


| Unit  | Lesson name | Lesson No. | Learning objective | Expected Standard (EXS) | Greater Depth (GDS) | National Curriculum | Cross Curricula links |
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| Body and tuned percussion (Theme: Rainforests) | Pitter Patter Raindrops | 1 | To identify structure and texture in music. | Pupils with secure understanding indicated by: being able to identify the structure of the piece and having an idea as to when there was one layer and when there were two. | Pupils working at greater depth indicated by: being able to identify how many layers were in each short section and what was happening accurately. | Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. 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. | |
| | Rainforest Body Percussion | 2 | To use body percussion. | Pupils with secure understanding indicated by: playing the sequence in the correct order in time with their partner. | Pupils working at greater depth indicated by: creating a challenging and original sequence using the stamp and playing at a faster tempo. | 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. | |
| | The Rhythm of the Forest Floor | 3 | To create musical rhythms using body percussion. | Pupils with secure understanding indicated by: having two contrasting rhythms being played together. | Pupils working at greater depth indicated by: playing contrasting rhythms in time with each other with some attention to each other's performances. | 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. | |
| | The loopy rainforest | 4 | To create simple tunes. | Pupils with secure understanding indicated by: having two different melodies. | Pupils working at greater depth indicated by: having two melodies which sound musically nice together. | 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 staff and other musical notations. | |
| | Sounds of the rainforest | 5 | To build and improve a composition. | Pupils with secure understanding indicated by: having a completed piece of music with four different layers with an appropriate structure. | Pupils working at greater depth indicated by: interesting structure and texture and use of 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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. | |
| Rock and Roll | Hand Jive | 1 | To understand the history of rock and roll music. | Pupils with secure understanding indicated by: performing the hand jive hand actions in sequence and in time with the music. | Pupils working at greater depth indicated by: completing the stepping actions in time to the hand jive music. | Pupils should be taught to: Develop an understanding of the history 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. | |

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| | Rock Around the clock | 2 | To be able to perform with a sense of style. | Pupils with secure understanding indicated by: singing in tune and performing their actions in time. | Pupils working at greater depth indicated by: leading their group in rehearsal 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. | |
| | Walking base line | 3 | To play a walking bass line on tuned percussion. | Pupils with secure understanding indicated by: playing the notes of the walking bass in the correct sequence. | Pupils working at greater depth indicated by: playing the notes of the walking bass in time with the music. | 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. | |
| | Performing the bass | 4 | To be able to play a rock and roll bass line. | Pupils with secure understanding indicated by: playing the notes of the walking bass in the correct sequence. | Pupils working at greater depth indicated by: playing the notes of the walking bass in time. | Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | |
| | Rock and Roll performance | 5 | To be able to play a rock and roll piece of music. | Pupils with secure understanding indicated by: independently playing their part with some awareness of the other performers. | Pupils working at greater depth indicated by: playing their part in time, with accuracy. | Pupils should be taught to: Use and understand staff and other musical notations. 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. | |
| Changes in pitch, tempo & dynamics | The Singing River | 1 | To sing in two parts using expression and dynamics. | Pupils with secure understanding indicated by: singing in tune with developing breath control and in harmony with others when singing as a round. | Pupils working at greater depth indicated by: singing as a round with confidence and accuracy; singing with developing breath control and vocal focus. | 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. | Geography Human and physical geography Pupils should be taught to: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| | The Listening River | 2 | To recognise key elements of music. | Pupils with secure understanding indicated by: explaining how the music makes them feel with some use of musical terminology. | Pupils working at greater depth indicated by: using a range of musical terminology accurately to describe and explain what they can hear and how it makes them feel. | 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. | |
| | The Repeating River | 3 | To perform a vocal ostinato. | Pupils with secure understanding indicated by: explaining what an ostinato is; performing a vocal ostinato in time; listening to other members of their group as they perform. | Pupils working at greater depth indicated by: directing their group, helping to keep everyone in time; offering suggestions to improve their work; suggesting different ways of ending their ostinato. | Music 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. | |
| | The percussive river | 4 | To create and perform an ostinato. | Pupils with secure understanding indicated by: creating an ostinato and representing it on paper so that they can remember it. | Pupils working at greater depth indicated by: creating an ostinato which clearly depicts the section of the river they were focusing on and recording it using musical notation. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated 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. | |

