

Title		<i>Tony Chestnut</i>	<i>Carnival of the Animals</i>	<i>Magical musical aquarium</i>	<i>Creepy castle</i>
<b>Musical focus</b>		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
<b>Number of lessons</b>		6	3	3	6
<b>National Curriculum for Music</b>					
<b>Programme of study</b>	<b>1</b>	★		★	★
<b>Programme of study</b>	<b>2</b>	★	★	★	★
<b>Programme of study</b>	<b>3</b>	★	★	★	★
<b>Programme of study</b>	<b>4</b>	★	★	★	★
<b>Model Music Curriculum</b>					
<b>Singing</b>	<b>a</b>	★			
	<b>b</b>	★			★
	<b>c</b>				★
<b>Listening</b>	<b>b</b>		★	★	★
<b>Composing</b>	<b>a</b>		★		
	<b>b</b>	★		★	
	<b>c</b>				★
<b>Musicianship: Pulse/beat</b>	<b>a</b>		★		
	<b>b</b>	★			
	<b>c</b>	★		★	
<b>Musicianship: Rhythm</b>	<b>f</b>	★			
	<b>g</b>	★			
<b>Musicianship: Pitch</b>	<b>l</b>			★	

Title		<i>Grandma rap</i>	<i>Orawa</i>	<i>Musical conversations</i>	<i>Minibeasts</i>
<b>Musical focus</b>		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
<b>Number of lessons</b>		6	3	3	6
<b>National Curriculum for Music</b>					
<b>Programme of study</b>	<b>1</b>	★	★		★
<b>Programme of study</b>	<b>2</b>	★		★	★
<b>Programme of study</b>	<b>3</b>	★	★	★	★
<b>Programme of study</b>	<b>4</b>	★		★	★
<b>Model Music Curriculum</b>					
<b>Singing</b>	<b>a</b>				★
	<b>b</b>				★
<b>Listening</b>	<b>a</b>		★		
	<b>b</b>	★	★	★	★
<b>Composing</b>	<b>a</b>			★	
	<b>b</b>		★	★	
	<b>c</b>			★	
	<b>d</b>	★			
<b>Musicianship: Pulse/beat</b>	<b>a</b>	★	★		★
	<b>b</b>	★	★		
	<b>c</b>	★			
	<b>d</b>	★			
<b>Musicianship: Rhythm</b>	<b>f</b>		★		
	<b>g</b>		★		
	<b>h</b>	★			
	<b>i</b>	★			
	<b>j</b>				★
<b>Musicianship: Pitch</b>	<b>k</b>				★
	<b>l</b>	★			

Title		<i>Swing-a-long with Shostakovich</i>	<i>Cat and mouse</i>	<i>The rockpool rock</i>	<i>Tanczymy labada</i>
<b>Musical focus</b>		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
<b>Number of lessons</b>		3	3	6	6
<b>National Curriculum for Music</b>					
<b>Programme of study</b>	1	★	★	★	★
<b>Programme of study</b>	2		★	★	★
<b>Programme of study</b>	3	★	★	★	★
<b>Programme of study</b>	4		★		★
<b>Model Music Curriculum</b>					
<b>Singing</b>	a	★			★
	b	★	★	★	★
<b>Listening</b>	a	★		★	★
	b	★	★	★	★
<b>Composing</b>	a		★		
	b		★		
	c		★		
<b>Musicianship: Pulse/beat</b>	a				★
	b	★	★	★	★
	c	★		★	★
	d	★			
	e	★			★
<b>Musicianship: Rhythm</b>	f		★		★
	g		★		
	h		★		
	i		★		
<b>Musicianship: Pitch</b>	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.