

Music Statement of Intent:

At the Carrdyke federation we aim to provide a music curriculum that will:

- Promote a love of music and singing across a broad curriculum; through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.
- Develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, ensuring children understand the value and importance of music in the wider community
- Teach music in a thematic and enjoyable way where children will have the opportunity to showcase their skills through solo, group or whole school ensemble.

Implementation:

The music curriculum ensures children sing, listen, play, perform and evaluate. At the Carrdyke federation the curriculum is delivered through use of the music scheme Music Express, offering a broad, meaningful and practical experience, in line with the statutory National Curriculum for KS1 and KS2 and through activities that support all seven areas of the EYFS. Music Express also mirrors and covers the intentions of the new, non-statutory Model Music Curriculum.

Teachers follow a two year rolling program for mixed aged group classes, which are based on the progressive Music Express units. All children throughout the federation also benefit from whole class specialist teaching, delivered by Lincolnshire Music Service. These lessons allow children the opportunity to engender a love of music learning as musical skills are developed. Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching by being offered the opportunity to learn a musical instrument with specialist teachers through the Lincolnshire Music Service.

Listening to music is fundamental to musical understanding and encourages children to become knowledgeable about the breadth of musical genres from around the world.

Teachers provide opportunities for pupils to listen to pieces from a wide range of cultures and traditions that truly reflect the community in which they are teaching.

Performance is at the heart of musical learning, creating opportunities to celebrate, share and experience different genres. Pupils participate in a range of performances during their time in school, including nativities in EYFS and Key stage one and a Leavers performance in Year six. Pupils also take part in singing assemblies and church performances at Harvest and Christmas.

Pupils who are confident are encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances.

Within the EYFS setting, music is an integral part of children's learning journey. The children will learn new skills, knowledge and attitudes in the seven areas of the EYFS Framework. Their learning and development within these seven areas will be nurtured and challenged in the following ways.

- Continuous provision that stimulates investigation and questioning through an enabling environment.
- Child-initiated play where children can select resources for their own learning.
- Adult modelling provides a framework for role-play and activities the children can then recreate and develop independently.
- Adult led activities which will focus on direct teaching and guided learning.
-

Subject Knowledge**Process Knowledge or key skills**

Class 1 EYFS	Music Express : Who Shall I be today?, A sky full of stars, Let's go green Lincs Music: Pulse is a steady beat (Duration) Christmas Music	Music Express : Fabulous food, When snowflakes fall, Busy City, Beyond the stars Lincs Music : Cobbler Cobbler (Pitch)	Music Express : A tale from long ago, Amazing African Animals, Our growing world, Do you see dinosaurs? Lincs Music: There's a hole in my bucket (structure)
---------------------	--	---	---

