Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater Depth (GDS)	National Curriculum	Cross Curricula links
Ballads	What is a Ballad?	1	To use musical vocabulary to explain the stylistic features of a ballad.	**Pupils with secure understanding indicated by:** identifying the key features of a ballad and performing one using actions.	**Pupils working at greater depth indicated by:** explaining how the features of a ballad convey a message and performing a ballad with appropriate feeling.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Performing a ballad	2	To explore how actions can impact performance.	**Pupils with secure understanding indicated by:** singing in time and in tune with the song as well as incorporating actions.	**Pupils working at greater depth indicated by:** singing with expression, conveying the meaning of the song as well as adding appropriate actions to help tell the story.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	The Story behind the song	3	To plan a musical structure inspired by a story.	**Pupils with secure understanding indicated by:** retelling a summary of the story of the animation and understanding a key feature of a ballad.	**Pupils working at greater depth indicated by:** writing descriptive sentences in rhyming pairs and understanding how a ballad should sound.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	
	Writing lyrics	4	To create lyrics that match a melody.	**Pupils with secure understanding indicated by:** writing a verse with rhyming words which tell part of a story.	**Pupils working at greater depth indicated by:** writing a rhyming verse with a clear storyline running through it.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
	Singing my ballad	5	To show awareness of style, structure and features to perform a ballad.	**Pupils with secure understanding indicated by:** performing the lyrics fluently and with actions.	**Pupils working at greater depth indicated by:** performing solo nonsense sections and using expression when reading their lyrics.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	
Creating compositions in response to an animation (Theme: Mountains)	Telling stories through music	1	To tell a story from a piece of music through movement.	**Pupils with secure understanding indicated by:** being able to verbalise how the music makes them feel and creating actions or movements appropriate to each section. being able to verbalise how the music makes them feel and creating actions or movements appropriate to each section.	**Pupils working at greater depth indicated by:** using the dynamics, layers or timbre of the music to influence their acting or movement.	Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	**English** **Spoken language** Pupils should be taught to: Participate in discussions, presentations, performances, role play, improvisations and debates.
	Creating a soundscape	2	To create a soundscape using percussion instruments.	**Pupils with secure understanding indicated by:** playing in time and being aware of other pupils' parts.	**Pupils working at greater depth indicated by:** leading their group and considering more aspects of the performance, including dynamics.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	English **Writing – composition** Pupils should be taught to: Draft and write in narratives, creating settings, characters and plot.

	Story sound effects	3	To create a range of sounds to accompany a story.	**Pupils with secure understanding indicated by:** playing their part appropriately and at the right time, taking note of others in the group.	**Pupils working at greater depth indicated by:** using rhythmic ideas within their part without being prompted.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	**English** **Writing – composition** Pupils should be taught to: Draft and write in narratives, creating settings, characters and plot.
	Adding rhythm	4	To compose and perform a rhythm to accompany a story.	**Pupils with secure understanding indicated by:** playing their rhythm in time, giving some thought to dynamics and the others in their group.	**Pupils working at greater depth indicated by:** playing their rhythm in time confidently with correct dynamics, leading the group to ensure everyone plays in time.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	
	Musical mountain	5	To compose and notate a short melody to accompany a story.	**Pupils with secure understanding indicated by:** playing melodies and rhythms which represent the section of animation they are accompanying.	**Pupils working at greater depth indicated by:** playing their rhythms and melodies with appropriate dynamics and leading the group to ensure that everyone plays in time.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	**English** **Writing – composition** Pupils should be taught to: Draft and write in narratives, creating settings, characters and plot.
Developing singing technique (Theme: the Vikings)	Here come the Vikings!	1	To sing in time with others.	**Pupils with secure understanding indicated by:** moving and singing as a team; following the tune and lyrics on the screen; making suggestions for improving their performance.	**Pupils working at greater depth indicated by:** using musical vocabulary accurately to describe the music of the song; using musical vocabulary accurately to describe the features of the performance that need improving.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.	**History** Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
	Sing like a Viking	2	To sing in time with others.	**Pupils with secure understanding indicated by:** suggesting improvements to work; singing and moving mostly in time and in tune.	**Pupils working at greater depth indicated by:** suggesting improvements to work using musical vocabulary; consistently singing and moving in time and in tune.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**History** Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
	Viking notation	3	To recognise simple rhythmic notation by ear and by sight.	**Pupils with secure understanding indicated by:** recognising minims, crotchets and quavers, often by ear and reliably by sight.	**Pupils working at greater depth indicated by:** recognising minims, crotchets and quavers reliably by ear and by sight; noticing the different types of rhythms within the song (dotted quavers).	Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	
	Viking battle song	4	To use simple rhythmic notation to compose a Viking battle song.	**Pupils with secure understanding indicated by:** performing rhythms accurately from notation; layering them to create a composition and adding appropriate sound effects with untuned percussion.	**Pupils working at greater depth indicated by:** performing more complex rhythms accurately from notation; creating their own rhythms, layering them to create a composition and adding a wide range of appropriate sound effects with untuned percussion and/or their own instruments.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	
	Perform like a Viking	5	To perform music with confidence and discipline.	**Pupils with secure understanding indicated by:** joining in with the performances confidently and reasonably in time and tune.	**Pupils working at greater depth indicated by:** joining in with the performances confidently with a high level of accuracy in terms of timing and tuning.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
Pentatonic melodies and composition (Theme: Chinese New Year)	Dragon dance	1	To learn about the music used to celebrate the Chinese New Year festival.	**Pupils with secure understanding indicated by:** matching their movements to the music; describing why they made their movement choices.	**Pupils working at greater depth indicated by:** using musical terminology to describe their movement choices.	Pupils should be taught to: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	**Physical education** Pupils should be taught to: Perform dances using a range of movement patterns.

