

Music Lesson Sequence

Year 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	Ourselves			Number		
Term 1	Creating and responding to vocal sounds	Creating and responding to vocal sounds Exploring how to change sounds	Creating and placing vocal and body percussion sounds Exploring descriptive sounds	Recognising and developing a sense of steady beat through using voices and body percussion	Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to	Identifying and keeping a steady beat using movement, body percussion and instruments Recognising and responding to changes in tempo in music
Unit	Animals			Weather		
Term 2	Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture	Understanding pitch by singing a song with contrasting high and low melodies Identifying and playing high and low pitches in music	Exploring and developing an understanding of pitch using the voice and body movements Recognising and performing pitch changes and contrasts	Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments	Improvising descriptive Music Controlling duration and dynamics using voices, body percussion and instruments	Identifying a sequence of sounds (structure) in a piece of music Responding to music through movement
Unit	Machines			Seasons		
Term 3	Playing and maintaining a steady beat Sequencing sounds	Playing to a steady beat Playing at different speeds (tempo)	Playing to a steady beat Controlling changes in speed (tempo)	Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes	Relating pitch changes to graphic symbols and performing pitch changes vocally Listening and responding to pitch changes with movement	Listening and responding to a falling pitch signal Distinguishing between pitched and un-pitched percussion sounds Listening in detail to a piece of orchestral music
Unit	Our School			Pattern		
Term 4	Exploring different sound sources and materials	Analysing the dynamics and duration of sounds around the school Exploring these elements/dimensions on instruments Creating two contrasting textures	Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance	Marking a steady beat with voices and body percussion Counting a steady beat in patterns of 2, 3 and 4 beats (metre) Performing a steady beat in patterns of 2, 3 and 4 beats (metre)	Exploring different ways to emphasise the first beat in a repeating pattern or metre Identifying metre by recognising its pattern	Dividing the number 12 into 2s 3s and 4s Exploring different ways to emphasise beats to form a group (metre) Exploring sounds on instruments and finding different ways to vary their sound
Unit	Storytime			Our Bodies		
Term 5	Discussing basic musical terms – fast, slow, loud, quiet Understanding how music can tell a story. Performing with concentration	Playing fast, slow, loud and quiet Creating music that matches an event in a story	Rehearsing and performing with others Learning new songs and chants	Performing a steady beat at two different speeds (tempo) Responding to change of mood in a piece of music with a slow and fast steady beat	Identifying a repeated rhythm pattern Combining a rhythm pattern and a steady beat	Performing together with concentration Performing rhythm patterns on body percussion to a steady beat Inventing and performing new rhythms to a steady beat
Unit	Travel			Water		
Term 6	Combining voices, movement and instruments to perform a chant and a song	Keeping a steady beat on instruments Creating word rhythms Performing word rhythms with movement	Keeping a steady beat Playing and combining simple word rhythms Responding to music in movement	Creating a picture in sound	Understanding musical structure by listening and responding	Performing a simple repeated pattern

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Year 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	Ourselves			Toys		
Term 1	Creating and responding to vocal sounds and body percussion	Developing the use of vocal sounds to express feelings Exploring expression in a conversation without words Notating pitch shape and duration using simple line graphics	Understanding how mood can be expressed using the voice. Understanding the structure of call and response songs Developing an expressive song performance with voices and instruments	Keeping a steady beat at different speeds (tempi) Marking beats within a four-beat metre	Developing a sense of steady beat through chant, actions and instruments Marking beats within a four-beat metre	Performing a steady beat Changing tempo Responding to images
Unit	Our Land			Our Bodies		
