

Title		<i>I've got a grumpy face</i>	<i>The sorcerer's apprentice</i>	<i>Witch, witch</i>	<i>Row, row, row your boat</i>
Musical focus		Timbre, beat, pitch contour	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-and-response, pitch (la-so-mi-do), timbre	Beat, pitch (step/leap), timbre
Number of lessons		3	3	3	3
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2			★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			
Statutory Framework for the Early Years Foundation Stage					
Communication & Language	a	★	★	★	★
	b	★			★
Personal, Social, & Emotional Development	a	★	★	★	★
	b	★		★	
Physical Development	a	★	★	★	★
	b	★		★	★
Literacy	a	★	★		★
Mathematics					
Understanding the World					
Expressive Arts & Design	a	★		★	★

Title		<i>Birdspotting: Cuckoo polka</i>	<i>Shake my sillies out</i>	<i>Up and down</i>	<i>Five fine bumble bees</i>
Musical focus		Active listening, beat, pitch (so-mi), vocal play	Timbre, pitch (higher/lower), tempo (faster/slower), beat	Pitch contour rising and falling	Timbre, tempo, structure (call-and-response), active listening
Number of lessons		3	3	3	3
National Curriculum for Music					
Programme of study	1	★	★	★	★
Programme of study	2		★	★	★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
Statutory Framework for the Early Years Foundation Stage					
Communication & Language	a	★	★	★	★
	b		★	★	★
Personal, Social, & Emotional Development	a	★	★	★	★
	b	★	★	★	★
Physical Development	a	★		★	★
	b		★	★	★
Literacy	a		★	★	★
Mathematics					
Understanding the World					
Expressive Arts & Design	a	★	★	★	★

Title		<i>Down there under the sea</i>	<i>It's oh so quiet!</i>	<i>Slap clap clap</i>	<i>Bow, bow, bow Belinda</i>
Musical focus		Timbre, structure, active listening, tune moving in step, soundscape	Dynamics, timbre, musical storytelling	Music in 3-time, beat	Beat, active listening, accompaniment
Number of lessons		3	3	3	3
National Curriculum for Music					
Programme of study	1	★	★	★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			
Statutory Framework for the Early Years Foundation Stage					
Communication & Language	a	★	★	★	★
	b	★	★	★	★
Personal, Social, & Emotional Development	a	★	★	★	★
	b	★		★	★
Physical Development	a		★	★	★
	b	★	★	★	★
Literacy	a	★	★		
Mathematics					
Understanding the World					
Expressive Arts & Design	a	★	★	★	★

National Curriculum for Music KS1 (for Reception)

Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	2	Pupils play tuned and untuned instruments musically.
Programme of study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Statutory Framework for the Early Years Foundation Stage

Communication & Language	a	Listen attentively and respond to what they hear with relevant questions, comments, and actions.
	b	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social, & Emotional Development	a	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	b	Work and play cooperatively and take turns with others.
Physical Development	a	Negotiate space and obstacles safely, with consideration for themselves and others.
	b	Use a range of small tools (e.g. instrument beaters).
Literacy	a	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
Mathematics		
Understanding the World		
Expressive Arts & Design	a	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Title		<i>Menu song</i>	<i>Colonel Hathi's march</i>	<i>Magical musical aquarium</i>	<i>The king is in the castle</i>
Musical focus		Active listening (movement), beat, progression snap shot 1	Beat, march, timbre, music from a film	Timbre, pitch, structure, graphic symbols, classical music	Structure, timbre, pitch, dynamics, rhyme
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
Model Music Curriculum					
Singing	a	★			★
Listening	a		★		
	b		★	★	★
Composing	b	★	★	★	★
	d				★
	f			★	
Musicianship: Pulse/Beat	a	★	★		★
	b				★
	c	★			★
Musicianship: Rhythm	f				★
Musicianship: Pitch	g		★		
	i	★		★	★
	j				★

