Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater Depth (GDS)	National Curriculum	Cross Curricula links
Composition notation (Theme: Ancient Egypt)	Here come the Egyptians	1	To sing with accuracy, fluency, control and expression.	**Pupils with secure understanding indicated by:** singing in time and in tune with other people and the backing track, remembering the lyrics.	**Pupils working at greater depth indicated by:** 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.	**History** Pupils should be taught about: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
	Hieroglyphic score	2	To explore and use different forms of notation.	**Pupils with secure understanding indicated by:** identifying the structure of a piece of music and matching this to non-standard notation; improvising their own piece of music.	**Pupils working at greater depth indicated by:** improvising a satisfying piece of music using non-standard notation, which can easily be interpreted by others; using music staves to notate their compositions.	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.	
	Play like an Egyptian	3	To understand note length.	**Pupils with secure understanding indicated by:** playing the melody with reasonable accuracy, performing with confidence and in time with others.	**Pupils working at greater depth indicated by:** playing the melody with a high level of accuracy, adjusting the balance and timing of their part in the final performance, as well as identifying different note lengths and names.	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 musical instruments with increasing accuracy, fluency, control and expression.	
	Pitch Pyramids	4	To read simple pitch notation.	**Pupils with secure understanding indicated by:** composing and playing a melody using stave notation.	**Pupils working at greater depth indicated by:** using stave notation to compose a melody and rhythm as well as quickly and accurately reading stave notation to play confidently from it.	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 interrelated dimensions of music.	
	Egyptian Farewell	5	To use hieroglyphs and stave notation to write a piece of music.	**Pupils with secure understanding indicated by:** contributing meaningfully to the group performance and composition, including using hieroglyphic notation to show the structure of their piece.	**Pupils working at greater depth indicated by:** taking a leadership role within the group and ensuring everyone plays in time; using stave notation accurately to record the composition.	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 interrelated dimensions of music.	
Blues	History of the blues	1	To know some features of blues music.	**Pupils with secure understanding indicated by:** singing in tune, using vocal expression to convey meaning and naming three key features of blues music.	**Pupils working at greater depth indicated by:** singing bent notes with expression.	Pupils should be taught to: Learn to sing and to use their voices, to create and compose music on their own and with others. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.	
	Playing the chord	2	To play the first line of the 12-bar blues.	**Pupils with secure understanding indicated by:** explaining what a chord is and playing the chord of C sixteen times.	**Pupils working at greater depth indicated by:** playing in time with the backing track and having a go at playing quavers for the chords.	Pupils should be taught to: Use and understand staff and other musical notations. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
	The 12-bar blues	3	To be able to play the 12-bar blues.	**Pupils with secure understanding indicated by:** playing the 12-bar blues correctly.	**Pupils working at greater depth indicated by:** playing the 12-bar blues in time with the backing.	Pupils should be taught to: Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	

	Blues scale	4	To be able to play the blues scale on a tuned instrument.	**Pupils with secure understanding indicated by:** playing the notes of the blues scale in the correct order ascending and descending.	**Pupils working at greater depth indicated by:** playing the blues scale ascending and descending in time with the 12-bar blues backing track.	Pupils should be taught to: Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.	
	Improvisation and the blues	5	To be able to improvise with notes from the blues scale.	**Pupils with secure understanding indicated by:** playing a selection of blues scale notes out of order in their own improvisation.	**Pupils working at greater depth indicated by:** playing a selection of blues scale notes with some organisation in time to the backing track.	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.	
South and West Africa	Shosholoza a cappella	1	To sing a traditional African song unaccompanied.	**Pupils with secure understanding indicated by:** singing using the correct pronunciation and with increasing confidence.	**Pupils working at greater depth indicated by:** being able to hold the tune when unaccompanied.	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.	
	Playing Shosholoza	2	To use tuned percussion to play a chord progression.	**Pupils with secure understanding indicated by:** playing a chord with two notes in time.	**Pupils working at greater depth indicated by:** accurately playing a two or three-note chord progression in time with the ensemble.	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.	
	The Shosholoza show	3	To use vocals or tuned percussion to perform a piece of music as an ensemble.	**Pupils with secure understanding indicated by:** maintaining their part in the performance with accuracy.	**Pupils working at greater depth indicated by:** performing their part, including all the elements they have worked on.	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.	
	Drumming away to Africa	4	To play call and response rhythms using percussion instruments.	**Pupils with secure understanding indicated by:** playing in time the more complicated rhythms with rests.	**Pupils working at greater depth indicated by:** picking up their beat if they get out of time – this would indicate they can easily find the first beat of the bar, which is a more advanced skill.	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.	

