

Unit 	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater Depth (GDS)	National Curriculum	Cross Curricula links
Call and Response- Theme animals	<a href="#">Animal sounds</a>	1	To create short sounds with varied dynamics that represent an animal.	<b>Pupils with secure understanding indicated by:</b> using dynamics in their piece; playing in time with a group; experimenting with different sounds on the same instrument.	<b>Pupils working at greater depth indicated by:</b> appraising someone else's work using the vocabulary 'dynamics'; leading the group with ideas or leading during the performance.	Pupils should be taught to: Play tuned and untuned instruments musically.	<b>English Spoken language</b> Pupils should be taught to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	<a href="#">Sound pattern safari</a>	2	To copy a short sound pattern.	<b>Pupils with secure understanding indicated by:</b> clapping the animal sound patterns mostly accurately; clapping the sound patterns in time with the pulse of the backing track.	<b>Pupils working at greater depth indicated by:</b> clapping the animal sound patterns independently in time with the drumming backing track; being able to repeat the same sound pattern, maintaining a consistent tempo; suggesting a different sound pattern that represents an animal.	Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Science Living things and their habitats</b> Pupils should be taught to: Identify and name a variety of plants and animals in their habitats, including microhabitats.
	<a href="#">Call and response</a>	3	To explore call and response using instruments.	<b>Pupils with secure understanding indicated by:</b> demonstrating both a call and response; copying a sound pattern using an instrument.	<b>Pupils working at greater depth indicated by:</b> demonstrating a different call and response; devising another animal to represent with a call and response pattern; changing the volume during the call and response.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
	<a href="#">Instrumental response</a>	4	To create sound patterns based on call and response.	<b>Pupils with secure understanding indicated by:</b> playing either a call and/or response role in time with another pupil.	<b>Pupils working at greater depth indicated by:</b> experimenting with different rhythmic structures when creating their own call and response.	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.	
	<a href="#">Dynamics performance</a>	5	To perform different sound patterns with contrasting dynamics.	<b>Pupils with secure understanding indicated by:</b> performing their composition, staying in time with their group and showing a change in dynamics.	<b>Pupils working at greater depth indicated by:</b> performing their piece with confidence with a variety of dynamics changes; leading their group.	Pupils should be taught to: Play tuned and untuned instruments musically.	<b>English Spoken Language</b> Participate in discussions, presentations, performances, role play, improvisations and debates.
Instruments- Theme Musical Storytelling	<a href="#">Listening for dynamics and tempo</a>	1	To explore listening and analysing a piece of music in relation to a story.	<b>Pupils with secure understanding indicated by:</b> being able to identify sections of the music where the tempo changes and correctly describe these sections as fast or slow; being able to point out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story (e.g. "The music was fast when Goldilocks was running").	<b>Pupils working at greater depth indicated by:</b> providing comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	<b>English Reading – comprehension</b> Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	<a href="#">Sound effects and dynamics</a>	2	To explore how music and sound effects can tell a story.	<b>Pupils with secure understanding indicated by:</b> providing clear and specific examples of how music supports the story; describing how the music changes in volume.	<b>Pupils working at greater depth indicated by:</b> explaining the effect of the changing dynamics and tempo to describe changes in the story.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	<b>English Reading – comprehension</b> Pupils should be taught to: Make inferences based on what is being said and done.
	<a href="#">Creating a soundscape</a>	3	To select appropriate sounds to match events, characters and feelings in a story.	<b>Pupils with secure understanding indicated by:</b> justifying tempo and dynamic choices made to represent a character, event or feeling.	<b>Pupils working at greater depth indicated by:</b> creating a piece of music with some appropriate tempo and dynamic changes to show events and feelings of a character.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.	<b>English Reading – comprehension</b> Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	<a href="#">Using sound to represent events</a>	4	To suggest appropriate sounds to represent parts of a story.	<b>Pupils with secure understanding indicated by:</b> suggesting appropriate musical dynamics and tempo changes for different scenes of the story.	<b>Pupils working at greater depth indicated by:</b> identifying the characters' emotions and matching them to dynamics, verbally justifying their choices.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.	<b>English Reading – comprehension</b> Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	<a href="#">Musical Story performance</a>	5	To perform a composition showing changes in tempo and dynamics.	<b>Pupils with secure understanding indicated by:</b> working as part of a group to rehearse their performance; performing confidently using appropriate instrumental sounds; playing their part at appropriate tempo and dynamics.	<b>Pupils working at greater depth indicated by:</b> taking an active leadership role in their group's rehearsals and performance; creating additional musical details for their performance.	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 interrelated dimensions of music.	

Singing- Theme On this Island	Seaside sounds	1	To learn to sing a British folk song.	<b>Pupils with secure understanding indicated by:</b> breathing at appropriate times when singing; singing the song from memory; beginning to demonstrate pitch when singing.	<b>Pupils working at greater depth indicated by:</b> using the word pitch to identify the high and low sounds when singing; singing lyrics confidently and in 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.	<b>Geography</b> <b>Locational knowledge</b> Pupils should be taught to: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
	Countryside sounds	2	To practise and perform a song relating to the countryside.	<b>Pupils with secure understanding indicated by:</b> singing the song from memory; breathing after each phrase in the song while singing; using different pitches while singing (high and low notes).	<b>Pupils working at greater depth indicated by:</b> singing accurately and confidently; effectively incorporating musical vocabulary in discussions about the piece.	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.	
	City sounds	3	To practise and perform a song relating to the city.	<b>Pupils with secure understanding indicated by:</b> singing 'London Bridge is falling down' accurately; performing actions that match lyrics; taking a breath at appropriate times during singing.	<b>Pupils working at greater depth indicated by:</b> creating multiple actions that would fit the lyrics of the song and performing them accurately on the beat; being able to verbally identify high and low parts of the song.	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.	<b>Geography</b> <b>Locational knowledge</b> Pupils should be taught to: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>Human and physical geography</b> Pupils should be taught to: Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
	Structured soundscape	4	To create symbols to represent sounds.	<b>Pupils with secure understanding are indicated by:</b> collaborating and communicating in their group; using sounds creatively to represent their chosen environment; applying pitch and dynamics to enhance their composition.	<b>Pupils working at greater depth indicated by:</b> composing and performing a piece with a clear structure, creating multiple sounds and symbols that obviously represent the chosen sound; using musical vocabulary for in-depth discussion of compositions; guiding their group's creative process.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	Performing a composition	5	To develop and perform a musical composition.	<b>Pupils with secure understanding indicated by:</b> recalling and singing the folk songs; performing a composition; taking breaths at appropriate times when singing; reading notation from left to right.	<b>Pupils working at greater depth indicated by:</b> demonstrating an ability to perform vocal and body percussion sounds considering transitions; taking on leadership roles within their group; providing detailed, constructive feedback using musical vocabulary.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
Contrasting dynamics- Theme Space	Vocal soundscape	1	To create a simple soundscape using dynamic changes.	<b>Pupils with secure understanding indicated by:</b> using their voice to create a variety of sounds; using dynamics to create atmosphere; collaborating with peers to contribute to the group's soundscape.	<b>Pupils working at greater depth indicated by:</b> suggesting dynamics, tempo changes or unusual sounds created by their voices to include in the soundscape.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
	Creatively responding to music	2	To listen to music and respond creatively, considering how dynamics can be represented.	<b>Pupils with secure understanding indicated by:</b> correctly identifying changes in dynamics; showing changes in dynamics using bodies and vocals.	<b>Pupils working at greater depth indicated by:</b> explaining similarities and differences between two pieces of music using the vocabulary 'dynamics'; showing understanding of a range of dynamics, not just the extremes within the music.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Comparing music	3	To compare two pieces of music.	<b>Pupils with secure understanding indicated by:</b> comparing both pieces of music using some musical vocabulary to describe the changes in dynamics; translating their interpretation of the music into visual form.	<b>Pupils working at greater depth indicated by:</b> using musical vocabulary to justify their description of the mood of each piece; exploring how changes in dynamics can elicit different emotional responses.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Pitch patterns	4	To create a short pitch pattern to represent a planet.	<b>Pupils with secure understanding indicated by:</b> identifying and discussing patterns in different pieces of music; successfully creating and playing a pattern, notating it.	<b>Pupils working at greater depth indicated by:</b> creating and playing an original pattern and explaining how it represents Planet X.	Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically.	
	Creating and performing a musical structure	5	To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	<b>Pupils with secure understanding indicated by:</b> creating and playing a simple pitch pattern accurately.	<b>Pupils working at greater depth indicated by:</b> writing and playing their pitch pattern accurately, changing tempo and dynamics to enhance their performance.	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music. Play tuned and untuned instruments musically.	<b>English</b> <b>Spoken language</b> Pupils should be taught to: Participate in discussions, presentations, performances, role play, improvisations and debates.

