

# Exploring Sounds

# MUSIC EXPRESS

1. Creating and responding to vocal sounds (Lessons 1 and 2)
2. Exploring how to change sounds (Lesson 2)
3. Creating and placing vocal and body percussion sounds (Lesson 3)
4. Exploring descriptive sounds (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to use their voices
- Pupils learn to sing
- Pupils explore pitch, dynamics, and structure
- Pupils create music on their own and with others

# Beat

# MUSIC EXPRESS

1. Recognising and developing a sense of steady beat through the use of voices and body percussion (Lesson 1)
2. Identifying and performing changes in tempo (Lesson 2)
3. Learning to play percussion with control (Lesson 2)
4. Keeping a steady beat and using dynamics to vary the musical effect (Lesson 2)
5. Identifying and keeping a steady beat using movement, body percussion, and instruments (Lesson 3)
6. Recognising and responding to changes in tempo in music (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils explore tempo, structure, and appropriate forms of notation
- Pupils learn to sing and play a musical instrument
- Pupils create music on their own and with others

## Pitch

# MUSIC EXPRESS

1. Understanding pitch, and making high and low vocal sounds (Lesson 1)
2. Relating pitch to high and low body posture (Lesson 1)
3. Understanding pitch by singing a song with contrasting high and low melodies (Lesson 2)
4. Identifying and playing high and low pitches in music (Lesson 2)
5. Exploring and developing an understanding of pitch using the voice and body movements (Lesson 3)
6. Recognising and performing pitch changes and contrasts (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music across a range of traditions
- Pupils explore pitch
- Pupils learn to use their voices
- Pupils create music with others

## Exploring sounds

# MUSIC EXPRESS

1. Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments (Lessons 1 and 2)
2. Improvising descriptive music (Lesson 2)
3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3)
4. Responding to music through movement (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils learn to sing and play a musical instrument
- Pupils create music on their own and with others
- Pupils explore structure, timbre, and dynamics

# Machines

Beat

Music Express Age 5-6  
ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Maintaining a steady beat (Lesson 1)
2. Sequencing sounds (Lesson 1)
3. Playing to a steady beat (Lessons 1, 2, and 3)
4. Playing at different speeds (tempi) (Lesson 2)
5. Controlling changes in speed (tempi) (Lesson 3)

### WORKING AT

(names/comments)

### WORKING TOWARDS

(names/comments)

### WORKING BEYOND

(names/comments)

### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore tempo, duration, and structure
- Pupils learn to play a musical instrument
- Pupils listen to, review, and evaluate music, including the works of the great composers

# Pitch

# MUSIC EXPRESS

1. Identifying changes in pitch and responding to them with movement (Lessons 1 and 2)
2. Contrasting changes in pitch with changes in dynamics (volume) (Lesson 1)
3. Relating pitch changes to graphic symbols and performing pitch changes vocally (Lesson 2)
4. Listening and responding to a falling pitch signal (Lesson 3)
5. Distinguishing between pitched and unpitched percussion sounds (Lesson 3)
6. Listening in detail to a piece of orchestral music (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils explore pitch and tempo
- Pupils learn to sing
- Pupils listen to, review, and evaluate music from a range of genres
- Pupils create music with others

# Our school

## Exploring sounds

Music Express Age 5-6  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Exploring different sound sources and materials (Lesson 1)
2. Analysing the dynamics and duration of sounds around the school (Lesson 1)
3. Exploring these elements/dimensions on instruments (Lesson 2)
4. Creating two contrasting textures (Lesson 2)
5. Singing a song (Lesson 3)
6. Interpreting sounds and exploring instruments (Lesson 3)
7. Creating a soundscape as part of a song performance (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

#### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to play a musical instrument
- Pupils explore dynamics, timbre, and structure
- Pupils learn to sing
- Pupils create music with others

# Pattern

## Beat

Music Express Age 5-6  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Marking a steady beat with voices and body percussion (Lesson 1)
2. Counting and performing a steady beat in patterns of two, three, and four beats (metre) (Lesson 1)
3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2)
4. Identifying metre by recognising its pattern (Lesson 2)
5. Dividing the number 12 into twos, threes, and fours (Lesson 3)
6. Exploring different ways to emphasise beats to form a group (metre) (Lesson 3)
7. Exploring sounds on instruments and finding different ways to vary their sound (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

#### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils understand and explore how music is created
- Pupils explore tempo and appropriate forms of notation
- Pupils learn to sing and play a musical instrument
- Pupils create music with others

# Storytime

## Exploring sounds

## Music Express Age 5-6

## ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Discussing basic musical terms – fast, slow, loud, quiet (Lesson 1)
2. Understanding how music can tell a story (Lesson 1)
3. Performing with concentration (Lesson 1)
4. Playing fast, slow, loud, and quiet (Lesson 2)
5. Creating music that matches an event in a story (Lesson 2)
6. Rehearsing and performing with others (Lesson 3)
7. Learning new songs and chants (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore structure, timbre, tempo, dynamics, and appropriate forms of notation
- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils learn to sing and play a musical instrument
- Pupils create music on their own and with others