Term 2	Exploring timbre and texture to understand how sounds can be descriptive. Matching sounds to images Creating and performing descriptive instrumental music inspired by British myths and legends	Listening to and identifying contrasting sections of descriptive music Matching descriptive sounds to images Identifying ways of producing sounds	Listening to, and evaluating composition Rehearsing and refining to develop a performance	Recognising and responding to steady beat Recognising and responding to a rhythm ostinato pattern Recognising and playing rhythmic patterns	Recognising and responding to steady beat at different tempi Playing steady beats at different tempi on body percussion and instruments Singing in two parts and combining steady beats	Recognising and responding to different steady beats Performing rhythmic movement patterns to a steady beat Performing rhythmic patterns on percussion
Unit	Animals			Number		
Term 3	Listening to a steady beat and responding in movement. Identifying and responding to changes in pitch, upwards and downwards Performing changes in pitch using whole body movement and voice	Understanding and performing upwards and downwards pitch direction Reading pitch line notation	Playing pitch lines on tuned percussion Combining pitch change with changes in other elements / dimensions	Performing a steady beat and simple rhythms using movement and body percussion Understanding and differentiating between beat and rhythm	Performing simple rhythms using movement and percussion Understanding and differentiating between beat and rhythm	Performing a steady beat and simple rhythms using movement and body percussion Understanding and differentiating between beat and rhythm
Unit	Storytime			Seasons		
Term 4	Combining sounds to create a musical effect Understanding how music, dance and drama can combine in storytelling	Exploring voices to create descriptive musical effects Creating and matching descriptive sounds made with the voice	Combining sounds to create a musical effect Performing to an audience	Singing with expression, paying attention to the pitch shape of the melody Using sign language in a song Accompanying a song with vocal and instrumental ostinati	Identifying rising and falling pitch Performing a rising pitch sequence in a song	Listening and responding to pitch changes with movements Singing with expression and paying attention to the pitch shape of the melody
Unit	Weather			Pattern		
Term 5	Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Listening in detail to a piece of orchestral music	Performing an updated version of a traditional nursery rhyme with a rap section included Accompanying a song with three different repeated word patterns	Composing music to illustrate a story	Performing steady beat patterns with a song Playing different patterns of steady beat within four beats, and matching to a simple score Performing and creating simple rhythms using a simple score	Performing steady beat patterns in groups to accompany a song Playing different patterns of steady beat in groups and matching them to a simple score Performing and creating simple three-beat rhythms using a simple score	Interpreting a score to perform different beat patterns Performing beat patterns with voices and percussion Exploring different ways to organise music
Unit	Water			Travel		
Term 6	Understanding pitch through singing, movement and note names. Performing a melody	Understanding melody through songs, movement and performing pitch shapes on tuned instruments	Exploring and developing an understanding of pitch Using musical scales, high notes and low notes in a composition	Exploring patterns of physical movement in a game song Responding to a song with movement Using simple musical vocabulary to describe music	Combining steady beat and rhythms to accompany a song Listening and responding to contemporary orchestral music Playing an instrument game to practice steady beat at changing tempo	Preparing and improving a performance using movement, voice and percussion Using instruments expressively Understanding notation

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Year 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	Environment			Building		
Term 1	<p>Selecting descriptive sounds to accompany a poem</p> <p>Creating a musical re-telling of a poem</p> <p>Singing in two-part harmony</p> <p>Accompanying a song with a melodic ostinato</p>	<p>Exploring timbre to create a descriptive piece of music</p> <p>Learning about ternary form</p> <p>Singing a song with expression</p>	<p>Developing the lyrics of a song</p> <p>Choosing timbre to make an accompaniment</p> <p>Combining chants and sound pictures in a class performance in rondo structure</p>	<p>Understanding how music can be organised in sequences.</p> <p>Using voices and actions to perform simple rhythms within a steady beat</p>	<p>Understanding how music can be organised in layers.</p> <p>Combining rhythms in layers</p>	<p>Creating music using children's own ideas</p> <p>Making choices about musical structure</p>
Unit	Sounds			Poetry		
Term 2	<p>Learning how sounds are produced and how instruments are classified.</p> <p>Learning about aerophones</p> <p>Understanding musical conversation structure</p>	<p>Learning how sounds are produced and how instruments are classified.</p> <p>Learning about idiophones</p> <p>Developing an understanding of call and response</p>	<p>Learning how sounds are produced and how instruments are classified.</p> <p>Learning about chordophones</p> <p>Creating a call and response</p>	<p>Enhancing and extending the performance of a poem using vocal patterns.</p> <p>Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece</p>	<p>Exploring contrasting moods and effects as part of a performance</p>	<p>Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece</p>
Unit	China			Time		
Term 3	<p>Understanding the pentatonic scale</p>	<p>Using graphic notation with the pentatonic scale</p> <p>Understanding pitch through composing, notating and reading graphic notation</p> <p>Performing a pentatonic song with tuned and un-tuned accompaniment</p>	<p>Exploring the pentatonic scale</p> <p>Playing in steps using graphic notation</p>	<p>Identifying the metre in a piece of music</p> <p>Playing independent parts in more than one metre simultaneously</p>	<p>Identifying and performing an ostinato</p> <p>Improvising to an ostinato accompaniment</p>	<p>Performing rhythmic ostinati individually and in combination</p> <p>Layering rhythms</p> <p>Recognising rhythm patterns in staff notation</p>
Unit	In the Past			Communication		
Term 4	<p>Understanding pitch</p> <p>Learning to read simple pitch notation</p>	<p>Understanding and using pitch notations</p>	<p>Reading simple rhythm notation</p> <p>Learning a Tudor dance</p>	<p>Representing sounds with symbols</p>	<p>Using voices creatively and expressively</p>	<p>Creating and performing from a symbol score</p>
Unit	Human Body			Singing French		
Term 5	<p>Understanding call and response structure</p> <p>Performing word rhythms</p> <p>Exploring sounds</p>	<p>Singing in two parts</p> <p>Performing call and response structure</p> <p>Exploring sounds</p>	<p>Understanding and performing binary form</p> <p>Performing call and response</p>	<p>Understanding pitch through melody</p> <p>Developing a song</p>	<p>Understanding pitch through singing and playing a melody</p>	<p>Recognising pitch shapes</p> <p>Reading notations to play a melody</p>
Unit	Ancient World			Food and Drink		

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Term 6	Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati Singing a song and accompanying it with tuned percussion ostinati	Exploring musical phrases, melodic imitation and rounds	Performing a round in three parts Arranging an accompaniment with attention to balance and musical effect	Exploring simple accompaniments using beat and rhythm patterns	Using a score and combining sounds to create different musical textures	Exploring different types of accompaniment
Year 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	Poetry			Environment		
Term 1	Looking at music notation with reference to metre and accent Building an extended performance piece from a poem Using canon and ostinato as accompaniments Paying attention to notation, accent, diminuendo and balance	Using beatbox techniques to imitate the sound of a drum kit Performing a rap with a vocal beatbox accompaniment	Performing a poem with rhythmic accuracy (choral speaking) Devising a rhythmic accompaniment based on repeated text fragments Balancing voices in a performance	Exploring how different timbres can be descriptive	Exploring combinations of different timbres to accompany a song. Learning how to accompany a song with drone and ostinato on tuned percussion	Exploring the descriptive music of two major composers Composing an introduction for a song
Unit	Sounds			Recycling		
Term 2	Learning about classifying instruments by the way sounds are produced. Learning some simple beatboxing sounds Singing a song and adding beatboxing sounds	Learning about aerophones Learning to sing partner songs	Learning about classifying instruments by the way sounds are produced. Exploring the combined expressive effects of different instrument groups	Making instruments Performing verse and chorus structure Interpreting notation Improvising	Making instruments Performing verse and chorus structure Interpreting notation and improvising Understanding ABA structure	Performing repeating rhythms Chanting in three parts Exploring sounds Performing rondo form
Unit	Building			Around the World		
Term 3	Learning about verse and chorus song structure Combining four body percussion ostinati as a song accompaniment	Understanding texture Learning about layered structure in a rhythmic ostinato piece Creating rhythmic ostinati Accompanying a melody with a drone	Describing the structure of a piece of orchestral music Reading a clock score to play a piece combining drone and melodic ostinati Using rondo structure to build a performance	Exploring the pentatonic scale Playing leaps Reading graphic notation	Developing listening skills Describing music using musical and non-musical terms Composing and notating pentatonic melodies	Playing a pentatonic song with leaps Combining tuned, untuned percussion and singing
Unit	Ancient World			Singing Spanish		
Term 4	Learning a verse and chorus song Understanding that melodies have phrases. Exploring layers and layering	Comparing and contrasting structure Understanding layers in musical structure Identifying key features of minimalist structure	Playing in groups Combining sections of music in a layered structure Rehearsing and preparing for a performance	Singing in groups Creating descriptive music	Singing in a minor key in groups Developing descriptive song accompaniments	Singing in two parts with accompaniment Performing repeating rhythms Combining tuned percussion, untuned percussion and singing
Unit	Communication			Time		
Term 5	Copying rhythms and a short melody Playing ostinati and layering them in a performance	Using music to communicate a meaning Composing a rap	Playing ostinati and layering them in a performance	Identifying the metre of a new song Singing in three independent parts Playing and singing repeated patterns (ostinati) from notation	Identifying metre in a piece of music Understanding syncopation and using off-beat rhythms in improvisation Combining independent parts in more than one metre	Identifying how a well-known story has been told in music. Creating music which tells a story
Unit	In the Past			Food and Drink		

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Term 6	<p>Learning to play a Renaissance dance from notations</p> <p>Composing a fanfare</p> <p>Understanding simple musical structures</p>	<p>Learning a dance and playing music used for celebrations</p>	<p>Learning a 1960s pop song</p> <p>Creating a performance</p>	<p>Combining expressive use of the voice with physical movement</p> <p>Responding to sound with visual signals</p> <p>Performing sequences of sounds matched to visual sequences</p>	<p>Singing a call and response chant</p> <p>Composing and playing sequences of word rhythms</p> <p>Understanding and performing rondo structure</p>	<p>Learning a traditional West African call and response song</p> <p>Learning to sing a verse and chorus song</p> <p>Learning rhythmic and melodic accompaniments for a song and combining them in a performance</p>
Year 5	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	Our Community					
Term 1	<p>Learning to sing a song</p> <p>Understanding metre through singing and playing instruments</p> <p>Conducting a metre of four</p>	<p>Conducting metres of two and three</p> <p>Writing lyrics</p>	<p>Writing lyrics</p> <p>Extending arrangements of a song</p>	<p>Conducting metres of two and three</p> <p>Learning to sing a song from our musical heritage</p>	<p>Developing accompaniments using ostinato and invented or improvised rhythms</p>	<p>Rehearsing for a Performance</p> <p>Developing a performance by adding other media</p> <p>Performing with awareness of audience</p>
Unit	The Solar System					
Term 2	<p>Listening to music with focus and analysing using musical vocabulary</p> <p>Relating sound sequences to images</p> <p>Interpreting images to create descriptive sound sequences</p>	<p>Developing the use of dynamics in a song</p> <p>Listening to music, focusing on dynamics and texture</p> <p>Learning a melodic ostinato using staff notation</p>	<p>Developing techniques of performing rap using texture and rhythm</p>	<p>Learning a song with a complex texture</p> <p>Learning about the sound of the whole tone scale</p>	<p>Listening to music and describing its effects and use of the musical dimensions</p> <p>Performing a song with expression and with attention to tone and phrasing</p> <p>Creating a musical background to accompany a poem</p>	<p>Creating and presenting a performance of song, music and poetry</p>
Unit	Life Cycles					
Term 3	<p>Singing in three parts</p> <p>Reading a melody in staff notation</p> <ul style="list-style-type: none"> Accompanying a song with tuned and untuned instruments 	<p>Composing and performing together</p> <p>Singing in two parts</p>	<p>Combining vocal sounds in performance</p> <p>Creating a performance using voices and instruments in four parts</p>	<p>Exploring extended vocal techniques</p> <p>Developing a structure to combine sounds</p>	<p>Creating musical effects using contrasting pitch</p>	<p>Learning about the music of an early opera</p> <p>Creating descriptive music</p> <p>Developing a performance with awareness of audience</p>
Unit	Keeping Healthy					
Term 4	<p>Exploring beat at different tempi</p> <p>Singing syncopated melodies</p> <p>Developing rhythm skill through singing, playing and moving</p>	<p>Singing and playing scales and chromatic melodies</p> <p>Using steady beat and syncopated rhythms</p>	<p>Accompanying a song with sung and played drones</p> <p>Singing in unison and two parts</p>	<p>Developing an arrangement of a two-part song</p> <p>Learning and creating accompaniments for a song</p> <p>Reading grid or staff notation to play a bassline</p>	<p>Learning to perform a song with syncopated rhythms</p>	<p>Arranging a complete performance of music and songs</p> <p>Using a score to notate and guide selected elements of a performance</p>
Unit	At the Movies					
Term 5	<p>Understanding music narrative</p> <p>Interpreting notation</p> <p>Using a storyboard to structure sounds</p>	<p>Learning about the use of sound effects to movies</p> <p>Exploring and using narrative structure</p> <p>Composing sound effects to perform with a movie</p>	<p>Identifying changes in tempo and their effects</p> <p>Exploring and understanding phrase structure of a song melody</p> <p>Creating and performing a sequence of melodic phrases with a movie</p>	<p>Learning about the use of musical clichés in movie soundtracks</p> <p>Exploring the effects of music on movies</p> <p>Using the musical dimensions to create and perform music for a movie</p>	<p>Learning about techniques used in movie soundtracks</p> <p>Exploring techniques used in movie soundtracks</p> <p>Creating sounds for a movie, following a timesheet</p>	<p>Working in groups to create descriptive movie music</p> <p>Evaluating and refining compositions</p> <p>Learning about using cue scores</p>

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Unit	Celebration					
Term 6	Singing a song in unison and three-part harmony Learning a melody and harmony part on instruments to accompany a song	Performing ostinati and body percussion accompaniments to a song Exploring a song arrangement and its structure	Performing a song with a complex structure in four parts Developing a song performance with awareness of audience	Learning a new song Understanding and using a song structure Applying singing techniques to improve performance	Developing accurate ensemble playing Controlling short, loud sounds on a variety of instruments	Rehearsing and improving an ensemble performance Preparing a performance with awareness of audience
Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Unit	World Unite					
Term 1	Exploring beat and syncopation through a song and body percussion	Developing co-ordination and rhythm skills Performing a rhythmic sequence to a piece of music	Developing the idea of pitch shape and relating it to movement Understanding pitch through movement and notation	Creating rhythm patterns Arranging different musical sections to build a larger scale performance	Exploring rhythm through dance Combining different rhythms	Exploring ways of combining and structuring rhythms through dance
Unit	Journeys					
Term 2	Singing a pop song with backing harmony Learning about a song's structure	Learning to sing major and minor note patterns accurately Learning a pop song with understanding of its structure	Developing a song cycle performance incorporating mixed media Developing planning, directing and rehearsal skills	Singing a pop song with backing harmony Learning about a song's structure	Learning to sing major and minor note patterns accurately Learning a pop song with understanding of its structure	Developing a song cycle performance incorporating mixed media Developing planning, directing and rehearsal skills
Unit	Growth					
Term 3	Feeling and moving to a three-beat pulse and revising rhythmic ostinato	Performing and improvising rhythmic and melodic ostinati	Singing in harmony Learning about chords	Performing music and dance	Revising, rehearsing and developing music for performance	Understanding the process of a musical performance
Unit	Roots					
Term 4	Singing a traditional Ghanaian song Devising rhythmical actions to music Developing a performance of a musical	Improvising descriptive music Singing a traditional children's game song from Ghana	Playing rhythm cycles Combining rhythm cycles in a percussion piece	Singing call and response songs in two groups Devising rhythmic movement Developing a descriptive composition	Planning and structuring pieces to make a finale Combining songs with rhythmic cycles	Developing and rehearsing for a performance Performing to an audience
Unit	Class Awards					
Term 5	Learning music for a special occasion	Composing programme music from a visual stimulus	Singing a verse and chorus song Writing new verses for a rap	Developing a song performance Performing together	Developing an extended performance Performing together	Developing a song arrangement Rehearsing for a performance Performing together with an awareness of audience
Unit	Moving On					

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<p>Term 6</p>	<p>Singing a song with expression and sustained notes</p> <p>Singing in two-part harmony</p>	<p>Singing a song with expression and sustained notes</p> <p>Performing complex song rhythms confidently</p>	<p>Identifying the structure of a piece of music</p> <p>Learning to play a melody with chordal accompaniment</p> <p>Experiencing the effect of harmony changing</p>	<p>Singing in two- or three part harmony</p>	<p>Playing instrumental parts to accompany a song</p> <p>Performing a song with complex structure</p>	<p>Listening to and understanding modulation in a musical bridge</p> <p>Preparing for a performance</p>
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