Structure- Theme Myths and Legends	<a href="#">Reading and clapping rhythms</a>	1	To read and clap a rhythm based on a phrase from a story.	<b>Pupils with secure understanding indicated by:</b> reading simple rhythms and clapping one-beat notes; showing an understanding of rest beats using their body.	<b>Pupils working at greater depth indicated by:</b> showing rest beats in different ways (using different body parts); using their thinking voice.	Pupils should be taught to:  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. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b>English Reading – comprehension</b> Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	<a href="#">Clapping and writing rhythms</a>	2	To hear, write and clap rhythms based on a phrase from a story.	<b>Pupils with secure understanding indicated by:</b> recognising and writing one-beat notes; recognising and demonstrating paired half beats; showing a rest beat using a silent movement.	<b>Pupils working at greater depth indicated by:</b> confidently writing single and paired half beats to show rhythm.	Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<a href="#">Structured soundscape</a>	3	To use a rhythm in different ways to demonstrate structure.	<b>Pupils with secure understanding indicated by:</b> reading and playing rhythms using one beats and paired half beats; showing a rest using their body; following a structure to play a piece of music.	<b>Pupils working at greater depth indicated by:</b> following a structure to play a piece of music using vocals and instruments; increasing the tempo of a piece of music while correctly following the structure.	Pupils should be taught to:  Listen with concentration and understanding to a range of high-quality live and recorded music. 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.	
	<a href="#">Compose with structure</a>	4	To create a structure using rhythmic patterns.	<b>Pupils with secure understanding indicated by:</b> following the given structure for their composition; adding rhythms to a structure to create a beginning, middle and end.	<b>Pupils working at greater depth indicated by:</b> justifying the order of their rhythms and explaining why they chose a particular structure; confidently reading, clapping and playing rhythms using one beat and paired half beats, as well as one beat rests.	Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	British values  Mutual respect.
	<a href="#">Rehearse and perform</a>	5	To perform a group composition.	<b>Pupils with secure understanding indicated by:</b> working well as part of a group, listening to others and respecting their ideas; reading and following a given structure from left to right; maintaining a steady beat; using a thinking voice when needed; clapping and playing rests and beats correctly.	<b>Pupils working at greater depth indicated by:</b> confidently identifying when a new section of music has started; providing feedback to their group to improve the performance.	Pupils should be taught to:  Play tuned and untuned instruments musically.	<b>English Spoken language</b> Pupils should be taught to: Participate in discussions, presentations, performances, role play, improvisations and debates.
Pitch- Theme Musical mel	<a href="#">Exploring pitch patterns</a>	1	To understand and practice reading different symbols to show pitch.	<b>Pupils with secure understanding indicated by:</b> moving eyes from left to right to read pitch patterns; singing and showing high and low notes; playing a pattern of high and low notes on an instrument.	<b>Pupils working at greater depth indicated by:</b> identifying subtle pitch differences (a few notes apart); being able to reflect this using their hand by returning to the same place for each of the five notes.	Pupils should be taught to:  Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
	<a href="#">Singing pitch patterns</a>	2	To sing and draw pitch patterns.	<b>Pupils with secure understanding indicated by:</b> reading notation from left to right; singing high and low sounds; drawing high and low sounds with dots at the top and bottom on their whiteboard, respectively.	<b>Pupils working at greater depth indicated by:</b> describing the pitch patterns using the terms getting higher and getting lower; noticing that each phrase has notes that are close together.	Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	
	<a href="#">Introducing notation</a>	3	To read and understand the notation for the song 'Once a Man Fell in a Well.'	<b>Pupils with secure understanding indicated by:</b> singing and reading notation; singing a range of notes to show high to low and the steps in between; recognising when notes stay the same.	<b>Pupils working at greater depth indicated by:</b> describing when a pattern of notes gets higher or lower.	Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
	<a href="#">Instrumental pitch practice</a>	4	To use a tuned percussion instrument to play a song.	<b>Pupils with secure understanding indicated by:</b> playing a pitch pattern using letter notation in the right order; reading notation from left to right.	<b>Pupils working at greater depth indicated by:</b> sharing how they would produce high and low sounds on their own instrument; playing the different patterns with the glockenspiel horizontally.	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 interrelated dimensions of music.	

	<a href="#">Writing musical notation</a>	5	<p>To complete the notation for a short song using a three-line stave.</p>	<p><b>Pupils with secure understanding indicated by:</b> recognising missing notes on a stave; drawing notes on a stave; reading and playing notes from a stave.</p>	<p><b>Pupils working at greater depth indicated by:</b> being able to accurately draw all the notes from a given song on a stave.</p>	<p>Pupils should be taught to:</p> <p>Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b>English</b> <b>Spoken language</b></p> <p>Pupils should be taught to:</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
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