

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

Title		<i>Balinese gamelan</i>	<i>Empress of the pagodas</i>	<i>Baloo baleerie</i>	<i>Kis nay banaayaa</i>
<b>Musical focus</b>		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
<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>Programme of study</b>	5	★	★	★	★
<b>Programme of study</b>	6	★	★	★	
<b>Model Music Curriculum</b>					
<b>Singing</b>	a			★	★
	b			★	★
<b>Listening</b>	a	★	★	★	★
	b	★	★	★	★
<b>Compose</b>	c			★	
	d		★		
	f		★		★
<b>Instrumental performance</b>	a		★		
	b			★	★
	c			★	
<b>Reading notation</b>	e	★		★	
	f			★	

### National Curriculum KS2

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

### Model Music Curriculum Statements

<b>Singing</b>	<b>a</b>	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>b</b>	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
<b>Listening</b>	<b>a</b>	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	<b>b</b>	Listen to recorded performances.
<b>Improvise</b>	<b>a</b>	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	<b>b</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.
<b>Compose</b>	<b>c</b>	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.
	<b>d</b>	Working in pairs, compose a short ternary piece.
	<b>e</b>	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.
<b>Instrumental perform</b>	<b>f</b>	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
	<b>a</b>	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>b</b>	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	<b>c</b>	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
<b>Reading notation</b>	<b>d</b>	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
	<b>e</b>	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
	<b>f</b>	Understand the differences between 2/4, 3/4 and 4/4 time signatures.
	<b>g</b>	Read and perform pitch notation within an octave (e.g. C–C /do–do).
	<b>h</b>	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.