	<p>Exploring: Different sounds made by the voice, hands, found objects and instruments (timbre)</p> <p>Using voices: Speak and chant short phrases together.</p> <p>Find their singing voice and begin to develop an awareness of pitch over a small range of notes</p> <p>Make changes in their voices to express different moods/ feelings</p> <p>Co-ordinate actions to go with a song</p> <p>Using Classroom instruments: Play instruments by shaking, scarping, rattling, tapping etc</p> <p>Play with a sense of purpose and enjoyment</p> <p>Listening: Respond appropriately to a range of classroom songs e.g. tidy up songs, circle time songs, line up songs.</p>	<p>Exploring: High and low sounds (pitch)</p> <p>Long and short sounds (duration)</p> <p>Loud and quiet sounds (dynamics)</p> <p>Fast and slow sounds (tempo)</p> <p>Begin to be aware of the effect that different sounds have to convey mood or meaning</p> <p>Using voices: Pitch match</p> <p>Sing short phrases or responses on their own</p> <p>Sing the melodic shape of known songs</p> <p>Using Classroom instruments: Start and stop together</p> <p>Begin to develop a sense of beat, using instruments or body sounds</p> <p>Listening: Listen to sounds and respond by talking about them or physically with movement and dance. Recognise the sounds of the percussion instruments used in the classroom and identify the name of them.</p>	<p>Composing: Begin to create and manipulate different effects on a sound source or instrument</p> <p>Add chosen sound effects at an appropriate moment in a story or song</p> <p>Sort and name different sounds</p> <p>Create a sequence of different sounds in response to a given stimuli</p> <p>Using voices: Sing a variety of songs both accompanied and unaccompanied</p> <p>Using Classroom instruments: Respond to symbols or hand signs</p> <p>Play loudly, quietly, fast, slow</p> <p>Copy a simple rhythm pattern or number of beats played on an instrument</p> <p>Play along to music showing a developing awareness of the beat</p> <p>Appraising: Begin to identify and describe key features or extreme contrasts within a piece of music</p> <p>Begin to use musical terms</p>
Class 2 Year A	Ourselves (Y1 Unit 1), Animals (Y2 Unit 5), Storytime (Y2 Unit 7), Weather (Y1 Unit 4)	Pattern (Y1 Unit 8), Toys (Y2 Unit 2), Seasons (Y1 Unit 6), Travel (Y2 Unit 12)	Our school (Y1 Unit 7), Water (Y2 Unit 11), Number (Y1 Unit 2), Our bodies (Y2 Unit 4)
	<p>Create, respond to, place and change vocal sounds</p> <p>Explore, create and place vocal and body percussion sounds</p> <p>Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments,</p> <p>Improvise descriptive music</p> <p>Identify a sequence of sounds (structure) in a piece of music</p> <p>Respond to music through movement.</p> <p>Explore and control dynamics, duration, and timbre with instruments.</p> <p>Control vocal dynamics, duration and timbre.</p>	<p>Explore sounds on instruments and find different ways to vary their sound</p> <p>Identify changes in pitch and respond to them with movement</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments)</p> <p>Identify metre by recognising its pattern</p> <p>Relate pitch changes to graphic symbols and perform pitch changes vocally</p> <p>Explore sounds on instruments and find different ways to vary their sound</p> <p>Prepare and improve a performance using movement, voice and percussion</p> <p>Use instruments expressively in response to visual stimuli</p>	<p>Sing a song together as a group</p> <p>Learn to play percussion with control (e.g. changing dynamics)</p> <p>Identify and keep a steady beat using instruments</p> <p>Create a soundscape using instruments</p> <p>Recognise and respond to changes in tempo in music</p> <p>Explore different sound sources and materials</p> <p>Create a soundscape using instruments as part of a song performance</p> <p>Chant and sing in two parts while playing a steady beat</p> <p>Understand pitch through singing, movement, and note names</p>

	<p>Explore voices to create descriptive musical effects.</p> <p>Play pitch lines on tuned percussion</p> <p>Understand and perform rising and falling pitch direction</p> <p>Read and write simple pitch line notation,</p> <p>Combine pitch changes with changes in other elements/dimensions</p> <p>Combine sounds to create a musical effect in response to visual stimuli</p>	<p>Use simple musical vocabulary to describe music</p> <p>Listen, describe and respond to contemporary orchestral music</p> <p>Mark beats within a four-beat metre</p> <p>Understand and play from simple notation</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments</p> <p>Explore and develop an understanding of pitch using percussion instruments</p>
Class 2 Year B	Storytime (Y1 Unit 9), Weather (Y2 Unit 9), Machine (Y1 Unit 5), Ourselves (Y2 Unit 1)	Water (Y1 Unit 12), Our bodies (Y1 Unit 10), Travel (Y1 Unit 11), Pattern (Y2 Unit 10)	Animals (Y1 Unit 3), Our land (Y2 Unit 3), Number (Y2 Unit 6), Seasons (Y2 Unit 8)
	<p>Rehearse and perform a rap with sound effects using voices</p> <p>Play percussion instruments at different speeds (tempi)</p> <p>Rehearse and perform a chant/rap with sound effects using instruments</p> <p>Understand how music can tell a story</p> <p>Play and control changes in tempo</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments</p> <p>Develop the use of vocal sounds to express feelings</p> <p>Perform a rhythmic chant and play an independent rhythm pattern accompaniment</p> <p>Perform an updated version of a traditional nursery rhyme with a rap section</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</p> <p>Notate pitch shape and duration using simple line graphics</p> <p>Understand the structure of call and response songs</p> <p>Compose music to illustrate a story</p>	<p>Perform and create simple three- and four-beat rhythms using a simple score</p> <p>Explore different ways to organise music</p> <p>Combine voices and movement to perform a chant and a song</p> <p>Use voices to create descriptive sounds</p> <p>Use instruments to create descriptive sounds</p> <p>Respond to change of mood in a piece of music with a slow and fast steady beat</p> <p>Identify a repeated rhythm pattern</p> <p>Understand musical structure by listening and responding through movement</p> <p>Invent and perform new rhythms to a steady beat</p> <p>Create, play and combine simple word rhythms</p> <p>Create a picture in sound</p>	<p>Understand (recognise) pitch: make high and low vocal sounds</p> <p>Sing a song with contrasting high and low melodies</p> <p>Explore and develop an understanding of pitch using the voice and body movements</p> <p>Sing with expression, paying attention to the pitch shape of the melody</p> <p>Perform a steady beat and simple rhythms using movement, percussion, and body percussion</p> <p>Accompany a song with vocal, body percussion and instrumental ostinato</p> <p>Identify ways of producing sounds (e.g. shake, strike, pluck)</p> <p>Match descriptive sounds to images</p> <p>Explore timbre and texture to understand how sounds can be descriptive</p> <p>Understand and differentiate between beat and rhythm</p> <p>Identify rising and falling pitch</p>