# Beat

# MUSIC EXPRESS

1. Performing a steady beat at two different speeds (tempi) (Lesson 1)
2. Responding to change of mood in a piece of music with a slow and fast steady beat (Lesson 1)
3. Identifying a repeated rhythm pattern (Lesson 2)
4. Combining a rhythm pattern and a steady beat (Lesson 2)
5. Performing together with concentration (Lesson 3)
6. Performing rhythm patterns on body percussion to a steady beat (Lesson 3)
7. Inventing and performing new rhythms to a steady beat (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore timbre, structure, and tempo
- Pupils learn to play a musical instrument
- Pupils understand and explore how music is created
- Pupils listen to music from different traditions
- Pupils play untuned instruments musically

## Performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Combining voices, movement, and instruments to perform a chant and a song (Lesson 1)
2. Keeping a steady beat, including on instruments (Lessons 2 and 3)
3. Creating word rhythms (Lesson 2)
4. Performing word rhythms with movement (Lesson 2)
5. Responding to music in movement (Lesson 3)
6. Playing and combining simple word rhythms (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and play a musical instrument
- Pupils explore structure, tempo, and dynamics
- Pupils create music with others
- Pupils use their voices expressively by performing a chant

## Pitch

# MUSIC EXPRESS

1. Creating a picture in sound (Lesson 1)
2. Understanding musical structure by listening and responding (Lesson 2)
3. Performing a simple repeated pattern (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils play tuned and untuned instruments musically
- Pupils learn to sing
- Pupils explore pitch, structure, and dynamics
- Pupils listen to, review, and evaluate music, including the works of the great composers

# Curriculum summary

## Music Express Age 5-6

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions
- Perform, listen to, review, and evaluate music, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- 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
- 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 music  
Experiment with, create, select, and combine sounds using the inter-related dimensions of music
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

# Unit:

# Music Express Age 5-6 ASSESSMENT SHEET



CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

# Exploring Sounds

# MUSIC EXPRESS

1. Creating and responding to vocal sounds and body percussion (Lesson 1)
2. Developing the use of vocal sounds to express feelings (Lesson 2)
3. Exploring expression in a conversation without words (Lesson 2)
4. Notating pitch shape and duration using simple line graphics (Lesson 2)
5. Understanding how mood can be expressed using the voice (Lesson 3)
6. Understanding the structure of call and response songs (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and to use their voices
- Pupils use their voices expressively and creatively by singing songs and speaking rhymes
- Pupils explore pitch, duration, and appropriate forms of notation
- Pupils listen to, review, and evaluate music, including the works of the great composers

# Beat

# MUSIC EXPRESS

1. Keeping a steady beat at different speeds (tempi) (Lesson 1)
2. Marking beats within a four-beat metre (Lessons 1 and 2)
3. Developing a sense of steady beat through chant, actions, and instruments (Lesson 2)
4. Performing a steady beat (Lesson 3)
5. Changing tempo (Lesson 3)
6. Responding to images (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils explore tempo, dynamics, and timbre
- Pupils use their voices expressively and creatively by speaking chants
- Pupils learn to play a musical instrument
- Pupils create music on their own and with others

## Exploring sounds

# MUSIC EXPRESS

1. Exploring timbre and texture to understand how sounds can be descriptive (Lesson 1)
2. Matching descriptive sounds to images (Lessons 1 and 2)
3. Identifying ways of producing sounds (Lesson 2)
4. Listening to and evaluating composition (Lesson 2)
5. Rehearsing and refining to develop a performance (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore timbre, texture, and structure
- Pupils use their voices expressively and creatively by speaking chants
- Pupils learn to play a musical instrument
- Pupils understand and explore how music is created, produced, and communicated

# Beat

# MUSIC EXPRESS

1. Recognising and responding to steady beats, including at different tempi (Lessons 1, 2, and 3)
2. Recognising and playing rhythmic patterns (Lesson 1)
3. Recognising and responding to a rhythm ostinato pattern (Lesson 1)
4. Playing steady beats at different tempi on body percussion and instruments (Lesson 2)
5. Singing in two parts and combining steady beats (Lesson 2)
6. Performing rhythmic movement patterns to a steady beat (Lesson 3)
7. Performing rhythmic patterns on percussion (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers
- Pupils learn to sing and play a musical instrument
- Pupils explore tempo and timbre
- Pupils create music on their own and with others

# Animals

## Pitch

# Music Express Age 6-7 ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Listening to a steady beat and responding in movement (Lesson 1)
2. Identifying and responding to changes in pitch, upwards and downwards (Lesson 1)
3. Performing changes in pitch using whole body movement and voice (Lesson 1)
4. Understanding and performing upwards and downwards pitch direction (Lesson 2)
5. Reading pitch line notation (Lesson 2)
6. Playing pitch lines on tuned percussion (Lesson 3)
7. Combining pitch change with changes in other elements/dimensions (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore pitch, duration, and appropriate musical notations
- Pupils learn to sing and to use their voices expressively
- Pupils listen to, review, and evaluate music
- Pupils play tuned instruments musically

# Beat

# MUSIC EXPRESS

1. Performing a steady beat and simple rhythms using movement, percussion, and body percussion (Lessons 1, 2, and 3)
2. Understanding and differentiating between beat and rhythm (Lessons 1, 2, and 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and play a musical instrument
- Pupils listen to, review, and evaluate music from a range of styles and historical periods
- Pupils explore structure, tempo, and duration
- Pupils understand and explore how music is created

