

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		★		★
	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.