, A, C, D F, G, A, C, D F)F, G, A F, G, A, C, D F, G, A, C, D F)F, G, A C, D, E, F, G Start and end on the note F (Pentatonic on F)minins, and perhaps semipreves and semipreves and a full scale. Use major and minor tonality:ber a wider range of dynamics, including fortissimo (very loud), minor tonality:B, B, C, D A, B, C, D F, G, A, B, C, D F, G, A, B, C, D Start and end on the note A (Minor)F, G, A, B, C F, G, A, B, C Start and end on the note P (D minor)F, G, A, B, C Start and end on the note P (D minor)F, G, A, B, C C, A, B, C, D Start and end on the note P (D minor)Create a melody using crotchets, quavers, and all equivalent rests. Use a user and end on the note P (D minor)Create a melody using crotchets, quavers, and all equivalent rests. Use a infirms, and end on the note C (C major)Create a melody using crotchets, quavers, and all equivalent rests. Use a infirms, and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers, and all equivalent rests. Use a infirms, and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers, and all equivalent rests. Use a infirms, and end on the note G (Pentatonic on G)G, A, G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, A, BCreate a melody using crotchets, quavers, and all equivalent rests.							
F, GF, GC, D, C, D, ESemitoreves and semitorevers, plus all equivalent rests. Use a pertatonic and a full scale. Use major and more C (C major)Semitoreves and equivalent rests. Use a pertatonic and a full scale. Use major and more S, A, B, C, D F, G, A, B, CUse a wider range of dynamics, including fortissino (very foud) and mezzo planoA, BA, B, CA, B, C, DF, G, A, B, CF, G, A, B, CA, B, C, D, E, Start and end on the note A (A minor)F, G, A, B, CF, G, A, B, CImage: Semitoreves and minor tonality:F, G, A, B, CD, E, P, F, GD, E, F, G, AStart and end on the note A (A minor)F, G, A, B, CStart and end on the note A (A minor)G, A, G, A, BCreate a melody using create		Hole D					
F, G F, G, A F, G, A, C, DC, D, C, D, E, F C, D, E, F, GSemiquavers, plus all equivalent rests. Use a pertatonic and a full scale. Use major and minor torality:Use a wider range of dynamics, including fortissimo (very loud), planissimo (very quiet), mezzo forte (moderately loud) and mezzo plano (moderately quiet).F, G A, B F, GF, G A, B, C A, B, C, D F, G, A, Bis F, G, A, Bis, C F, G, A, Bis, C D, E, F, GF, G A, B, C, D F, G, A, Bis F, G, A, Bis, C Start and end on the note A (A minor)Use a wider range of dynamics, including fortissimo (very quiet), mezzo forte (moderately loud) and mezzo plano (moderately quiet).D, E D, E, F D, E, F, G, A, Bis C, A, B, D, C, S, A, B, C, D, Start and end on the note A (A minor)Create a melody using crotchets, quavers, and minims, and perhaps semiguavers, and all equivalent rests. Use a yentatonic and a full scale. Use major and minor to ally:D, E D, E, F, G O, D, E, F, G, A, B, D G, A, G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, A, B G, A, G, A, B G, A, G, A, B C, D, E, F, G Start and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers, and mininor to ally:C, D, C, D, E C, D, C, D,			G)	(Pentatonic on G)	C)		
F, G, AC, D, E, F, Gequivalent rests. Use aUse a wider range ofF, G, A, C, DStart and end on the note F (Pentatonic on F)A, BC, D, E, F, Gequivalent rests. Use aUse a wider range of drissimo (very loud), pianissimo (very loud), micro tonality:A, BC, D, E, F, GF, G, AF, G, A(moderately loud) and mezzo forte (moderately quiet).A, B, C, DF, G, A, B, CF, G, A, B, C(moderately loud) and mezzo pianoA, B, C, D, EStart and end on the note A (A minor)Start and end on the note F (F major)Use full scales in different keys.D, E, F, G, AD, E, F, G, AG, A, B, C, DStart and end on the note F (F major)Create a melody using equivalent rests. Use a unimes, and perhaps semibreves and minote G (Bentatonic on G)Create a melody using equivalent rests. Use a tan dend on the note G (Pentatonic on G)Create a melody using equivalent rests. Use a tan dend on the note G (Pentatonic on G)Create a melody using equivalent rests. Use a tan dend on the note G (Pentatonic on G)Create a melody using equivalent rests. Use a tan dend on the note G (Pentatonic on G)C, D, C, D, E C, D, E, F, C C, D, E, F, C <td>   </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>choras.</td>							choras.