	Eight-beat Breaks	5	To create an eight-beat break to play within a performance.	**Pupils with secure understanding indicated by:** creating an eight beat break, which they play in the correct place.	**Pupils working at greater depth indicated by:** creating a break which is eight beats long and accurately played 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. 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. 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. Develop an understanding of the history of music.	
Compositions for the festival of colour (The Holi Festival)	Hearing Colours	1	To understand that music can be represented with colours.	**Pupils with secure understanding indicated by:** being able to suggest a colour to match the music.	**Pupils working at greater depth indicated by:** being able to use musical terminology to justify their colour choices, referring to the interrelated dimensions of music.	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.	**British values** Mutual respect.
	Picturing Music	2	To represent a piece of music as a graphic score.	**Pupils with secure understanding indicated by:** being able to create a graphic score and describe how this matches the general structure of the music.	**Pupils working at greater depth indicated by:** being able to create a detailed graphic score showing several musical features and justify their colour choices using musical terminology.	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. Use and understand staff and other musical notations.	
	Vocal Composition	3	To create a vocal composition based on a picture.	**Pupils with secure understanding indicated by:** being able to create a vocal composition in response to a picture and justify their choices using musical terms.	**Pupils working at greater depth indicated by:** being able to create a vocal composition that clearly shows all the detail of a picture and to justify their choices using musical terms.	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.	
	Colour Composition	4	To create a piece of music inspired by a single colour.	**Pupils with secure understanding indicated by:** being able to create a vocal composition in response to a colour and record in written form.	**Pupils working at greater depth indicated by:** being able to create a soundtrack inspired by another piece of music and record in written form.	Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. 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.	
	Performing in colour	5	To work as a group to perform a piece of music.	**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:** being able to take a lead role in a 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.	
Looping and Remixing	Body Percussion Loops	1	To play a simple looped rhythm from notation.	**Pupils with secure understanding indicated by:** performing a looped body percussion rhythm; keeping in time with their group.	**Pupils working at greater depth indicated by:** offering direction and taking a leading role in the performance, giving it more structure and helping to keep all members of the group in time.	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.	**Use chrome music lab for this unit.**

	Mixing Loops	2	To explore how sound can be layered using loops.	**Pupils with secure understanding indicated by:** creating loops to make music with layers, ensuring that the different aspects work together.	**Pupils working at greater depth indicated by:** explaining why they chose the sections of music they did in their final loops, including how they layered them.	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.	
	Learning the original	3	To play a melody line accurately and fluently.	**Pupils with secure understanding indicated by:** playing the first section of 'Somewhere Over the Rainbow' with accuracy.	**Pupils working at greater depth indicated by:** playing the first section fluently and with confidence, perhaps without the notation in front of them; hearing and correcting any mistakes by ear.	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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Looping fragments	4	To select a section of a tune and perform it as a loop.	**Pupils with secure understanding indicated by:** choosing a suitable fragment of music and being able to play it along to the backbeat.	**Pupils working at greater depth indicated by:** choosing more than one fragment and accurately playing it in time with the backing.	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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	
	Remix	5	To combine loops to create a remix.	**Pupils with secure understanding indicated by:** performing a piece with some structure and two different loops.	**Pupils working at greater depth indicated by:** performing a piece with a clear structure, including a well-thought-out intro and ending.	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.	
Musical Theatre	What is musical theatre?	1	To understand the history of musical theatre.	**Pupils with secure understanding indicated by:** explaining what musical theatre is and being able to recall at least three features of this kind of music.	**Pupils working at greater depth indicated by:** showing an understanding of the history of musical theatre by being able to place different types of musicals on a timeline. Using music vocabulary to describe the features of musicals, and being able to compare musical theatre to other genres previously studied.	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. Develop an understanding of the history of music.	
	Character or action song	2	To identify character songs and action songs.	**Pupils with secure understanding indicated by:** categorising songs as action songs or character songs.	**Pupils working at greater depth indicated by:** drawing on their own experience to name songs from musical theatre and classifying them as either character or action songs or explaining why they may be both or neither.	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. Develop an understanding of the history of music.	

	Create your own musical	3	To create a musical theatre scene.	**Pupils with secure understanding indicated by:** selecting appropriate existing music for their scene to tell the story of a journey.	**Pupils working at greater depth indicated by:** composing relevant music for their scene which helps to tell the story of a journey.	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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	
	Rehearsing my musical	4	To rehearse a musical theatre scene.	**Pupils with secure understanding indicated by:** performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	**Pupils working at greater depth indicated by:** suggesting improvements and guiding other people in their group to ensure that everyone performs 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. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	
	Performing my musical	5	To perform a musical theatre scene.	**Pupils with secure understanding indicated by:** performing in time and in tune with the rest of their group, with smooth transitions between elements.	**Pupils working at greater depth indicated by:** performing with expression and confidence, conveying the meaning and emotion of the character or event.	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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	