# Storytime

## Exploring sounds

## Music Express Age 6-7

## ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Combining sounds to create a musical effect (Lessons 1 and 3)
2. Understanding how music, dance, and drama can combine in storytelling (Lesson 1)
3. Exploring voices to create descriptive musical effects (Lesson 2)
4. Creating and matching descriptive sounds made with the voice (Lesson 2)
5. Performing to an audience (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils use their voices expressively and creatively by speaking chants
- Pupils experiment with, create, select, and combine sounds
- Pupils play tuned and untuned instruments musically
- Pupils understand and explore how music is created, produced, and communicated
- Pupils listen to, review, and evaluate music, including the works of the great composers

# Pitch

# MUSIC EXPRESS

1. Singing with expression, paying attention to the pitch shape of the melody (Lessons 1 and 3)
2. Using sign language in a song (Lesson 1)
3. Accompanying a song with vocal and instrumental ostinati (Lesson 1)
4. Identifying rising and falling pitch (Lesson 2)
5. Performing a rising pitch sequence in a song (Lesson 2)
6. Listening and responding to pitch changes with movements (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and to play a musical instrument
- Pupils explore pitch, structure, and duration
- Pupils understand and explore how music is communicated
- Pupils listen to, review, and evaluate music, including the works of the great composers

## Exploring sounds

# MUSIC EXPRESS

1. Performing a rhythmic chant and playing an independent rhythm pattern to accompany it (Lesson 1)
2. Listening in detail to a piece of orchestral music (Lesson 1)
3. Performing an updated version of a traditional nursery rhyme with a rap section included (Lesson 2)
4. Accompanying a song with three different repeated word patterns (Lesson 2)
5. Composing music to illustrate a story (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils use their voices expressively and creatively by singing a song and speaking a chant
- Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers
- Pupils create music on their own and with others

# Beat

# MUSIC EXPRESS

1. Performing steady beat patterns, including in groups, to accompany a song (Lessons 1 and 2)
2. Playing different patterns of steady beat within four beats, and matching them to a simple score (Lessons 1 and 2)
3. Performing and creating simple rhythms using a simple score (Lesson 1)
4. Performing and creating simple three-beat rhythms using a simple score (Lesson 2)
5. Interpreting a score to perform different beat patterns (Lesson 3)
6. Performing beat patterns with voices and percussion (Lesson 3)
7. Exploring different ways to organise music (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore structure, duration, and appropriate musical notations
- Pupils understand and explore how music is created
- Pupils use their voices expressively

## Pitch

# MUSIC EXPRESS

1. Understanding pitch through singing, movement, and note names (Lesson 1)
2. Performing a melody (Lesson 1)
3. Understanding melody through songs, movement, and performing pitch shapes on tuned instruments (Lesson 2)
4. Exploring and developing an understanding of pitch (Lesson 3)
5. Using musical scales, high notes and low notes in a composition (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils learn to sing and play a musical instrument
- Pupils explore pitch, timbre, and duration
- Pupils experiment with, create, select, and combine sounds
- Pupils play tuned and untuned instruments musically
- Pupils create and compose music

## Performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Exploring patterns of physical movement in a game song (Lesson 1)
2. Responding to a song with movement (Lesson 1)
3. Using simple musical vocabulary to describe music (Lesson 1)
4. Combining steady beat and rhythms to accompany a song (Lesson 2)
5. Listening and responding to contemporary orchestral music (Lesson 2)
6. Playing an instrument game to practise steady beat at changing tempi (Lesson 2)
7. Preparing and improving a performance using movement, voice, and percussion (Lesson 3)
8. Using instruments expressively (Lesson 3)
9. Understanding notation (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## MAIN NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and play a musical instrument
- Pupils explore tempo, timbre, and appropriate musical notations
- Pupils listen to, review, and evaluate music, including the works of the great composers

# Curriculum summary

## Music Express Age 6-7

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions
- Perform, listen to, review, and evaluate music, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- 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
- 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 music
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

# Unit:

# Music Express Age 6-7 ASSESSMENT SHEET



CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Composition

# MUSIC EXPRESS

1. Selecting descriptive sounds to accompany a poem (Lesson 1)
2. Creating a musical re-telling of a poem (Lesson 1)
3. Singing in two-part harmony (Lesson 1)
4. Accompanying a song with a melodic ostinato (Lesson 1)
5. Exploring timbre to create a descriptive piece of music (Lesson 2)
6. Learning about ternary form (Lesson 2)
7. Singing a song with expression (Lesson 2)
8. Developing the lyrics of a song (Lesson 3)
9. Choosing timbre to make an accompaniment (Lesson 3)
10. Combining chants and sound pictures in a class performance in rondo structure (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils sing, using their voices with increasing accuracy, fluency, control and expression
- Pupils compose music
- Pupils explore structure, timbre, and appropriate musical notations
- Pupils create music on their own and with others

## Beat

# MUSIC EXPRESS

1. Understanding how music can be organised in sequences and layers (Lessons 1 and 2)
2. Using voices and actions to perform simple rhythms within a steady beat (Lesson 1)
3. Combining rhythms in layers (Lesson 2)
4. Creating music using children's own ideas (Lesson 3)
5. Making choices about musical structure (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils explore structure and duration
- Pupils organise and manipulate ideas within musical structures
- Pupils create music on their own and with others