F, G, A, C, D Start and end on the note F (Pentatonic on F)C, D, E, F, G 							
F, G, A, C, DStart and end on the note F (Pentatonic on F)Start and end on the note F (Pentatonic on F)Start and end on the note C (C major)scale. Use major and minor tonality:fortissimo (very loud), planissimo (very quiet), mezzo forte (moderately loud) and (moderately loud) and (moderately loud) and (moderately quiet).A, B, C, D, E Start and end on the note A (A minor)F, G A, Bi, C F, G, A, Bi, C Start and end on the note F (F major)Very quiet), mezzo forte (moderately quiet).Use full scales in different keys.D, E, D, E, F, G D, E, F, G, A, B, D Start and end on the note D (D minor)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using emily quiets.Create a melody using emily quiets.G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using emily quiets.Create a melody using emily quiets.G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using emily quivaler rests. Use a G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using emily creater and end for A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using emily creater and minor start and end on the note G (Pentatonic on G)C, D, D, E C, D, E, F C, D, E, F, G C, D, E, F, G C, D, E, F, G C, D, E, F, G, ACreate a melody using emily creater a							
Start and end on the note F (Pentatonic on F)note C (C major)minor tonality: moderately (pud) and mezzo piano (moderately quiet).A, B A, B, C, D A, B, C, DF, G, A F, G, A, B.F, G, A, B. F, G, A, B.(moderately quiet).B, E, C, D A, B, C, DStart and end on the note A (A minor)Use full scales in different keys.Use full scales in different keys.D, E, D, E, F, D, E, F, G, AG, A, G, A, B Create a melody using crotchets, quavers and minote D (D minor)G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers and minims, and perhaps semiloreves and semilouvent rests. Use a pentatonic and a full scale. Use major and minote G (Pentatonic on G)Create a melody using crotchets, quavers and animes, and perhaps semiloreves and semilouvent rests. Use a pentatonic and a full scale. Use major and minote G (Pentatonic on G)C, D, C, D, E C, D, E, F, G, A Start and end on the note G (Pentatonic on G)C, D, C, D, E C, D, E, F, G A, B, D, E Start and end on the note G (Pentatonic on G)G, A, G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D, C, D, E C, D, E, F, G C, D, E, F, G C, D, E, F, G, AStart and end on the note C (C major)							
note F (Pentatonic on F)A, B A, B, C A, B, C, D A, B, C, D A, B, C, D Start and end on the note A (A minor)F, G F, G, A, B, F, G, A, B, C Start and end on the note A (A minor)use full scales in different keys.D, E, D, E, F D, E, F, G, A Start and end on the note D (D minor)G, A, G, A, B G, A, B, D, E Start and end on the note O (D minor)Create a melody using crotchets, quavers and minims, and perhaps semitoreves and all equivalent rests. Use a pentatonic on G, A, B, D, ECreate a melody using crotchets, quavers and minims, and perhaps semitoreves and all equivalent rests. Use a pentatonic and a full scale. Use major and minor and ef full scale. Use major and minor and a full scale. Use major and minor and a full scale. Use major and minor and end on the note G (Pentatonic on G)C, D, C, D, E C, D, C, D, E C, D, C, D, E C, D, C, D, E C, D, E, F, GD, E, D, E, F, G D, E, F, G, AD, E, D, E, F, G S, A, BStart and end on the note C (C major)							
F)A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)F, G F, G, A, Bb F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major)(moderately quiet), (moderately quiet), Idfferent keys.D, E, D, E, F, D, E, F, G C, A, B, C, DG, A, G, A, B G, A, B, C, DCreate a melody using create a melody using create a melody using emipuwers and minims, and perhaps semibreves and semibreves and g, A, B, D, E Start and end on the note D (D minor)Create a melody using create a melody using <br< td=""><td></td><td></td><td></td><td></td><td>note C (C major)</td><td>minor tonality:</td><td></td></br<>					note C (C major)	minor tonality:	
A, B, C A, B, C, D F, G, A, B, C, D, E Start and end on the note A (A minor)F, G, A, Bi, F, G, A, Bi,, C Start and end on the note F (F major)mezzo piano (moderately quiet).D, E, D, E, F, D, E, F, G, A Start and end on the note D (D minor)G, A G, A, B G, A, B, C, D Start and end on the note D (D minor)Create a melody using crotchets, quavers and minims, and perhaps semilurevers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D, E G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, G, A, BCreate a melody using crotchets, quavers and minims, and perhaps semilurevers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:C, D C, D, E C, D, E, F, GG, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F, G Start and end on the note C (C major)			note F (Pentatonic on				