Title		<i>Football</i>	<i>Dawn' from Sea interludes</i>	<i>Musical conversations</i>	<i>Who stole my chickens and my hens?</i>
Musical focus		Beat, ostinato, pitched/unpitched patterns, mi-re-do, progression snap shot 2	Beat, active listening (singing game, musical signals, movement), 20th century classical music	Question and answer, timbre, graphic score	Beat, rests, rhythm patterns, higher/ lower
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★	★		★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	
Model Music Curriculum					
Singing	a	★	★		★
	b	★	★		
Listening	a		★		
	b		★	★	★
Composing	a	★			
	b			★	
	c	★			★
	d	★		★	★
	e				★
	f			★	
Musicianship: Pulse/Beat	a		★		★
	b	★			★
	c		★		★
Musicianship: Rhythm	d	★			★
	e				★
	f	★			
Musicianship: Pitch	h				★
	i			★	
	j			★	

Title		<i>Dancing and drawing to Nautilus</i>	<i>Cat and mouse</i>	<i>As I was walking down the street</i>	<i>Come dance with me</i>
Musical focus		Active listening (musical signals, internalising beat, draw to music, movement/ actions), electronic music	Mood, tempo, dynamics, rhythm, dot notation	Beat, march, Jig	Call-and-response, tuned percussion skills, rhythm and syllables, pitch, progression snap shot 3
Number of lessons		3	3	6	6
National Curriculum for Music					
Programme of study	1		★	★	★
Programme of study	2		★	★	★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
Model Music Curriculum					
Singing	a		★	★	
	b		★		
Listening	a	★		★	
	b	★	★	★	★
Composing	c				★
	d		★		★
	e		★		
	f		★		
Musicianship: Pulse/Beat	a	★	★	★	
	b		★		★
	c	★	★	★	
Musicianship: Rhythm	d				★
	e		★		★
	f		★		★
Musicianship: Pitch	i		★		
	j	★			

National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	2	Pupils play tuned and untuned instruments musically.
Programme of study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
	b	Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.
	c	Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.
Listening	a	Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Improvise simple vocal chants using question-and-answer phrases.
	b	Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.
	c	Understand the difference between creating a rhythm pattern and a pitch pattern.
	d	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
	e	Use music technology to capture, change and combine sounds.
	f	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.
Musicianship: Beat	a	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
	b	Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.
	c	Respond to the pulse in recorded/live music through movement and dance.
Musicianship: Rhythm	d	Perform short copycat rhythm patterns accurately, led by the teacher.
	e	Perform short repeating rhythm patterns while keeping in time with a steady beat.
	f	Perform word-pattern chants; create, retain and perform their own rhythm patterns.
Musicianship: Pitch	g	Listen to sounds in the local school environment comparing high and low sounds.
	h	Sing familiar songs in low and high voices and talk about the difference in sound.
	i	Explore percussion sounds to explore storytelling.
	j	Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.

Title		<i>Tony Chestnut</i>	<i>Carnival of the Animals</i>	<i>Magical musical aquarium</i>	<i>Creepy castle</i>
Musical focus		Beat, rhythm, pitch, echo, progression snap shot 1	Timbre, tempo, dynamics, pitch, classical music	Timbre, pitch, structure, graphic symbol, classical music	Timbre, tempo, dynamics, graphic score
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
Model Music Curriculum					
Singing	a	★			
	b	★			★
	c				★
Listening	b		★	★	★
Composing	a		★		
	b	★		★	
	c				★
Musicianship: Pulse/beat	a		★		
	b	★			
	c	★		★	
Musicianship: Rhythm	f	★			
	g	★			
Musicianship: Pitch	l			★	

Title		<i>Grandma rap</i>	<i>Orawa</i>	<i>Musical conversations</i>	<i>Minibeasts</i>
Musical focus		Duration (crotchet, quavers, crotchet rest), unison, round, progression snap shot 2	Beat, rhythm, repetition, structure, 20th century classical music	Question and answer, timbre, graphic score	Timbre, pitch (chord), internalising beat and phrase
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★	★		★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
Model Music Curriculum					
Singing	a				★
	b				★
Listening	a		★		
	b	★	★	★	★
Composing	a			★	
	b		★	★	
	c			★	
	d	★			
Musicianship: Pulse/beat	a	★	★		★
	b	★	★		
	c	★			
	d	★			
Musicianship: Rhythm	f		★		
	g		★		
	h	★			
	i	★			
	j				★
Musicianship: Pitch	k				★
	l	★			