# Sounds

Exploring sounds

Music Express Age 7-8  
ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Learning how sounds are produced and how instruments are classified (Lessons 1, 2, and 3)
2. Learning about aerophones (Lesson 1)
3. Understanding musical conversation structure (Lesson 2)
4. Learning about idiophones (Lesson 2)
5. Developing an understanding of call and response (Lesson 2)
6. Learning about chordophones (Lesson 3)
7. Creating a call and response (Lesson 3)

### WORKING AT

(names/comments)

### WORKING TOWARDS

(names/comments)

### WORKING BEYOND

(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils understand and explore how music is created, produced, and communicated
- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, including the works of the great musicians
- Pupils learn to sing and play a musical instrument
- Pupils perform in an ensemble context

# Poetry

## Performance

Music Express Age 7-8  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Enhancing and extending the performance of a poem using vocal patterns (Lesson 1)
2. Improvising descriptive music (Lesson 2)
3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3)
4. Responding to music through movement (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

#### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils improvise music
- Pupils use their voices with accuracy, fluency, control, and expression
- Pupils explore structure, timbre, and dynamics

## Pitch

# MUSIC EXPRESS

1. Understanding the pentatonic scale (Lesson 1)
2. Using graphic notation with the pentatonic scale (Lesson 2)
3. Understanding pitch through composing, notating, and reading graphic notation (Lesson 2)
4. Performing a pentatonic song with tuned and untuned accompaniment (Lesson 2)
5. Exploring the pentatonic scale (Lesson 3)
6. Playing in steps using graphic notation (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils explore pitch, appropriate musical notations, and timbre
- Pupils learn to sing and to play a musical instrument
- Pupils listen to, review, and evaluate music across a range of genres, styles, and traditions
- Pupils understand and explore how music is created

## Beat

# MUSIC EXPRESS

1. Identifying the metre in a piece of music (Lesson 1)
2. Playing independent parts in more than one metre simultaneously (Lesson 1)
3. Identifying and performing an ostinato (Lesson 2)
4. Improvising to an ostinato accompaniment (Lesson 2)
5. Performing rhythmic ostinati individually and in combination (Lesson 3)
6. Layering rhythms (Lesson 3)
7. Recognising rhythm patterns in staff notation (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils use and understand staff notation (rhythm)
- Pupils learn to sing and to play a musical instrument
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures

## Pitch

# MUSIC EXPRESS

1. Understanding pitch (Lesson 1)
2. Learning to read simple pitch notation (Lesson 1)
3. Understanding and using pitch notations (Lesson 2)
4. Reading simple rhythm notation (Lesson 3)
5. Learning a Tudor dance (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils explore pitch, structure, and appropriate musical notations
- Pupils use and understand staff notations
- Pupils develop an understanding of the history of music
- Pupils listen with attention to detail and recall sounds with increasing aural memory

## Composition

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Representing sounds with symbols (Lesson 1)
2. Using voices creatively and expressively (Lesson 2)
3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2)
4. Creating and performing from a symbol score (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils improvise and compose music using the inter-related dimensions of music
- Pupils learn to sing and play a musical instrument

# Human body

## Structure

Music Express Age 7-8  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Understanding call and response structure (Lesson 1)
2. Performing word rhythms (Lesson 1)
3. Exploring sounds (Activities 1 and 2)
4. Singing in two parts (Lesson 2)
5. Performing call and response structure (Lesson 2)
6. Understanding and performing binary form (Lesson 3)
7. Performing call and response (Lesson 3)

#### WORKING AT

(names/comments))

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

#### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils explore structure, texture, and timbre
- Pupils improvise and compose music
- Pupils create music on their own and with others

# Singing French

Pitch

Music Express Age 7-8  
ASSESSMENT SHEET



IN THIS UNIT, CHILDREN WILL BE:		
<div>1. Understanding pitch through melody (Lesson 1)</div> <div>2. Developing a song (Lesson 1)</div> <div>3. Understanding pitch through singing and playing a melody (Lesson 2)</div> <div>4. Recognising pitch shapes (Lesson 3)</div> <div>5. Reading notations to play a melody (Lesson 3)</div>		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
<div>(names/comments)</div>	<div>(names/comments)</div>	<div>(names/comments)</div>
<div>KEY NATIONAL CURRICULUM AREAS COVERED</div> <div><ul style="list-style-type: none"><li>• Pupils explore pitch, structure, and appropriate musical notations</li><li>• Pupils learn to sing and to play a musical instrument</li><li>• Pupils reproduce sounds from aural memory</li><li>• Pupils understand and explore how music is created</li></ul></div>		

## Structure

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati (Lesson 1)
2. Singing a song and accompanying it with tuned percussion ostinati (Lesson 1)
3. Exploring musical phrases, melodic imitation and rounds (Lesson 2)
4. Performing a round in three parts (Lesson 3)
5. Arranging an accompaniment with attention to balance and musical effect (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils develop an understanding of the history of music
- Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures

## Performance

# MUSIC EXPRESS

1. Exploring simple accompaniments using beat and rhythm patterns (Lesson 1)
2. Using a score and combining sounds to create different musical textures (Lesson 2)
3. Exploring different types of accompaniment (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and to play a musical instrument
- Pupils perform, listen to, review, and evaluate music across a range of styles
- Pupils play and perform in an ensemble context

# Curriculum summary

## Music Express Age 7-8

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- 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
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

# Unit:

## Music Express Age 7-8 ASSESSMENT SHEET



CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Performance

# MUSIC EXPRESS

1. Looking at music notation with reference to metre and accent (Lesson 1)
2. Building an extended performance piece from a poem (Lesson 1)
3. Using canon and ostinati as accompaniments (Lesson 1)
4. Using beatbox techniques to imitate the sound of a drum kit (Lesson 2)
5. Performing a rap with a vocal beatbox accompaniment (Lesson 2)
6. Performing a poem with rhythmic accuracy (choral speaking) (Lesson 3)
7. Devising a rhythmic accompaniment based on repeated text fragments (Lesson 3)
8. Balancing voices in a performance (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils use and understand staff notation (rhythm)
- Pupils use technology appropriately (create a recording)
- Pupils explore structure, timbre, and texture
- Pupils create music on their own and with others

# Environment

## Composition

Music Express Age 8-9  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Exploring how different timbres can be descriptive (Lesson 1)
2. Exploring combinations of different timbres to accompany a song (Lesson 1)
3. Learning how to accompany a song with drone and ostinato on tuned percussion (Lesson 2)
4. Exploring the descriptive music of two major composers (Lesson 3)
5. Composing an introduction for a song (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore timbre, structure, tempo, and dynamics
- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers
- Pupils compose music, organising and manipulating ideas within musical structures
- Pupils learn to sing with expression

# Sounds

## Exploring sounds

Music Express Age 8-9

ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Learning about classifying instruments by the way sounds are produced (Lesson 1)
2. Learning some simple beatboxing sounds (Lesson 1)
3. Singing a song and adding beatboxing sounds (Lesson 1)
4. Learning about aerophones (Lesson 2)
5. Learning to sing partner songs (Lesson 2)
6. Learning about classifying instruments by the way sounds are produced (Lesson 3)
7. Exploring the combined expressive effects of different instrument groups (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils understand and explore how music is created, produced, and communicated
- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils sing with increasing fluency and expression

## Structure

# MUSIC EXPRESS

1. Making instruments (Lessons 1 and 2)
2. Performing verse and chorus structure (Lessons 1 and 2)
3. Interpreting notation (Lessons 1 and 2)
4. Improvising (Lessons 1 and 2)
5. Understanding ABA structure (Lesson 2)
6. Performing repeating rhythms (Lesson 3)
7. Chanting in three parts (Lesson 3)
8. Exploring sounds (Lesson 3)
9. Performing rondo form (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils explore structure, timbre, and appropriate musical notations
- Pupils play musically, with increasing confidence and control
- Pupils appreciate and understand a wide range of music, across a range of genres and traditions
- Pupils use their voices expressively
- Pupils understand and explore how music is created, produced, and communicated

## Beat

# MUSIC EXPRESS

1. Learning about verse and chorus song structure (Lesson 1)
2. Combining four body percussion ostinati as a song accompaniment (Lesson 1)
3. Understanding texture (Lesson 2)
4. Learning about layered structure in a rhythmic ostinato piece (Lesson 2)
5. Creating rhythmic ostinati (Lesson 2)
6. Accompanying a melody with a drone (Lesson 2)
7. Describing the structure of a piece of orchestral music (Lesson 3)
8. Reading a clock score to play a piece combining drone and melodic ostinati (Lesson 3)
9. Using rondo structure to build a performance (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils explore structure, pitch, and duration
- Pupils learn to sing and to play a musical instrument
- Pupils improvise music

# Around the world

## Pitch

# Music Express Age 8-9 ASSESSMENT SHEET

# MUSIC EXPRESS

**IN THIS UNIT, CHILDREN WILL BE:**

1. Exploring the pentatonic scale (Lesson 1)
2. Playing leaps (Lesson 1)
3. Reading graphic notation (Lesson 1)
4. Developing listening skills (Lesson 2)
5. Describing music using musical and non-musical terms (Lesson 2)
6. Composing and notating pentatonic melodies (Lesson 2)
7. Playing a pentatonic song with leaps (Lesson 3)
8. Combining tuned percussion, untuned percussion, and singing (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils appreciate and understand a range of music drawn from different traditions
- Pupils use and understand musical notations
- Pupils improvise and compose music using the inter-related dimensions of music

## Structure

# Music Express Age 8-9 ASSESSMENT SHEET



**IN THIS UNIT, CHILDREN WILL BE:**

1. Learning a verse and chorus song (Lesson 1)
2. Understanding that melodies have phrases (Lesson 1)
3. Exploring layers and layering (Lesson 1)
4. Comparing and contrasting structure (Lesson 2)
5. Understanding layers in musical structure (Lesson 2)
6. Identifying key features of minimalist structure (Lesson 2)
7. Playing in groups (Lesson 3)
8. Combining sections of music in a layered structure (Lesson 3)
9. Rehearsing and preparing for a performance (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore structure, dynamics, and texture
- Pupils develop an understanding of the history of music
- Pupils create music with others
- Pupils learn to sing
- Pupils develop an understanding of musical composition