A, B, C, D A, B, C, D, E Start and end on the note A (A minor)F, G, A, Bi, C Start and end on the note A (A minor)(moderately quiet).D, E D, E, F D, E, F, GD, E, F, G, A B, CG, A G, A, B G, A, B, CCreate a melody using crotchets, quavers and minims, and perhaps semilareves and all equivalent rest. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers and minims, and perhaps semilareves and semilareves and scale. Use aperatonic and a full scale. Use major and minor tonality:Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F, G Start and end on the note C (C major)G, A G, A, BD, E, F, G C, D, E, F, GC, D C, D, E C, D, E, F, GC, D, C, D, E C, D, E, F, GD, E D, E, F, G A, B, BD, E, F, G C, D, E, F, GStart and end on the note C (C major)D, E, F, G, A, B, A, BD, E, F, G, A, BStart and end on the note C (C major)			F)				(moderately loud) and
A, B, C, D, E Start and end on the note A (A minor)F, G, A, Bb, C Start and end on the note A (A minor)Use full scales in different keys.D, E D, E, F D, E, F, G A, B, C, D, E, F, G, A Start and end on the note D (D minor)G, A G, A, B G, A, B, C, D Start and end on the note G (G major)Create a melody using create a melody using rototets, quavers and minims, and perhaps semiloreves and semiloreves and semiloreves and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B, D, G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F, G Start and end on the note C (C major)C, D C, D, E C, D, E, F, G Start and end on the note C (C major)D, E D, E, F, G D, E, F, G, AD, E, F, G, A Start and end on the note C (C major)Start and end on the note C (C major)G, A G, A, BG, A G, A, BStart and end on the note C (C major)G, A G, A, B					А, В, С	F, G, A	mezzo piano
A, B, C, D, E Start and end on the note A (A minor)F, G, A, Bb, C Start and end on the note A (A minor)Use full scales in different keys.D, E, D, E, F D, E, F, G, A Start and end on the note D (D minor)G, A G, A, B G, A, B, C, D Start and end on the note G (G major)Create a melody using create a melody using rotets, quavers and minims, and perhaps semibreves and all semipravers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B, D, G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D, C, D, E C, D, E, F, G Start and end on the note C (C major)					A, B, C, D	F, G, A, B♭	(moderately quiet).
Start and end on the note A (A minor)Start and end on the note A (A minor)Use full scales in different keys.D, E D, E, F D, E, F, GD, E, F, GG, A, B, C, DCreate a melody using crotchets, quavers and minims, and perhapsStart and end on the note D (D minor)G, A, G, A, BG, A, B, C, Dminims, and perhapsG, A G, A, BG, A, B, DG, A, B, DStart and end on the note D (D minor)semipaves and all equivalent rests. Use a pertatonic and a full scale. Use major and minor tonality:G, A G, A, BG, A, B, D, EStart and end on the note G (Pentatonic on G)G, A G, A, BCreate a melody using crotchets, quavers and minims, and perhaps semipaves and all equivalent rests. Use a pertatonic and a full scale. Use major and minor tonality:G, A G, A, B, D, EStart and end on the note G (Pentatonic on G)G, A G, A, BC, D C, D, E C, D, C, D, E C, D, E, F, GD, E D, E, F, GD, E D, E, F, GStart and end on the note C (C major)G, A G, A, BG, A G, A, BG, A G, A, BStart and end on the note C (C major)G, A G, A, BG, A G, A, BStart and end on the note C (C major)G, A G, A, BStart and end on the note C (C major)Start and end on the note C (C major)G, A G, A, BStart and end on the note C (C major)G, A G, A, B					A, B, C, D, E		
note A (A minor)note A (A minor)note F (F major)different keys.D, E, D, E, F D, E, F, G D, E, F, GG, A G, A, B G, A, B, C G, A, B, C Start and end on the note D (D minor)Create a melody using crotchets, quavers and minims, and perhaps semilyavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers and minims, and perhaps semilyavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:C, D C, D, E C, D, E, F, G D, E, F, G, AG, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F, G Start and end on the note C (C major)G, A G, A, BD, E, F, G, AD, E, F, G, AC, D C, D, E C, D, E, F, GG, A G, A, BD, E, F, G, AD, E, F, G, AC, D, C, D, E C, D, E, F, G					Start and end on the		Use full scales in
