

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.