# Singing Spanish

Pitch

Music Express Age 8-9  
ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Singing in groups (Lesson 1)
2. Creating descriptive music (Lesson 1)
3. Singing in a minor key in groups (Lesson 2)
4. Developing descriptive song accompaniments (Lesson 2)
5. Singing in two parts with accompaniment (Lesson 3)
6. Performing repeating rhythms (Lesson 3)
7. Combining tuned percussion, untuned percussion, and singing (Lesson 3)

### WORKING AT

(names/comments)

### WORKING TOWARDS

(names/comments)

### WORKING BEYOND

(names/comments)

### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils sing and play musically, with confidence and control
- Pupils play and perform in an ensemble context
- Pupils explore pitch, timbre, and structure
- Pupils use and understand musical notations, including staff notation

## Composition

## Music Express Age 8-9

## ASSESSMENT SHEET



**IN THIS UNIT, CHILDREN WILL BE:**

1. Copying rhythms and a short melody (Lesson 1)
2. Playing ostinati and layering them in a performance (Lesson 1)
3. Using music to communicate a meaning (Lesson 2)
4. Composing a rap (Lesson 2)
5. Playing ostinati and layering them in a performance (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression
- Pupils play and perform in solo and ensemble contexts
- Pupils compose music for a range of purposes

## Beat

# MUSIC EXPRESS

1. Identifying the metre of a new song (Lesson 1)
2. Singing in three independent parts (Lesson 1)
3. Playing and singing repeated patterns (ostinati) from notation (Lesson 1)
4. Identifying metre in a piece of music (Lesson 2)
5. Understanding syncopation and using off-beat rhythms in improvisation (Lesson 2)
6. Combining independent parts in more than one metre (Lesson 2)
7. Identifying how a well-known story has been told in music (Lesson 3)
8. Creating music which tells a story (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, and styles, including the works of the great composers and musicians
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils listen with attention to detail and recall sounds with increasing aural memory

## Notation

# MUSIC EXPRESS

1. Learning to play a Renaissance dance from notations (Lesson 1)
2. Composing a fanfare (Lesson 1)
3. Understanding simple musical structures (Lesson 1)
4. Learning a dance and playing music used for celebrations (Lesson 2)
5. Learning a 1960s pop song (Lesson 3)
6. Creating a performance (Lesson 3)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils develop an understanding of the history of music
- Pupils perform, listen to, review, and evaluate music across a range of historical periods and styles, including the works of the great composers
- Pupils use and understand musical notations, including staff notation
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures

# Food and drink

## Performance

Music Express Age 8-9

### ASSESSMENT SHEET



#### IN THIS UNIT, CHILDREN WILL BE:

1. Combining expressive use of the voice with physical movement (Lesson 1)
2. Responding to sound with visual signals (Lesson 1)
3. Performing sequences of sounds matched to visual sequences (Lesson 1)
4. Singing a call and response chant (Lesson 2)
5. Composing and playing sequences of word rhythms (Lesson 2)
6. Understanding and performing rondo structure (Lesson 2)
7. Learning a traditional West African call and response song (Lesson 3)
8. Learning to sing a verse and chorus song (Lesson 3)
9. Learning rhythmic and melodic accompaniments for a song and combining them in a performance (Lesson 3)

#### WORKING AT

(names/comments)

#### WORKING TOWARDS

(names/comments)

#### WORKING BEYOND

(names/comments)

#### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and to play a musical instrument
- Pupils perform, listen to, review and evaluate music across a range of styles
- Pupils explore the inter-related dimensions of music, including structure and timbre

# Curriculum summary

## Music Express Age 8–9

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- 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
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

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# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Learning to sing a song (Lesson 1)
2. Understanding metre through singing and playing instruments (Lesson 1)
3. Conducting a metre of four (Lesson 1)
4. Conducting metres of two and three (Lessons 2 and 4)
5. Writing lyrics (Lessons 2 and 3)
6. Learning to sing a song from our musical heritage (Lesson 4)
7. Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5)
8. Rehearsing for a performance (Lesson 6)
9. Developing a performance by adding other media (Lesson 6)
10. Performing with awareness of audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Performance

## Music Express Age 9-10

## ASSESSMENT SHEET

**CONTINUATION SHEET**

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils understand and explore how music is communicated (conducting)
- Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression
- Pupils develop an understanding of musical composition, and compose and improvise
- Pupils create music on their own and with others

## Listening

# MUSIC EXPRESS

1. Listening to music with focus and analysing using musical vocabulary (Lesson 1)
2. Relating sound sequences to images (Lesson 1)
3. Interpreting images to create descriptive sound sequences (Lesson 1)
4. Developing the use of dynamics in a song (Lesson 2)
5. Listening to music, focusing on dynamics and texture (Lesson 2)
6. Learning a melodic ostinato using staff notation (Lesson 2)
7. Developing techniques of performing rap using texture and rhythm (Lesson 3)
8. Learning a song with a complex texture (Lesson 4)
9. Learning about the sound of the whole tone scale (Lesson 4)
10. Listening to music and describing its effects and use of the musical dimensions (Lesson 5)
11. Performing a song with expression and with attention to tone and phrasing (Lesson 5)
12. Creating a musical background to accompany a poem (Lesson 5)
13. Creating and presenting a performance of song, music, and poetry (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Listening

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers
- Pupils explore dynamics, timbre, tempo, and texture
- Pupils use and understand staff and other musical notations
- Pupils learn to sing with expression
- Pupils develop an understanding of musical composition

## Structure

# MUSIC EXPRESS

1. Singing in two and three parts (Lessons 1 and 2)
2. Reading a melody in staff notation (Lesson 1)
3. Accompanying a song with tuned and untuned instruments (Lesson 1)
4. Composing and performing together (Lesson 2)
5. Combining vocal sounds in performance (Lesson 3)
6. Creating a performance using voices and instruments in four parts (Lesson 3)
7. Exploring extended vocal techniques (Lesson 4)
8. Developing a structure to combine sounds (Lesson 4)
9. Creating musical effects using contrasting pitch (Lesson 5)
10. Learning about the music of an early opera (Lesson 6)
11. Creating descriptive music (Lesson 6)
12. Developing a performance with awareness of audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Structure

# MUSIC EXPRESS

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians
- Pupils develop an understanding of musical composition
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils explore structure, timbre, and appropriate musical notations

## Beat

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Exploring beat at different tempi (Lesson 1)
2. Singing syncopated melodies (Lesson 1)
3. Developing rhythm skills through singing, playing, and moving (Lesson 1)
4. Singing and playing scales and chromatic melodies (Lesson 2)
5. Using steady beat and syncopated rhythms (Lesson 2)
6. Accompanying a song with sung and played drones (Lesson 3)
7. Singing in unison and two parts (Lesson 3)
8. Developing an arrangement of a two-part song (Lesson 4)
9. Learning and creating accompaniments for a song (Lesson 4)
10. Reading grid or staff notation to play a bassline (Lesson 4)
11. Learning to perform a song with syncopated rhythms (Lesson 5)
12. Arranging a complete performance of music and songs (Lesson 6)
13. Using a score to notate and guide selected elements of a performance (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Beat

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore pitch, structure, texture, and appropriate musical notations, including staff notation
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils sing and play musically, with increasing confidence and control
- Pupils perform in an ensemble context

## Composition

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2)
2. Interpreting notation (Lesson 1)
3. Using a storyboard to structure sounds (Lesson 1)
4. Learning about the use of sound effects in movies (Lesson 2)
5. Composing sound effects to perform with a movie (Lesson 2)
6. Identifying changes in tempo and their effects (Lesson 3)
7. Exploring and understanding phrase structure of a song melody (Lesson 3)
8. Creating and performing a sequence of melodic phrases with a movie (Lesson 3)
9. Learning about the use of musical clichés in movie soundtracks (Lesson 4)
10. Exploring the effect of music in movies (Lesson 4)
11. Using the musical dimensions to create and perform music for a movie (Lesson 4)
12. Learning about and exploring techniques used in movie soundtracks (Lesson 5)
13. Creating sounds for a movie, following a timesheet (Lesson 5)
14. Working in groups to create descriptive movie music (Lesson 6)
15. Evaluating and refining compositions (Lesson 6)
16. Learning about using cue scores (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Composition

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

**KEY NATIONAL CURRICULUM AREAS COVERED**

- Pupils develop an understanding of the history of music
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils explore tempo, texture, structure, duration, and appropriate musical notations

## Performance

# MUSIC EXPRESS

1. Singing a song in unison and three-part harmony (Lesson 1)
2. Learning a melody and harmony part on instruments to accompany a song (Lesson 1)
3. Performing ostinati and body percussion accompaniments to a song (Lesson 2)
4. Exploring a song arrangement and its structure (Lesson 2)
5. Performing a song with a complex structure in four parts (Lesson 3)
6. Developing a song performance with awareness of audience (Lesson 3)
7. Understanding and using a song structure (Lesson 4)
8. Applying singing techniques to improve performance (Lesson 4)
9. Developing accurate ensemble playing (Lesson 5)
10. Controlling short, loud sounds on a variety of instruments (Lesson 5)
11. Rehearsing and improving an ensemble performance (Lesson 6)
12. Preparing a performance with awareness of audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

# Celebration

## Performance

# Music Express Age 9-10

## ASSESSMENT SHEET

# MUSIC EXPRESS

[illegible]

# Curriculum summary

## Music Express Age 9-10

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- 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
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

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# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

# World unite

Step dance performance

Music Express Age 10–11

ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Exploring beat and syncopation through a song and body percussion (Lesson 1)
2. Developing coordination and rhythm skills (Lesson 2)
3. Performing a rhythmic sequence to a piece of music (Lesson 2)
4. Developing the idea of pitch shape and relating it to movement (Lesson 3)
5. Understanding pitch through movement and notation (Lesson 3)
6. Creating rhythm patterns (Lesson 4)
7. Arranging different musical sections to build a larger scale performance (Lesson 4)
8. Exploring rhythm through dance (Lesson 5)
9. Combining different rhythms (Lesson 5)
10. Exploring ways of combining and structuring rhythms through dance (Lesson 6)

### WORKING AT

(names/comments)

### WORKING TOWARDS

(names/comments)

### WORKING BEYOND

(names/comments)

## Step dance performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

  