D, E D, E, F D, E, F, G, AG, A G, A, BCreate a melody using crotchets, quavers and minims, and perhaps semipreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)Create a melody using crotchets, quavers and minims, and perhaps semipreves and semipreves and semipreves and a full scale. Use major and minor tonality:C, D C, D, E C, D, E, F, G D, E, F, G, ACreate a melody using crotchets, quavers and minims, and perhaps semipreves and a semipreves and scale. Use major and minor tonality:C, D C, D, E C, D, E, F, GC, D C, D, E C, D, E, F C, D, E, F, GD, E D, E, F, G, AD, E D, E, F, G, AD, E, F, G, AG, A, G, A, B							
D, E, F, GG, A, B, Ccrotchets, quavers andD, E, F, G, AStart and end on the note D (D minor)G, A, B, C, Dsemibreves andG, A G, A, BG, A G, A, BStart and end on the note D (D minor)G, A G, A, Bsemipreves and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B, DG, A, B, D, EStart and end on the note G (Pentatonic on G)G, A G, A, B, Dscale. Use major and minor tonality:G, A G, A, B, D, EStart and end on the note G (Pentatonic on G)Start and end on the note C (Comajor)c, D, C, D, E C, D, E, F, GD, E D, E, F, GD, E D, E, F, G D, E, F, G, AD, E D, E, F, GStart and end on the note C (C major)							, -
D, E, F, GG, A, B, Ccrotchets, quavers andD, E, F, G, AStart and end on the note D (D minor)G, A, B, C, Dsemibreves andG, A G, A, BG, A G, A, BStart and end on the note D (D minor)G, A G, A, Bsemipreves and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B, DG, A, B, D, EStart and end on the note G (Pentatonic on G)G, A G, A, B, Dscale. Use major and minor tonality:G, A G, A, B, D, EStart and end on the note G (Pentatonic on G)Start and end on the note C (Comajor)c, D, C, D, E C, D, E, F, GD, E D, E, F, GD, E D, E, F, G D, E, F, G, AD, E D, E, F, GStart and end on the note C (C major)					D. E.D. E. F	C A C A B	Create a melody using
D, E, F, G, A Start and end on the note D (D minor)G, A, B, C, D Start and end on the note G (G major)minims, and perhaps semibreves and semipreves and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)							
Start and end on the note D (D minor)Start and end on the note D (D minor)Start and end on the note G (G major)semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and mote G (Pentatonic on G)G, A G, A, B G, A, B, D G, A, B, D, EG, A G, A, B G, A, B, D G, A, B, D, EG, A G, A, B G, A, B, D G, A, B, D, Esemibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and mote G (Pentatonic on G)G, D, E, F, G D, E, F, GG, A G, A, B C, D, E, F, GC, D C, D, E C, D, E, F C, D, E, F, GD, E, D, E, F, G D, E, F, G, AD, E, F, G, AStart and end on the note C (C major)							
note D (D minor)note G (G major)semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:G, A G, A, B G, A, B, D G, A, B, D, EG, A G, A, B G, A, B, D, Eg, A G, A, B G, A, B, D G, A, B, D, Esemiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:Start and end on the note G (Pentatonic on G)G, A, B, D, E G, A, B, D, Escale. Use major and minor tonality:D, ED, E, F D, E, F, GC, D C, D, E C, D, E, F, GC, D C, D, E C, D, E, F, GD, ED, E, F, G D, E, F, G, AStart and end on the note C (C major)D, E, F, G, AG, A, G, A, B							
G, A G, A, BG, A G, A, Bequivalent rests. Use aG, A, B, DG, A, B, DG, A, B, Dscale. Use major andG, A, B, D, EG, A, B, D, EG, A, B, D, Eminor tonality:Start and end on the note G (Pentatonic on G)Start and end on the note G (Pentatonic on G)C, D C, D, ED, E D, E, FD, E D, E, FStart and end on the note C (C major)C, D C, D, ED, E, F, GD, E, F, GStart and end on the note C (C major)note C (C major)D, E, F, G, AG, A G, A, BStart and end on the note C (C major)							
G, A G, A, BG, A G, A, Bpentatonic and a fullG, A, B, DG, A, B, DG, A, B, Dscale. Use major andG, A, B, D, EStart and end on the note G (Pentatonic on G)Start and end on the note G (Pentatonic on G)C, D C, D, ED, E D, E, F, GD, E D, E, F, GStart and end on the note C (C major)Start and end on the note C (C major)Start and end on the note C (C major)						note G (G major)	
G, A, B, DG, A, B, Dscale. Use major andG, A, B, D, EG, A, B, D, Estart and end on theStart and end on thenote G (Pentatonic onStart and end on theG)OD, E D, E, FC, D C, D, EC, D, E, F, GD, E D, E, F, GStart and end on theD, E, F, G, AG, A, BG, A, B, D							