Class 3 Year A	Environment (Y3 Unit 1), Sounds (Y4 Unit 3), Poetry (Y3 Unit 4), Communication (Y4 Unit 9)	Buildings (Y3 Unit 2), Time (Y4 Unit 10), Food and Drink (Y3 Unit 12), Ancient Worlds (Y4 Unit 7)	In the past (Y3 Unit 7), Around the world (Y4 Unit 6), Human Body (Y3 Unit 9), Singing French (Y3 Unit 10)
	<p>Sing in two-part harmony</p> <p>Accompany a song with a melodic ostinato on tuned percussion</p> <p>Select descriptive sounds to accompany a poem</p> <p>Choose different timbres to make an accompaniment</p> <p>Improvise descriptive music</p> <p>Identify a sequence of sounds (structure) in a piece of music</p> <p>Learn about ternary form</p> <p>Learn to sing partner songs</p> <p>Compose a rap</p> <p>Identify different instrument groups from a recording</p> <p>Copy rhythms and a short melody</p> <p>Listen to and learn about 1940s dance band music</p>	<p>Layer rhythms using untuned percussion instruments</p> <p>Make choices about musical structure</p> <p>Understand how music can be organised in sequences and layers</p> <p>Explore simple accompaniments using beat and rhythm patterns</p> <p>Use a score and combine sounds to create different musical textures</p> <p>Sing a song with three simple independent parts</p> <p>Understand syncopation and clap improvised off-beat rhythms</p> <p>Compare and contrast the structure of two pieces of music</p> <p>Identify the metre of a new song or piece</p> <p>Explore layers and layering using a graphic score</p> <p>Play and sing repeated patterns (ostinati) from staff notation</p> <p>Match short rhythmic phrases with rhythm notation</p> <p>Identify key features of minimalist music</p> <p>Listen to and analyse 20th century ballet music</p>	<p>Understand and use pitch notations</p> <p>Read simple rhythm notation</p> <p>Listen to and learn about a medieval antiphon</p> <p>Listen to, learn about, play and dance to Tudor dance music</p> <p>Sing in two parts (two different melodies) with movements and percussion</p> <p>Develop a song by choosing lyrics and structure</p> <p>Recognise pitch shapes</p> <p>Understand and perform binary form</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion</p> <p>Combine singing with untuned and tuned percussion in a performance</p> <p>Compose and notate pentatonic melodies on a graphic score</p> <p>Learn about and sing an African-American spiritual</p> <p>Develop listening skills by analysing and comparing music from different traditions</p> <p>Read graphic notation to play a melody on tuned instruments</p>
Class 3 Year B	Communication (Y3 Unit 8), Poetry (Y4 Unit 1), Time (Y3 Unit 6), Environment (Y4 Unit 2)	China (Y3 Unit 5), Singing Spanish (Y4 Unit 8), Sounds (Y3 Unit 3), In the past (Y4 Unit 11)	Ancient Worlds (Y3 Unit 11), Buildings (Y4 Unit 5), Recycling (Y4 Unit 4), Food and drink (Y4 Unit 12)
	<p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</p> <p>Perform rhythmic ostinati individually and in combination</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song</p> <p>Improvise to an ostinato accompaniment</p> <p>Identify the metre in a piece of music</p> <p>Recognise rhythm patterns in staff notation</p> <p>Create and perform from a symbol score</p>	<p>Perform a pentatonic song with tuned and untuned accompaniment</p> <p>Use graphic notation with the pentatonic scale</p> <p>Learn a traditional Caribbean song</p> <p>Listen to and learn about Hindustani classical music</p> <p>Learn how sounds are produced and how instruments are classified</p> <p>Understand the pentatonic scale</p> <p>Listen to and learn about traditional Chinese music</p> <p>Combine singing with untuned and tuned percussion in a performance</p>	<p>Perform a round in three parts</p> <p>Arrange an accompaniment with attention to balance and musical effect</p> <p>Explore musical phrases, melodic imitation and rounds</p> <p>Learn about an instrument from Ancient Greece</p> <p>Perform verse and chorus structure</p> <p>Chant in three parts</p> <p>Combine four body percussion ostinati as a song accompaniment</p> <p>Improvise in response to visual stimuli, with a focus on timbre</p>

