


Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater Depth (GDS)	National Curriculum	Cross Curricula links
 Keeping the pulse	Find the pulse	1	To demonstrate an understanding of pulse using parts of the body.	Pupils with secure understanding indicated by: clapping the rhythm of their name in time on their turn; swaying, nodding or tapping in time to show the pulse.	Pupils working at greater depth indicated by: verbalising how they move their body differently to show pulse and rhythm; speaking and moving to the pulse at the same time.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	English Spoken language Pupils should be taught to: Listen and respond appropriately to adults and their peers.
	Singing in a sound pattern	2	To keep a pulse and show a sound pattern using bodies and voices.	Pupils with secure understanding indicated by: keeping the pulse using their body; singing the rhythm while keeping the pulse; keeping the pulse without using their voice.	Pupils working at greater depth indicated by: moving their body and singing at the same time to show the two different elements accurately; responding to tempo changes.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Using a thinking voice	3	To explore using a thinking voice to show the pulse.	Pupils with secure understanding indicated by: saying their name in a rhythm in time with the pulse.	Pupils working at greater depth indicated by: pointing to the pulse correctly while saying a rhythm on top; using names of different lengths to create different rhythms while keeping the pulse silently.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Spoken language Pupils should be taught to: Listen and respond appropriately to adults and their peers.
	Reading sound patterns	4	To play short rhythms in time with the pulse.	Pupils with secure understanding indicated by: reading and copying rhythms based on word patterns using an instrument; keeping the pulse while playing a rhythm.	Pupils working at greater depth indicated by: making up rhythms without a verbal stimulus (i.e. not based on words); playing the rhythm while keeping the pulse.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Spoken language Pupils should be taught to: Listen and respond appropriately to adults and their peers.

	Practice makes perfect	5	To demonstrate an understanding of pulse through performance.	Pupils with secure understanding indicated by: showing the pulse with their body; using an instrument to copy a rhythm; keeping the pulse accurately without vocalising this; following instructions during a performance.	Pupils working at greater depth indicated by: making up rhythms without a verbal stimulus (i.e. not based on words); confidently demonstrating the difference between pulse and rhythm using an instrument.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Spoken language Pupils should be taught to: Listen and respond appropriately to adults and their peers.
Tempo (Snail and Mouse)	Snail and Mouse	1	To use voices and bodies expressively, while exploring tempo.	Pupils with secure understanding indicated by: demonstrating slow and fast with their bodies and voices.	Pupils working at greater depth indicated by: identifying other children who successfully show differences in speed using either bodies or voices.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	Physical Education Pupils should be taught to: Perform dances using simple movement patterns.
	Exploring rhyme with Snail and Mouse	2	To practice a rhyme using fast and slow beats on instruments.	Pupils with secure understanding indicated by: demonstrating fast and slow beats while saying a rhyme and using an instrument.	Pupils working at greater depth indicated by: leading a partner when saying "Ready, steady, off we go"; can identify when other children are demonstrating a fast or slow beat using an instrument.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Singing Snail and Mouse	3	To use voices to perform a song with a fast and slow beat.	Pupils with secure understanding indicated by: performing the song using a singing voice; using fast and slow beats.	Pupils working at greater depth indicated by: leading the paired activity by using non-verbal communication (eye contact, visibly keeping the beat with their voice and body).	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Performing Snail and Mouse	4	To use singing voices and an instrument to perform a song with a fast and slow beat.	Pupils with secure understanding indicated by: performing using a singing voice and with an instrument; demonstrating fast and slow beats.	Pupils working at greater depth indicated by: demonstrating fast and slow beats correctly, including at the end of a phrase with their voice, instrument and on the heart mat, without the support of the whole group.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	
	The Story of Snail and Mouse	5	To demonstrate fast and slow beats within the context of a story.	Pupils with secure understanding indicated by: demonstrating with a singing voice and instrument slow and fast beats in the appropriate place of a story.	Pupils working at greater depth indicated by: leading "Ready, steady, off we go," for the class at the correct speed, perform singing and playing without the support of the class.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	