G, A, B, D, E Start and end on the note G (Pentatonic on G)G, A, B, D, E Start and end on the note G (Pentatonic on G)minor tonality:G, A, B, D, E Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F C, D, E, F, GD, E D, E, F D, E, F, G D, E, F, G, AD, E D, E, F Start and end on the note C (C major)							
Start and end on the note G (Pentatonic on G)Start and end on the note G (Pentatonic on G)Start and end on the note G (Pentatonic on G)C, D C, D, E C, D, E, F C, D, E, F, GD, E D, E, F, G D, E, F, G D, E, F, G, AD, E D, E, F Start and end on the note C (C major)Start and end on the C, D, E, F G, A							
note G (Pentatonic on G) note G (Pentatonic on G) C, D C, D, E C, D, E, F C, D, E, F, G D, E D, E, F, G D, E, F, G Start and end on the note C (C major) D, E, F, G, A G, A G, A, B							minor tonality:
G) G) G) C, D, E, F C, D, E, F C, D, E, F, G D, E D, E, F D, E, F, G D, E, F, G D, E, F, G D, E, F, G D, E, F, G Start and end on the note C (C major) D, E, F, G, A G, A G, A, B							
C, D, E, F, G D, E D, E, F D, E, F, G D, E, F, G Start and end on the note C (C major) D, E, F, G, A D, E, F, G D, E, F, G, A D, E, F, G D, E, F, G, F, G D, E, F, G, F, G D, E, F, G, F, G D, E, F, G D, E, F, G, F, G D, E, F, G, F, G D, E, F, G,						note G (Pentatonic on	
D, E D, E, F Start and end on the D, E, F, G D, E, F, G D, E, F, G, A D, E, F, G, A G, A G, A, B					G)	G)	
D, E, F, G note C (C major) D, E, F, G, A G, A G, A, B							
D, E, F, G note C (C major) D, E, F, G, A G, A G, A, B						D, E D, E, F	
D, E, F, G, A G, A G, A, B							note C (C major)
G, A G, A, B							
						, , , -, -	G, A G, A, B
0,1,1,1,1							G, A, B, D

					Start and end on the note D (D minor) Eb, F Eb, F, G Eb, F, G, Bb Eb, F, G, Bb, C Start and end on the note Eb(Ebmajor)	G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, Ab F, G, Ab F, G, Ab F, G, Ab, Bb F, G, Ab, Bb, C Start and end on the note F (F minor)
Performing	Enjoy and have fun performing. Choose a song/songs to perform to a well- known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between	<ul> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>Talk about what the song means and why it was chosen to share.</li> </ul>	Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.	Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.

web enveloper a	Deflecters feeling to the	web envertier 1	De ferre ferr	De fame fai
rehearsing a song and	Reflect on feelings about sharing	rehearsal and	Perform from memory	Perform from memory
performing it.	and performing, eg excitement,	performance.	or with notation, with	or with notation.
	nerves, enjoyment.	Fundaire unique the same	confidence and	
		Explain why the song	accuracy.	Understand the value
		was chosen, including	Include instrumental	of choreographing any
		its composer and the		aspect of a
		historical and cultural	parts/improvisatory	performance.
		context of the song.	sections/composed	A shadow barra a success of
		Communicate the	passages within the	A student or a group of
		Communicate the	rehearsal and	students rehearse and
		meaning of the words	performance.	lead parts of the
		and articulate them	Fundain wheetha areas	performance.
		clearly.	Explain why the song	the devictory of the s
		Lico the structure of	was chosen, including	Understand the
		Use the structure of the song to	its composer and the historical and cultural	importance of the
		5		performing space and how to use it.
		communicate its mood and meaning in the	context of the song.	now to use it.
		5	A student leads part of	Record the
		performance.	the rehearsal and part	performance and
		Talk about what the	of the performance.	compare it to a
		rehearsal and	or the performance.	previous performance.
		performance has	Record the	previous performance.
		taught the student.	performance and	Collect feedback from
		taught the student.	compare it to a	the audience and
		Understand how the	previous performance;	reflect how the
		individual fits within the	explain how well the	audience believed in
		larger group ensemble.	performance	the performance.
		larger group ensemble.	communicated the	
		Reflect on the	mood of each piece.	Discuss how the
		performance and how		performance might
		well it suited the	Discuss and talk	change if it was
		occasion.	musically about the	repeated in a
			strengths and	larger/smaller
		Discuss and respond to	weaknesses of a	performance space.
		any feedback; consider	performance.	
		how future		
		performances might be	Collect feedback from	
		different.	the audience and	
			reflect how future	
			performances might be	
			different.	