

## CUSP Music long-term sequence

There is a significant focus on revisiting throughout the curriculum with the aim of pupils mastering key knowledge and skills that can be built on as they move through the programme of study.

| Year                              | Block A   | Block B  | Block C   | Block D  | Block E   | Block F   |
|-----------------------------------|---|--|---|--|---|---|
| 1<br>Tuned and untuned percussion | Singing   | Untuned percussion                                 | Singing   | Untuned percussion   | Singing   | Tuned percussion                                  |
|                                   | Singing focus: Being together in music          | Untuned focus: Introducing rhythm and pulse        | Singing focus: Introducing pitch                            | Untuned focus: Introducing tempo and dynamic                 | Singing focus: Exploring emotions through music | Tuned focus: Experimenting with sounds (duration) |
|                                   | Control the voice – nursery rhymes              | Representing sounds pictorially                    | Identify changes in sounds (high / low)                     | Identify changes in sounds (fast / slow, loud / soft)        | Responding to music                             | Representing sounds pictorially                   |
| 2<br>Tuned and untuned percussion | Untuned percussion                              | Singing  | Untuned percussion  | Singing  | Tuned percussion                                | Singing   |
|                                   | Untuned focus: Experimenting with sounds 2      | Singing focus: Being together in music 2           | Untuned focus: Introducing rhythm and pulse 2               | Singing focus: Introducing pitch 2                           | Tuned focus: Introducing tempo and dynamic 2    | Singing focus: Exploring emotions through music 2 |
|                                   | Exploring ostinato                              | Control the voice – sing as a choir                | Compose short patterns                                      | Control and describe pitch                                   | Control and describe tempo and dynamic          | Choose sounds to create an effect                 |
| 3<br>Mastering the glockenspiel   | Singing   | Untuned percussion                                 | Singing   | Glockenspiel   | Glockenspiel                                    | Range of instruments studied                      |
|                                   | Singing focus: Introducing texture              | Untuned focus: Mastering rhythm                    | Singing focus: The history of singing                       | Tuned focus: Musical notation                                | Tuned focus: Composition                        | Performance focus: Introducing timbre             |
|                                   | Sing parts in an ensemble (e.g. rounds)         | Recognise beats in a bar (time signatures / metre) | Singing for togetherness e.g. folk songs, war chants, hymns | Introduce the staff  | Compose in pairs                                | Perform as an ensemble (range of instruments)     |
| 4<br>Mastering the glockenspiel   | Untuned percussion                              | Singing  | Glockenspiel  | Singing  | Glockenspiel                                    | Range of instruments studied                      |
|                                   | Untuned focus: Mastering rhythm 2               | Singing focus: Introducing texture 2               | Tuned focus: Musical notation 2                             | Singing focus: The history of singing 2                      | Performance focus: Composition 2                | Tuned focus: Introducing timbre 2                 |
|                                   | Follow beats in a bar (time signatures / metre) | Sing parts in an ensemble (harmony)                | Revisit the staff   | Singing for entertainment, e.g. opera, theatrical, modernism | Perform including an element of composition     | Identify and describe how sounds are combined     |
| 5<br>Mastering the keyboard       | Untuned percussion                              | Singing  | Keyboard  | Singing  | Range of instruments studied                    | Keyboard  |
|                                   | Untuned focus: Musical stories                  | Singing focus: Introducing structure               | Tuned focus: Musical notation 3                             | Singing focus: Music technology                              | Performance focus: Composition 3                | Tuned focus: Improvisation                        |
|                                   | One piece, different performers                 | Identify parts of a song                           | Follow musical notation                                     | Alter pitch and dynamic to create effects                    | Perform including an element of composition     | Improvise using repeated patterns                 |
| 6<br>Mastering the keyboard       | Singing   | Untuned percussion                                 | Singing   | Keyboard   | Keyboard  | Range of instruments studied                      |
|                                   | Singing focus: Musical stories 2                | Untuned focus: Music technology 2                  | Singing focus: Introducing structure 2                      | Tuned focus: Musical notation 4                              | Tuned focus: Composition 4                      | Performance focus: Improvisation 2                |
|                                   | Cultural and social – lyrics                    | Alter tempo and rhythm to create effects           | Identify cyclic patterns inc. verse / chorus, coda          | Create simple notation                                       | Improvise using melodic phrases                 | Perform including an element of improvisation     |