Dynamics (Seaside)	Vocal and body sounds	1	To understand how music can be used to represent an environment.	Pupils with secure understanding indicated by: using appropriate movement to represent dynamics, articulating why they are moving in that way; being able to identify dynamics within the music and describe them using adjectives; being able to recreate sounds using voice or body and extend ideas by adding dynamics.	Pupils working at greater depth indicated by: being able to identify musical instruments/dimensions while listening to music.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	English Writing – vocabulary, grammar and punctuation Pupils should be taught to: Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].
	Embodying the seaside	2	To understand how music can represent changes in an environment.	Pupils with secure understanding indicated by: being able to identify sounds within the music and using appropriate movements to represent these; creating appropriate, original sounds with their voice and body.	Pupils working at greater depth indicated by: identifying musical instruments/dimensions; communicating with their partner.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	English Writing – vocabulary, grammar and punctuation Pupils should be taught to: Expanded noun phrases to describe and specify [for example, the blue butterfly].
	Musical treasure hunt	3	To explore using instruments, body and voice to create a seaside soundscape.	Pupils with secure understanding indicated by: creating loud and soft sounds using instruments; being able to justify instrument and sound choices; creating sounds with their voice and body.	Pupils working at greater depth indicated by: suggesting two or more instruments or vocal and body sounds to represent each seaside sound; thinking of different ways to play instruments to achieve the desired sound.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Spoken language Articulate and justify answers, arguments and opinions.
	Seaside story	4	To identify how dynamics can reflect environments.	Pupils with secure understanding indicated by: creating appropriate sounds on instruments and with voices; following instructions during their performance, playing both loud and quiet.	Pupils working at greater depth indicated by: controlling volume and tempo fully when playing their instruments; responding quickly to teacher's gestures.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	Seaside soundscape	5	To create and represent sounds using	Pupils with secure understanding indicated by: creating and playing their own score that showcases understanding by using dynamic symbols; creating more than one sound on their instrument and with their voice; performing a short musical pattern which demonstrates two different dynamics.	Pupils working at greater depth indicated by: creating and playing fluently from their own score; using more than one sound at a time.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	Sound patterns	Character voices	1	To explore and change dynamics using the voice.	Pupils with secure understanding indicated by: experimenting with sounds that can be made on one instrument; making changes to the dynamics (volume) of their voice to represent a character.	Pupils working at greater depth indicated by: explaining why they have chosen certain voices to represent each character.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

	Starting with instruments	2	To experiment with creating different sounds using a single instrument.	Pupils with secure understanding indicated by: responding to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story.	Pupils working at greater depth indicated by: suggesting more than one possible sound that could represent each part of the story; explaining why they chose a particular sound to represent that part of the story.	Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Reading – comprehension Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Sound patterns	3	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	Pupils with secure understanding indicated by: reading a simple rhythmic pattern comprising one beat and one rest; clapping or playing a rhythmic pattern along with spoken words; playing a rhythm on an instrument.	Pupils working at greater depth indicated by: playing more complex rhythms while keeping their spoken phrases in their heads; accurately keeping the beat while playing a rhythm; identifying a silent beat with their body (where the rhythm has finished).	Pupils should be taught to: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	Responding to music	4	To play sound patterns in time with the pulse using a visual stimulus.	Pupils with secure understanding indicated by: playing given sound patterns in time with the pulse.	Pupils working at greater depth indicated by: clapping and playing a variety of different rhythms while keeping the pulse.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Fairy tale performance	5	To show awareness of different roles when performing in a group performance.	Pupils with secure understanding indicated by: following instructions during a performance; joining in with repeated phrases using a character voice; using an instrument to play a rhythm; keeping the pulse with their body.	Pupils working at greater depth indicated by: showing greater independence and confidence in all elements of the final composition; experimenting with longer phrases to create a rhythm. showing greater independence and confidence in all elements of the final composition; experimenting with longer phrases to create a rhythm.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	English Reading – comprehension Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases.
Pitch (Theme Superheros)	Recognising sounds	1	To identify high- and low-pitched sounds	Pupils with secure understanding indicated by: identifying which notes are high and low; performing high and low notes.	Pupils working at greater depth indicated by: identifying and demonstrating subtle pitch differences (a few notes apart).	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	
	Pitch patterns	2	To explore pitch by creating two-pitch patterns.	Pupils with secure understanding indicated by: creating and performing a two-pitch pattern representing a superhero.	Pupils working at greater depth indicated by: creating a pattern using more than two pitches and playing or singing it.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and	