	<p>Listen to and learn about a Romantic piece of music</p> <p>Use beatbox techniques to imitate the sound of a drum kit</p> <p>Perform a rap or song with a vocal beatbox accompaniment</p> <p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat</p> <p>Balance voices in a performance by choosing appropriate dynamics (volume)</p> <p>Compose an introduction for a song</p> <p>Understand how rhythmic articulation affects musical phrasing</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century</p>	<p>Sing a call and response song in a minor key in two groups</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</p> <p>Combine singing, playing and dancing in a performance</p> <p>Play an instrumental accompaniment of rhythms, chords and riffs</p> <p>Create descriptive sound pictures with instruments</p> <p>Compose a fanfare</p> <p>Learn to play a Renaissance dance from notations (graphic, rhythm and staff)</p> <p>Learn a dance and play music from a 19th century German opera</p> <p>Listen to and learn about Renaissance instruments</p> <p>Learn a 1960s pop song and popular dance styles of the time</p>	<p>Explore household items as instruments and match rhythms with appropriate soundmakers</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale)</p> <p>Compose and play sequences of word rhythms</p> <p>Demonstrate understanding of how sounds are produced by making instruments</p> <p>Listen to and play along with Bhangra music</p> <p>Perform a piece in rondo form</p> <p>Describe the structure of a piece of orchestral music</p> <p>Use rondo structure to build a performance</p> <p>Learn a traditional West African call and response song</p>
Class 4 Year A	Solar System (Y5 Unit 2), Journeys (Y6 Unit 2)	Keeping healthy (Y5 Unit 4), World unite (Y6 Unit 1)	Life Cycle (Y5 Unit 3), Growth (Y6 Unit 3)
	<p>Develop techniques of performing rap using texture and rhythm</p> <p>Create and present a performance of song, music and poetry</p> <p>Play and improvise using the whole tone scale</p> <p>Listen to music with focus and analyse using musical vocabulary</p> <p>Hear and understand the features of the whole tone scale</p> <p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</p> <p>Listen to and learn about modern classical/avant garde music (20th century)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes</p>	<p>Sing and play scales and chromatic melodies accurately</p> <p>Read grid or staff notation to play a bassline</p> <p>Sing and play an American spiritual</p> <p>Demonstrate understanding of pitch through singing from simple staff notation</p> <p>Devise, combine and structure rhythms through dance</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion</p> <p>Demonstrate coordination and rhythm skills by participating in a complex circle game</p>	<p>Create musical effects using contrasting pitch</p> <p>Compare and contrast two pieces of 19th century Romantic music</p> <p>Read a melody in staff notation</p> <p>Develop a structure for a vocal piece and create graphic scores</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</p> <p>Learn about the music of an early Baroque opera</p> <p>Play a chordal accompaniment to a piece</p> <p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p> <p>Learn to sing and play ostinati from an early 20th-century orchestral work</p>

	<p>Develop song cycles for performance, making decisions about texture, staging and dramatisation</p> <p>Learn to sing major and minor note patterns accurately</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</p> <p>Learn a 1980s pop song with understanding of its structure</p> <p>Learn to sing a 21st-century British choral work</p>		
Class 4 Year B	Our community (Y5 Unit 1), Roots (Y6 Unit 4)	At the movies (Y5 Unit 5), Class awards (Y6 Unit 5)	Celebration (Y5 Unit 6), Moving on (Y6 Unit 6)
	<p>Conduct metres of two, three and four</p> <p>Prepare for a performance by considering narration, performance space, setting up and other logistics</p> <p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</p> <p>Learn about jazz scat singing and devise scat sounds</p> <p>Learn to sing a song from English musical heritage (20th century)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</p> <p>Improvise descriptive music on instruments and other soundmakers</p> <p>Sing and play traditional Ghanaian music</p> <p>Sing two West African call and response songs in two groups</p>	<p>Sing and play percussion in a group piece with changes in tempo and dynamics</p> <p>Perform music together in synchronisation with a short movie</p> <p>Use the musical dimensions to create and perform music for a movie</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p> <p>Identify changes in tempo and their effects</p> <p>Demonstrate understanding of the effect of music in movies</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</p> <p>Learn about and use cue scores</p> <p>Create sounds for a movie, following a timesheet</p> <p>Learn about and explore techniques used in movie soundtracks</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</p> <p>Compose programme music from a visual stimulus</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation</p>	<p>Sing a song in unison and three-part harmony</p> <p>Perform a song with a complex structure in four parts</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together</p> <p>Control short, loud sounds on a variety of instruments</p> <p>Explore and analyse a song arrangement and its structure</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</p> <p>Perform complex song rhythms confidently</p> <p>Change vocal tone to reflect mood and style</p> <p>Experience and understand the effect of changing harmony</p> <p>Listen to and understand modulation in a musical bridge</p> <p>Play tuned instrumental parts confidently from graphic scores with note names</p>