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| | The performing river | 5 | To improve and perform a piece of music based around ostinatos. | Pupils with secure understanding indicated by: creating and performing a piece with a variety of ostinati. | Pupils working at greater depth indicated by: performing their work with relevant dynamics and tempo to depict the main sections of the river. | Pupils should be taught to: Use and understand staff and other musical notations. | |
| Haiku, music and performance | Describing blossom | 1 | To describe the Hanami festival using suitable words and sounds. | Pupils with secure understanding indicated by: suggesting suitable vocabulary and sounds. | Pupils working at greater depth indicated by: suggesting a variety of sounds; changing their responses depending on the season. | 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. | |
| | Sounds of blossom | 2 | To represent a blossom tree using sounds. | Pupils with secure understanding indicated by: making several suggestions for different sound and to select instruments and sounds which clearly matched their vocabulary. | Pupils working at greater depth indicated by: making several suggestions for different sound and word combinations; using relevant musical vocabulary. | 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. 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 interrelated dimensions of music. | |
| | Blossom Haiku | 3 | To identify different musical features using descriptive vocabulary. | Pupils with secure understanding indicated by: being able to recognise, name and describe the effect of the interrelated dimensions of music. | Pupils working at greater depth indicated by: applying their knowledge to a different context, suggesting instruments to represent their words. | 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. | English Writing – composition Pupils should be taught to: Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary. |
| | Haiku Melodies | 4 | To work as a group to create a piece of music celebrating the Hanami festival. | Pupils with secure understanding indicated by: being able to work as a group to create a piece of music; choose appropriate dynamics and pitch for their melody. | Pupils working at greater depth indicated by: leading their group when creating and performing a piece of music; playing their instrument accurately while keeping everyone in time; suggesting more complex melodies or sound effects. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated 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. | |
| | Haiku performance | 5 | To perform a piece of music to celebrate Hanami. | Pupils with secure understanding indicated by: being able to work as a group to perform a piece of music. | Pupils working at greater depth indicated by: taking a lead role in their group to perform a piece of music. | 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. | |
| Samba and carnival sounds and instruments (Theme South America) | Introduction to Samba | 1 | To recognise and identify the main features of samba music. | Pupils with secure understanding indicated by: explaining what samba music is; identifying samba music consists mostly of percussion instruments; recognising samba music is used to celebrate festivals, such as the Rio Carnival and Notting Hill Carnival. | Pupils working at greater depth indicated by: identifying that samba music is loud, fairly fast, percussive, with many parts and a complex texture. | Pupils should be taught to: Listen with attention to 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. | |

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| | Pulse and Rhythm | 2 | To understand and play syncopated rhythms. | Pupils with secure understanding indicated by: being able to clap on the off beat (the and of each beat) and being able to play a syncopated rhythm. | Pupils working at greater depth indicated by: keeping in time with others and keeping a steady pulse while playing a syncopated rhythm. | 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. 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 interrelated dimensions of music. | |
| | Samba Rhythms | 3 | To play syncopated rhythms as part of a group. | Pupils with secure understanding indicated by: playing their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). | Pupils working at greater depth indicated by: playing their rhythm independently in time with the pulse, identifying errors in their own performance and trying to self-correct. | 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 interrelated dimensions of music. | |
| | Composing a break | 4 | To compose a basic rhythmic break. | Pupils with secure understanding indicated by: playing their break in time with the rest of their group and playing in the correct place in the piece. | Pupils working at greater depth indicated by: leading and guiding the composition of the break. | 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. 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 interrelated dimensions of music. | |
| | Samba Performance | 5 | To perform rhythmic breaks within a samba piece. | Pupils with secure understanding indicated by: playing in time and with confidence; accurately playing their break. | Pupils working at greater depth indicated by: leading their section when performing their break; self correcting if they are playing out of time. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated 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. | |
| Adapting and transposing motifs | Here come the Romans | 1 | To sing in tune and in time. | Pupils with secure understanding indicated by: learning a new song, singing in time and in tune while following the lyrics. | Pupils working at greater depth indicated by: quickly picking up the tune and remembering the lyrics; using musical vocabulary to describe both the music of the song and 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 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 Roman Empire and its impact on Britain. |

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| | Musical Motifs | 2 | To understand what a musical motif is. | Pupils with secure understanding indicated by: identifying motifs aurally and playing a repeated pattern on a tuned instrument. | Pupils working at greater depth indicated by: identifying and articulating the development of motifs in a piece of music; playing the motifs accurately by sight. | Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices (and playing 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. | |
| | Motifs and Mosaics | 3 | To compose and notate a motif. | Pupils with secure understanding indicated by: creating and performing a motif, notating it with reasonable accuracy. | Pupils working at greater depth indicated by: writing their motif down using staff notation and, if they have one, playing their motif on their own instrument. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated dimensions of music. Understand and use staff and other musical notations. | |
| | Motif development | 4 | To develop and transpose a musical motif. | Pupils with secure understanding indicated by: transposing their motif, using sharp or flat notes where necessary and changing the rhythm. | Pupils working at greater depth indicated by: reversing the rhythm in their motif, as well as transposing it using sharp and flat notes. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated dimensions of music. Understand and use staff and other musical notations. | |
| | Combine and Perform | 5 | To combine and perform different versions of a musical motif. | Pupils with secure understanding indicated by: combining different versions of a musical motif and performing as a group using musical notation. | Pupils working at greater depth indicated by: combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other. | Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated dimensions of music. Understand and use staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | |