

Unit of Work		Lesson No.	Learning objective	Children working towards	Secure understanding	Greater depth
Autumn 1. Call and response. Theme: Animals	Animal sounds	1	To create short sounds with varied dynamics that represent an animal.		Using dynamics in their piece; playing in time with a group; experimenting with different sounds on the same instrument.	Appraising someone else's work using the vocabulary (dynamics); leading the group with ideas or during the performance.
	Sound pattern safari	2	To copy a short sound pattern.		Clapping the animal sound patterns mostly accurately; clapping the sound patterns in time with the pulse of the backing track.	Clapping the animal sound patterns independently in time with the drumming backing track; being able to repeat the same sound pattern, maintaining a consistent tempo; suggesting a different sound pattern that represents an animal.
	Call and response	3	To explore call and response using instruments.		Demonstrating both a call and response; copying a sound pattern using an instrument.	Demonstrate a different call and response, could devise another animal to represent with a call and response pattern; could change the volume during the call and response.
	Instrumental response	4	To create sound patterns based on call and response.		Playing either a call and/or response role in time with another pupil.	Experimenting with different rhythmic structures when creating their own call and response.
	Dynamics performance	5	To perform different sound patterns with contrasting dynamics.		Performing their composition, staying in time with their group and showing a change in dynamics.	Performing their piece with confidence with a variety of dynamics changes; leading their group.

		End of half term assessment		DATA	DATA	DATA
Autumn 2 Instruments - Theme: Musical Storytelling	Listening for dynamics and tempo	1	To explore listening and analysing a piece of music in relation to a story.		Being able to identify sections of the music where the tempo changes and correctly describe these sections as fast or slow; able to point out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story (e.g. "The music was fast when Goldilocks was running").	Providing comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples.
	Sound effects and dynamics	2	To explore how music and sound effects can tell a story.		Providing clear and specific examples of how music supports the story; describing how the music changes in volume.	Discussing how different parts of the music correlate with the story's events; using terms like dynamics and tempo accurately to describe musical changes.
	Creating a soundscape	3	To select appropriate sounds to match events, characters and feelings in a story.		Justifying tempo and dynamic choices made to represent a character, event or feeling.	Creating a piece of music with some appropriate tempo and dynamic changes to show events and feelings of a character.

	Using sound to represent events	4	To represent appropriate sounds to represent parts of a story.		Suggesting appropriate musical dynamics and tempo changes for different scenes of the story.	Identifying the characters' emotions and matching them to dynamics, verbally justifying their choices.
	Musical story performance	5	To perform a composition showing changes in tempo and dynamics.		Working as part of a group to rehearse their performance; performing confidently using appropriate instrumental sounds; playing their part at appropriate tempo and dynamics.	Taking an active leadership role in their group's rehearsals and performance; creating additional musical details for their performance.
		End of half term assessment		DATA	DATA	DATA
Spring 1 - Contrasting Dynamics. Theme: Space	Vocal soundscape	1	To create a simple soundscape using dynamic changes.		Using their voice to create a variety of sounds; using dynamics to create atmosphere; collaborating with peers to contribute to the group's soundscape.	Suggesting dynamics, tempo changes or unusual sounds created by their voices to include in the soundscape.
	Creatively responding to music	2	To listen to music and respond creatively, considering how dynamics can be represented.		Correctly identifying changes in dynamics; showing changes in dynamics using bodies and vocals.	Explaining similarities and differences between two pieces of music using the vocabulary 'dynamics'; showing understanding of a range of dynamics, not just the extremes within the music.

	Comparing music	3	To compare two pieces of music.		Comparing both pieces of music using some musical vocabulary to describe the changes in dynamics; translating their interpretation of the music into visual form.	Using musical vocabulary to justify their description of the mood of each piece; exploring how changes in dynamics can elicit different emotional responses.
	Pitch patterns	4	To create a short pitch pattern to represent a planet.		Identifying and discussing patterns in different pieces of music; successfully creating and playing a patterns, notating it.	Creating and playing an original pattern and explaining how it represents Planet X.
	Creating and performing a musical structure	5	To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.		Creating and playing a simple pitch pattern accurately.	Writing and playing their pitch pattern accurately, changing tempo and dynamics to enhance their performance.
		End of half term assessment		DATA	DATA	DATA
Spring 2 - Singing - Theme: On this Island	Seaside sounds	1	To learn to sing a British folk song.		Breathing at appropriate times when singing; singing the song from memory; beginning to demonstrate pitch when singing.	Using the word pitch to identify the high and low sounds when singing; singing lyrics confidently and in time.