MUSIC
EXPRESS

Year 1 Curriculum Map



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS1 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Number	Beat		✓	✓	
Unit 3: Animals	Pitch	✓			✓
Unit 4: Weather	Exploring Sounds	✓	✓	✓	✓
Unit 5: Machines	Beat		✓		✓
Unit 6: Seasons	Pitch			✓	✓
Unit 7: Our School	Exploring Sounds	✓	✓		✓
Unit 8: Pattern	Beat		✓	✓	✓
Unit 9: Storytime	Exploring Sounds			✓	✓
Unit 10: Our bodies	Beat			✓	✓
Unit 11: Travel	Performance	✓		✓	
Unit 12: Water	Pitch	✓	✓	✓	✓





MUSIC EXPRESS Year 2 Curriculum Map



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS1 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Toys	Beat				✓
Unit 3: Our land	Exploring Sounds			✓	✓
Unit 4: Our bodies	Beat	✓	✓		
Unit 5: Animals	Pitch		✓		✓
Unit 6: Number	Beat		✓		✓
Unit 7: Storytime	Exploring Sounds	✓			✓
Unit 8: Seasons	Pitch	✓	✓		✓
Unit 9: Weather	Exploring Sounds	✓		✓	✓
Unit 10: Pattern	Beat				✓
Unit 11: Water	Pitch	✓	✓		
Unit 12: Travel	Performance	✓	✓	✓	✓





Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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	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
Unit 1: Environment	Composition	✓	✓			✓	
Unit 2: Building	Beat	✓	✓			✓	
Unit 3: Sounds	Exploring Sounds					✓	
Unit 4: Poetry	Performance		✓	✓			
Unit 5: China	Pitch	✓			✓	✓	
Unit 6: Time	Beat	✓	✓	✓	✓		✓
Unit 7: In the past	Pitch				✓		✓
Unit 8: Communication	Composition	✓			✓		
Unit 9: Human body	Structure	✓				✓	
Unit 10: Singing French	Pitch		✓	✓	✓		
Unit 11: Ancient	Structure	✓	✓	✓			✓
Unit 12: Food and	Performance		✓				





Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements: Pupils should be taught to:

Unit	Musical Focus	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	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
Unit 1: Poetry	Performance	✓	✓	✓			
Unit 2: Environment	Composition					✓	
Unit 3: Sounds	Exploring Sounds	✓		✓			✓
Unit 4: Recycling	Structure	✓	✓	✓		✓	
Unit 5: Building	Beat	✓	✓			✓	
Unit 6: Around the	Pitch	✓			✓	✓	
Unit 7: Ancient worlds	Structure			✓	✓		✓
Unit 8: Singing Spanish	Pitch	✓	✓				
Unit 9: Communication	Composition		✓	✓			
Unit 10: Time	Beat	✓	✓	✓	✓		✓
Unit 11: In the past	Notation	✓	✓		✓		✓
Unit 12: Food and drink	Performance		✓			✓	





Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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	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
Unit 1: Our Community	Performance	✓	✓			✓	✓
Unit 2: Solar system	Listening	✓	✓	✓		✓	✓
Unit 3: Life cycles	Structure		✓	✓	✓	✓	✓
Unit 4: Keeping healthy	Beat	✓			✓	✓	
Unit 5: At the movies	Composition	✓	✓	✓	✓	✓	
Unit 6: Celebration	Performance	✓		✓			



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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	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
Unit 1: World unite	Step dance performance	✓	✓		✓		
Unit 2: Journeys	Song cycle performance	✓				✓	✓
Unit 3: Growth	Street dance performance	✓		✓	✓	✓	✓
Unit 4: Roots	Mini musical performance	✓	✓			✓	
Unit 5: Class awards	Awards show performance	✓	✓	✓			✓
Unit 6: Moving on	Leavers' assembly performance	✓		✓	✓		