Title		<i>Swing-a-long with Shostakovich</i>	<i>Cat and mouse</i>	<i>The rockpool rock</i>	<i>Tanczymy labada</i>
Musical focus		2- and 3-time beat, beat groupings, 20th century classical music.	Mood, tempo, dynamics, rhythm, dot notation	2-part singing, rock 'n' roll, structure timbre	Duration (crotchet, quavers, crotchet rest), chords, progression snap shot 3
Number of lessons		3	3	6	6
National Curriculum for Music					
Programme of study	1	★	★	★	★
Programme of study	2		★	★	★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
Model Music Curriculum					
Singing	a	★			★
	b	★	★	★	★
Listening	a	★		★	★
	b	★	★	★	★
Composing	a		★		
	b		★		
	c		★		
Musicianship: Pulse/beat	a				★
	b	★	★	★	★
	c	★		★	★
	d	★			
	e	★			★
Musicianship: Rhythm	f		★		★
	g		★		
	h		★		
	i		★		
Musicianship: Pitch	k				★

National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	2	Pupils play tuned and untuned instruments musically.
Programme of study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
	b	Sing songs with a small pitch range, pitching accurately.
	c	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
	b	Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
	c	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
	d	Use music technology to capture, change and combine sounds.
Musicianship: Beat	a	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
	b	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
	c	Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
	d	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
	e	Identify the beat groupings in familiar music that they sing regularly and listen to.
Musicianship: Rhythm	f	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
	g	Create rhythms using word phrases as a starting point.
	h	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
	i	Create and perform their own chanted rhythm patterns with the same stick notation.
Musicianship: Pitch	j	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
	k	Sing short phrases independently within a singing game or short song.
	l	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
	m	Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Title		<i>I've been to Harlem</i>	<i>Nao chariya de/Mingulay boat song</i>	<i>Sound symmetry</i>	<i>Chilled-out clap rap</i>
Musical focus		Pitch shape, ostinato, round, pentatonic, call-and-response, progression snap shot 1	Folk songs Bengali/Scottish, instruments, beat, tempo	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Beat, rhythm, tempo, dynamics
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
Programme of study	5	★	★		
Programme of study	6	★	★		
Model Music Curriculum					
Singing	a	★		★	★
	b	★			★
	c				★
Listening	a	★	★		
	b	★	★		★
Improvise	a	★		★	
	b	★		★	
Compose	c				★
	d	★			★
Instrumental performance	a				★
	b	★			
	d	★			
Reading notation	e	★			★
	f				★
	g				★

Title		<i>Latin dance</i>	<i>'March' from The nutcracker</i>	<i>From a railway carriage</i>
Musical focus		Notes and chords, rhythm, ukulele technique, salsa, progression snap shot 2	Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music
Number of lessons		6	3	3
National Curriculum for Music				
Programme of study	1	★		
Programme of study	2	★		★
Programme of study	3	★	★	★
Programme of study	4	★		★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
Model Music Curriculum				
Singing	c	★		
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★		★
	b			★
Instrumental performance	a	★		
	b	★		
Reading notation	e	★		
	f	★		

Title		<i>Just 3 notes</i>	<i>Samba with Sérgio</i>	<i>Fly with the stars</i>
Musical focus		Pitch (C-D-E), rhythm patterns, structure, minimalism, dot notation	Call-and-response, samba batucada, beat, rhythm, music and community, rhythm notation	Notes and chords, rhythm, ukulele technique, pitch (C-D-E/do-re-mi), dot notation, progression snap shot 3
Number of lessons		3	3	6
Programme of study	1	★	★	★
Programme of study	2	★		★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	
Singing	a			★
	b		★	★
	c		★	
Listening	a	★	★	★
	b	★	★	
Improvise	a			★
Compose	c	★		★
Instrumental performance	a	★		★
	b	★		
	c	★		★
	d			★
Reading notation	e	★		★
	f	★		
	g	★		

National Curriculum KS2

Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.