	Changing tempo	3	To demonstrate tempo changes.	Pupils with secure understanding indicated by: identifying changes in tempo and using varying tempos in their superhero patterns; creating and performing a three-note musical pattern that uses different pitches and represents a superhero.	Pupils working at greater depth indicated by: slowing down and speeding up their patterns; showing an understanding of how tempo can be used to convey action.	Pupils should be taught to: Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-	English Spoken language Pupils should be taught to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Superhero theme tune	4	To create a superhero theme tune with a variety in tempo and pitch.	Pupils with secure understanding indicated by: contributing ideas and cooperating within their group to create a piece that incorporates the discussed musical features; preparing and performing their piece, demonstrating an understanding of their chosen tempo and pitch.	Pupils working at greater depth indicated by: using more than three sounds within their composition; explaining the reasons behind their musical choices and how these choices enhance the superhero theme; leading their group through the composition and performance process.	Pupils should be taught to: Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-	English Spoken language Pupils should be taught to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Final Performance	5	To perform a piece of superhero music showing a change of pitch and tempo.	Pupils with secure understanding indicated by: participating in discussions about pitch and tempo and how these elements create a superhero theme; contributing ideas and cooperating within their group; offering feedback to groups on their performance; following instructions during a performance.	Pupils working at greater depth indicated by: explaining the reasons behind their musical choices; leading their group through the composition and performance process.	Pupils should be taught to: Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-	English Spoken language Pupils should be taught to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Musical Symbols (Theme Under the sea)	Showing tempo	1	To explore tempo changes through movement.	Pupils with secure understanding indicated by: moving and creating sounds to reflect a character; moving at a speed that reflects the tempo of the audio.	Pupils working at greater depth indicated by: explaining how they used tempo in the story; thinking of multiple ways to use their body to show different tempos.	Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Physical education Pupils should be taught to: Perform dances using simple movement patterns.
	Exploring dynamics	2	To explore how dynamics can be represented by different symbols.	Pupils with secure understanding indicated by: responding to dynamic changes without prompting.	Pupils working at greater depth indicated by: explaining how they used dynamics in the piece; making suggestions for creating dynamic contrast when using instruments.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
	Rhythm	3	To clap simple rhythmic patterns while keeping the pulse.	Pupils with secure understanding indicated by: demonstrating the sound pattern correctly to a pulse.	Pupils working at greater depth indicated by: demonstrating the sound pattern correctly, with their voice and body, using the backing track without the support of the whole group.	Pupils should be taught to: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-	
	Using pitch	4	To interpret symbols to demonstrate a pitch pattern.	Pupils with secure understanding indicated by: singing, showing and playing high and low sounds; reading high and low symbols correctly.	Pupils working at greater depth indicated by: explaining how pitch was used within their pair's performances.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
	Under the sea performance	5	To perform as part of a group to demonstrate dynamics, pitch and rhythm.	Pupils with secure understanding indicated by: demonstrating an awareness of pitch, rhythm and dynamics within the performance and recognising the symbols representing these.	Pupils working at greater depth indicated by: leading others; performing another version of their music at a faster tempo.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.	English Reading – comprehension Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known.