	Countryside sounds	2	To practice and perform a song relating to the countryside.		Singing the song from memory; breathing after each phrase in the song while singing; using different pitches while singing (high and low notes).	Singing accurately and confidently; effectively incorporating musical vocabulary in discussions about the piece.
	City sounds	3	To practice and perform a song relating to the city.		Singing 'London Bridge is falling down' accurately; performing actions that match lyrics; taking a breath at appropriate times during singing.	Creating multiple actions that would fit the lyrics of the song and performing them accurately on the beat; being able to verbally identify high and low parts of the song.
	Structured soundscape	4	To create symbols to represent sounds.		Collaborating and communicating in their group; using sounds creatively to represent their chosen environment; applying pitch and dynamics to enhance their composition.	Composing and performing a piece with a clear structure, creating multiple sounds and symbols that obviously represent the chosen sound; using musical vocabulary for in-depth discussion of compositions; guiding their group's creative process.
	Performing a composition	5	To develop and perform a musical composition.		Recalling and singing the folk songs; performing a composition; taking breaths at appropriate times when singing; reading notation from left to right.	Demonstrating an ability to perform vocal and body percussion sounds considering transitions; taking on leadership roles within their group; providing detailed, constructive feedback using musical vocabulary.
			End of half term assessment	DATA	DATA	DATA

Summer 1.
Structure --
Theme: Myths
and Legends

Reading and clapping rhythms	1	To read and clap a rhythm based on a phrase from a story.		Reading simple rhythms and clapping one-beat notes; showing an understanding of rest beats using their body.	Showing rest beats in different ways using different body parts; using their thinking voice.
Clapping and writing rhythms	2	To hear, write and clap rhythms based on a phrase from a story.		Recognising and writing one-beat notes; recognising and demonstrating paired half beats; showing a rest beat using a silent movement.	Confidently writing one and paired half beats to show rhythm.
Structure	3	To use a rhythm in different ways to demonstrate structure.		Reading and playing rhythms using one beats and paired half beats; showing a rest using their body; following a structure to play a piece of music.	Following a structure to play a piece of music using vocals and instruments; increasing the tempo of a piece of music while correctly following the structure.
Compose with structure	4	To create a structure using rhythmic patterns.		Following the given structure for their composition, adding rhythms to a structure to create a beginning, middle and end.	Justifying the order of their rhythms and explaining why they chose a particular structure; confidently read, clap and play rhythms using one beat and paired half beats, as well as one beat rests.

	Rehearse and perform	5	To perform a group composition.		Working well as part of a group, listening to others and respecting their ideas; reading and following a given structure from left to right; maintaining a steady beat; using a thinking voice when needed; clapping and playing rests and beats correctly.	Confidently identifying when a new section of music has started; providing feedback to their group to improve the performance.
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Summer 2. Pitch. Theme: Musical Me	Exploring pitch patterns	1	To understand and practice reading different symbols to show pitch.		Moving eyes from left to right to read pitch patterns; singing and showing high and low notes; playing a pattern of high and low notes on an instrument.	Identifying subtle pitch differences (a few notes apart); being able to reflect this using their hand by returning to the same place for each of the five notes.
	Singing pitch patterns	2	To sing and draw pitch patterns.		Reading notation from left to right; singing high and low sounds; drawing high and low sounds with dots at the top and bottom on their whiteboard, respectively.	Describing the pitch patterns using the terms getting higher and getting lower; noticing that each phrase has notes that are close together.

	Introducing notation	3	To read and understand the notation for the song 'Once a Man Fell in a Well.'		Singing and reading notation; singing a range of notes to show high to low and the steps in between; recognising when notes stay the same.	Describing when a pattern of notes gets higher or lower.
	Instrumental pitch practice	4	To use a tuned percussion instrument to play a song.		Playing a pitch pattern using letter notation in the right order; reading notation from left to right.	Sharing how they would produce high and low sounds on their own instrument; playing the different patterns with the glockenspiel horizontally.
	Writing music notation	5	To complete the notation for a short song using a three-line stave.		Recognising missing notes on a stave; drawing notes on a stave; reading and playing notes from a stave.	Being able to accurately draw all the notes from a given song on a stave.
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**Children working at
greater depth**