**KEY NATIONAL CURRICULUM AREAS COVERED**

- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils are taught to sing and play musically with increasing confidence and control
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

# Journeys

Song cycle performance

Music Express Age 10-11

ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Singing in three-part harmony (Lesson 1)
2. Exploring expressive singing in a part-song with echoes (Lesson 2)
3. Developing song cycles for performance (Lesson 3)
4. Staging a performance with awareness of audience (Lesson 3)
5. Singing a pop song with backing harmony (Lesson 4)
6. Learning about a song's structure (Lesson 4)
7. Learning to sing major and minor note patterns accurately (Lesson 5)
8. Learning a pop song with understanding of its structure (Lesson 5)
9. Developing a song cycle performance incorporating mixed media (Lesson 6)
10. Developing planning, directing, and rehearsal skills (Lesson 6)

### WORKING AT

(names/comments)

### WORKING TOWARDS

(names/comments)

### WORKING BEYOND

(names/comments)

## Song cycle performance

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Pupils explore structure, texture, and pitch
- Pupils use technology appropriately
- Pupils understand and explore how music is communicated

## Street dance performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

## IN THIS UNIT, CHILDREN WILL BE:

1. Feeling and moving to a three-beat pulse and revising rhythmic ostinato (Lesson 1)
2. Performing and improvising rhythmic and melodic ostinati (Lesson 2)
3. Singing in harmony (Lesson 3)
4. Learning about chords (Lesson 3)
5. Performing music and dance (Lesson 4)
6. Revising, rehearsing, and developing music for performance (Lesson 5)
7. Exploring extended vocal techniques (Lesson 4)
8. Developing a structure to combine sounds (Lesson 4)
9. Creating musical effects using contrasting pitch (Lesson 5)
10. Understanding the process of a musical performance (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Street dance performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

- Pupils perform and listen to music, including the works of the great composers
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression

## Mini musical performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Singing a traditional Ghanaian song (Lesson 1)
2. Devising rhythmic actions to music (Lesson 1)
3. Developing a performance of a musical (Lesson 1)
4. Improvising descriptive music (Lesson 2)
5. Singing a traditional children's game song from Ghana (Lesson 2)
6. Playing rhythm cycles (Lesson 3)
7. Combining rhythm cycles in a percussion piece (Lesson 3)
8. Singing call and response songs in two groups (Lesson 4)
9. Devising rhythmic movement (Lesson 4)
10. Developing a descriptive composition (Lesson 4)
11. Planning and structuring pieces to make a finale (Lesson 5)
12. Combining songs with rhythmic cycles (Lesson 5)
13. Developing and rehearsing for a performance (Lesson 6)
14. Performing to an audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Mini musical performance

# MUSIC EXPRESS

<b>CONTINUATION SHEET</b>		
<b>WORKING AT</b>	<b>WORKING TOWARDS</b>	<b>WORKING BEYOND</b>
(names/comments)	(names/comments)	(names/comments)

  

**KEY NATIONAL CURRICULUM AREAS COVERED**

- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils appreciate and understand music drawn from different traditions
- Pupils learn to sing and play musically with increasing confidence and control
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures

## Awards show performance

## Music Express Age 10-11

## ASSESSMENT SHEET



**IN THIS UNIT, CHILDREN WILL BE:**

1. Learning music for a special occasion (Lesson 1)
2. Composing programme music from a visual stimulus (Lesson 2)
3. Singing a verse and chorus song (Lesson 3)
4. Writing new verses for a rap (Lesson 3)
5. Developing a song performance (Lesson 4)
6. Performing together (Lessons 4, 5, and 6)
7. Developing an extended performance (Lesson 5)
8. Developing a song arrangement (Lesson 6)
9. Rehearsing for a performance (Lesson 6)
10. Performing together with an awareness of audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Awards show performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

<b>CONTINUATION SHEET</b>		
<b>WORKING AT</b>	<b>WORKING TOWARDS</b>	<b>WORKING BEYOND</b>
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils play and perform in solo and ensemble contexts
- Pupils are taught to sing and play musically with increasing confidence and control
- Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music

## Leavers' assembly

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Singing a song with expression and sustained notes (Lessons 1 and 2)
2. Singing in two-part and three-part harmony (Lessons 1 and 4)
3. Performing complex song rhythms confidently (Lesson 2)
4. Identifying the structure of a piece of music (Lesson 3)
5. Learning to play a melody with chordal accompaniment (Lesson 3)
6. Experiencing the effect of harmony changing (Lesson 3)
7. Playing instrumental parts to accompany a song (Lesson 5)
8. Performing a song with complex structure (Lesson 5)
9. Listening to and understanding modulation in a musical bridge (Lesson 6)
10. Preparing for a performance (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## Leavers' assembly

## ASSESSMENT SHEET

# MUSIC EXPRESS

[illegible]

# Curriculum summary

## Music Express Age 10-11

### ASSESSMENT SHEET



#### **IN THIS COURSE, CHILDREN WILL COVER THE FOLLOWING CURRICULUM AREAS:**

##### KEY NATIONAL CURRICULUM AREAS COVERED

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians

Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument

- 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
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- Have the opportunity to progress to the next level of musical excellence (see Extended Learning sections in Lesson Plans)

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# MUSIC EXPRESS

CONTINUATION SHEET		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)