

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.