Model Music Curriculum Statements

Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
	c	Perform actions confidently and in time to a range of action songs.
	d	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short ‘on-the-spot’ responses using a limited note-range.
	b	Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.
Compose	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.
Reading notation	e	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
	f	Introduce and understand the differences between crotchets and paired quavers.
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Title		<i>This little light of mine</i>	<i>The Pink Panther theme</i>	<i>Sound symmetry</i>	<i>My fantasy football team</i>
Musical focus		Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progressions snap shot 1	Timbre, tempo, rhythm, dynamics, atmosphere. music from a film	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Beat, rhythm, rondo, rhythm notation
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4				★
Programme of study	5	★	★		
Programme of study	6	★	★		
Model Music Curriculum					
Singing	a	★			★
Listening	a	★	★		
	b	★	★		
Improvise	a	★			
Compose	c				★
	d				★
	e		★	★	
	g			★	
	h		★	★	★
Reading notation	e				★
	g				★

Title		<i>The doot doot song</i>	<i>Fanfare for the common man</i>	<i>From a railway carriage</i>
Musical focus		Chords, structure, ukulele playing techniques, acoustic guitar music, progression snap shot 2	Fanfare, timbre, dynamics, texture, silence	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat
Number of lessons		6	3	3
National Curriculum for Music				
Programme of study	1	★	★	
Programme of study	2	★	★	★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
Model Music Curriculum				
Singing	b	★	★	
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★	★	
	b	★	★	★
Compose	e		★	★
	f	★		
	g		★	★
	h		★	★
Instrumental performance	a	★		
	c	★		
Reading notation	e	★		
	f	★		

Titleg		<i>Global pentatonics</i>	<i>Just 3 notes</i>	<i>Favourite song</i>
Musical focus		Pentatonic scale, different music traditions and cultures, graphic/dot notation	Pitch (C-D-E), rhythm patterns, structure, dot notation	Chords, structure, ukulele playing techniques, folk-rock styles, progression snap shot 3
Number of lessons		3	3	6
National Curriculum for Music				
Programme of study	1	★	★	★
Programme of study	2	★	★	★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
Model Music Curriculum				
Singing	a	★		★
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★		
	b	★		
Compose	c	★	★	
	d		★	
	e	★		
	f			★
	g			★
	h	★		
	Instrumental perform	a		
	b		★	★
	c			★
	d	★		
	e	★	★	
	f		★	
	g		★	

National Curriculum KS2

Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.

Model Music Curriculum Statements

Singing	a	Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (descrescendo).
	b	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
	b	Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
Compose	c	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
	e	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
	f	Introduce major and minor chords.
	g	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Instrumental performance	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
	c	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
Reading notation	e	Introduce and understand the differences between minims, crotchets, paired quavers and rests.
	f	Read and perform pitch notation within a defined range (e.g. C–G/do–so).
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Title		<i>What shall we do with the drunken sailor?</i>	<i>Why we sing</i>	<i>Introduction to songwriting</i>	<i>Keep the home fires burning</i>
Musical focus		Sea shanties, beat, rhythm, chords, bass, dot notation, progression snap shot 1	Gospel music, instruments, structure, texture, vocal decoration	Structure (Verse/chorus), hook, lyric writing, melody	Music from WWI, fanfare, triad, rhythm, dot notation
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			★
Programme of study	5	★	★		★
Programme of study	6	★	★		★
Model Music Curriculum					
Singing	a	★			★
	b				★
Listening	a	★	★		★
	b				★
Improvise	b			★	
Compose	c			★	
	e	★		★	★
	f	★			★
Instrumental performance	a				★
	b	★		★	★
	c	★			
	d			★	
Reading notation	e				★
	g				★
	h				★

Title		<i>Madina tun nabi</i>	<i>Building a groove</i>	<i>Época</i>	<i>Three little birds</i>
Musical focus		Nasheed (islamic song), drone, melody, harmony, chords, progression snap shot 2	Beat, rhythm, basslines, riffs	Texture, articulation, rhythm, tango	Reggae, riffs, chords, bassline, harmony
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★	★		★
Programme of study	2	★	★		★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	★
Model Music Curriculum					
Singing	a	★	★		★
	b	★			★
Listening	a	★	★	★	★
	b	★	★		★
Improvise	a	★			★
	b		★		
Compose	f	★	★		
Instrumental perf	a				★
	b				★
	c				★
	d	★			★
Reading notation	f				★
	g				★