	Pentatonic scale	2	To play a pentatonic melody on a tuned percussion instrument.	**Pupils with secure understanding indicated by:** accurately playing a pentatonic melody.	**Pupils working at greater depth indicated by:** playing several pentatonic melodies accurately, fluently, and with technical control and expression.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Letter notation	3	To write and perform a pentatonic melody.	**Pupils with secure understanding indicated by:** accurately notating (with letters) and playing a pentatonic melody.	**Pupils working at greater depth indicated by:** notating and playing a pentatonic melody accurately, fluently, and with technical control and expression; playing someone else's melody at sight with minimal hesitation.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
	Enter the dragon	4	To perform a group composition.	**Pupils with secure understanding indicated by:** playing their part in the composition confidently and in time with other group members.	**Pupils working at greater depth indicated by:** playing their piece accurately, fluently, and with technical control and expression.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	**English** **Reading – comprehension** Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Final performance	5	To perform a piece of music as a group.	**Pupils with secure understanding indicated by:** working as a group to perform a piece of music; playing their instruments accurately and with control.	**Pupils working at greater depth indicated by:** taking a lead role in a group to perform a piece of music; showing understanding of layered melodies.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	**Physical Education** Pupils should be taught to: Perform dances using a range of movement patterns. See National curriculum - Physical education - Key stages 1 and 2. **British values** Mutual respect.
Jazz	Ragtime	1	To sing and clap a syncopated rhythm for a ragtime-style song.	**Pupils with secure understanding indicated by:** explaining what ragtime is; playing on the off-beat and singing a syncopated rhythm.	**Pupils working at greater depth indicated by:** clapping and singing a syncopated rhythm to emphasise the off-beat; tapping their feet to keep in time.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.	**Geography** **Place knowledge** Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
	Traditional jazz	2	To improvise a call and response.	**Pupils with secure understanding indicated by:** playing a call and then improvising a response.	**Pupils working at greater depth indicated by:** composing and playing a call and response performance in time with the music and being adventurous with their response composition.	Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	

	Scat singing	3	To be able to scat sing using the call and response format.	**Pupils with secure understanding indicated by:** improvising or composing a scat singing performance with sounds and words.	**Pupils working at greater depth indicated by:** composing a call and response with a clear rhythm and creating a range of vocal sounds to imitate instruments.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Jazz motifs	4	To create a jazz motif.	**Pupils with secure understanding indicated by:** composing and playing a jazz motif fluently, using swung quavers.	**Pupils working at greater depth indicated by:** composing and playing a jazz motif with a swung rhythm, adapting as a necessary and possibly adding some scat singing as they play.	Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	
	Swung rhythms	5	To adapt a familiar tune using jazz rhythms.	**Pupils with secure understanding indicated by:** playing a swung rhythm using a tuned percussion instrument.	**Pupils working at greater depth indicated by:** confidently playing a swung rhythm of a familiar tune, adapting as necessary.	Music Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	
Traditional instruments and improvisation (Theme: India)	Introducing traditional Indian music and instruments	1	To form an opinion of Indian music.	**Pupils with secure understanding indicated by:** verbalising how they feel about the music and being able to identify what it is they like or dislike.	**Pupils working at greater depth indicated by:** using the vocabulary (dynamics, layers or timbre) to support their opinion.	Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	**Geography** **Locational knowledge** Pupils should be taught to: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
	Indian music: Playing a rag	2	To be able to improvise using given notes.	**Pupils with secure understanding indicated by:** reading musical notation and playing the correct notes of the rag – usually in an up and down pattern.	**Pupils working at greater depth indicated by:** showing more originality with their improvised pieces; for example, using the notes more than once and out of order.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand stave and other musical notations.	
	Indian music: Adding a drone	3	To be able to improvise using given notes.	**Pupils with secure understanding indicated by:** using the correct notes of the rag, playing alongside a drone.	**Pupils working at greater depth indicated by:** showing more originality with experimenting with the rag; playing in time with the drone.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand stave and other musical notations.	

	Indian music: Introducing the tal	4	To create a piece of music using a drone, rag and tal.	**Pupils with secure understanding indicated by:** being able to use the correct notes of the rag, playing alongside a tal or being able to play the tal in time with a drone being played.	**Pupils working at greater depth indicated by:** showing some thought in their performance; for example, listening to the other person playing and trying to play with them rather than alongside them; having a clear start and stop.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand stave and other musical notations	
	Indian music: Performing Anile vaa	5	To perform a piece of music using musical notation.	**Pupils with secure understanding indicated by:** singing and playing in time with each other with some degree of accuracy and awareness of each other's parts; reading musical notation.	**Pupils working at greater depth indicated by:** performing with confidence and accuracy; leading the group to make sure everyone plays in time.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	