Title		<i>Balinese gamelan</i>	<i>Empress of the pagodas</i>	<i>Baloo baleerie</i>	<i>Kis nay banaayaa</i>
Musical focus		Gamelan from Bali, interlocking rhythm, vocal chant, structure (musical cycles)	Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music	Lullaby, 3-time, pentatonic scale, question-and-answer, accompaniment, progression snap shot 3	A song from India and Pakistan, soundscape, melody, harmony, accompaniment
Number of lessons		3	3	6	6
National Curriculum for Music					
Programme of study	1	★	★	★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	
Model Music Curriculum					
Singing	a			★	★
	b			★	★
Listening	a	★	★	★	★
	b	★	★	★	★
Compose	c			★	
	d		★		
	f		★		★
Instrumental performance	a		★		
	b			★	★
	c			★	
Reading notation	e	★		★	
	f			★	

National Curriculum KS2

Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.

Model Music Curriculum Statements

Singing	a	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	b	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.
Compose	c	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
	d	Working in pairs, compose a short ternary piece.
	e	Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
Instrumental perform	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff 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.
	b	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	c	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
Reading notation	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
	f	Understand the differences between 2/4, 3/4 and 4/4 time signatures.
	g	Read and perform pitch notation within an octave (e.g. C–C /do–do).
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Title		<i>Hey, Mr Miller</i>	<i>Shadows</i>	<i>Introduction to songwriting</i>	<i>Touch the sky</i>
Musical focus		Swing music, syncopation, big band, scat singing, social and historical context WWII, progression snap shot 1	An artist and their influences, compare musical genres (country, electronic dance music and rock), <i>Shadows</i> by Lindsay Sterling	Structure (verse/chorus), hook, lyric writing, melody	Scottish folk music, 3-time, folk instruments, pentatonic scale, 'Touch the sky' from <i>Brave</i>
Number of lessons		6	3	6	3
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			★
Programme of study	5	★	★		★
Programme of study	6	★	★		★
Model Music Curriculum					
Singing	a	★			★
	b	★			
Listening	a	★	★		
	b	★	★	★	
Improvise	a			★	★
	b			★	★
	c				★
Compose	e			★	
	f			★	★
Instrumental performance	b				★
	c	★		★	★

Title		<i>Dona nobis pacem</i>	<i>You to me are everything</i>	<i>Building a groove</i>	<i>Ain't gonna let nobody</i>
Musical focus		Texture (3-part round/polyphonic texture), 3/4 time, Dona nobis pacem (trad.), church music in Latin, progression snap shot 2	70'S Soul music, compare cover versions	Beat, rhythm, basslines, riffs	Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song <i>Ain't got let nobody</i> , vocal improvisation, chords C minor and G7
Number of lessons		6	3	3	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	★
Model Music Curriculum					
Singing	a	★	★	★	★
	b	★			★
Listening	a	★	★	★	★
	b	★	★	★	★
Compose	d	★		★	
	b				★
Instrumental performance	c	★		★	★

Title		<i>Empress of the pagodas</i>	<i>Small town boy</i>	<i>Ame sau vala tara bal</i>	<i>Nobody knows (The Lumineers)</i>
Musical focus		Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music		Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (Bhangra, Bollywood, Indian Classical), <i>Ame sau vala tara bal</i> , progression snap shot 3	Songwriting, chords, writing lyrics on theme of 'leavers'
Number of lessons		3	3	6	6
National Curriculum for Music					
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★		★	★
Programme of study	4	★		★	★
Programme of study	5	★		★	★
Programme of study	6	★		★	
Model Music Curriculum					
Singing	a			★	★
Listening	a	★		★	
	b	★		★	★
Improvise	a				★
	b				★
	c				★
Compose	f				★
	h	★			
Instrumental performance	a				★
	c	★		★	★
Reading notation	d				★
	e				★
	g				★

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.
Model Music Curriculum Statement		
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Create music with multiple sections that include repetition and contrast.
	b	Use chord changes as part of an improvised sequence.
	c	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
Compose	d	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
	e	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
	f	Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
	g	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Instrumental performance	a	Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range.
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
	c	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	g	Read and play from notation a four-bar phrase, confidently identifying note names and durations.