

# MUSIC MAESTRO PRIMARY

## Unit Overview

| Year | Cycle | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|------|-------|--|---|---|--|--|---|
| 1/2  | A     | Unit 1.1<br>Copy Cat   | Unit 1.2<br>I sing, you sing!   | Unit 1.3<br>On the pulse  | <b>Unit 1.5</b><br><b>What a</b><br><b>Performance 1:</b><br><b>Body Orchestra</b> | Unit 2.1<br>Musical<br>Conversations   |   |
|      | B     |  | Unit 1.4<br>Sound Effects   | <b>Unit 2.2</b><br><b>What a</b><br><b>performance 2:</b><br><b>Off to the Moon</b> |  | Unit 2.5<br>Choir Leader   | Unit 2.4<br>Dot to dot  |
| 3/4  | A     | Unit 3.1<br>Make notes   | Unit 3.3<br>Recorder<br>Lessons 1   | Unit 3.4<br>Recorder<br>Lessons 2   | Unit 4.3<br>Recorder<br>Lessons 3  | <b>Unit 4.4</b><br><b>What a</b><br><b>performance 4:</b><br><b>Recorder</b><br><b>Lessons 4</b> | Unit 4.2<br>Island Beats  |
|      | B     | Unit 4.1<br>Doing the Rounds   | <b>Unit 3.6</b><br><b>What a</b><br><b>performance 3:</b><br><b>Class Choir</b> | Unit 3.5<br>Compose<br>yourself!  | Unit 4.5<br>Happy Families!  | Unit 3.2<br>Make it up<br>(Indian Music)   | Unit 4.6<br>Take the train  |
| 5/6  | A     | <b>Unit 5.1</b><br><b>What a</b><br><b>performance 5:</b><br><b>The silent movie</b> | Unit 5.2<br>Round and<br>round and round<br>again                               | Unit 5.5<br>Pentatonics 1   | Unit 6.3<br>Into the groove  | Unit 6.4<br>Sing and<br>Syncopate  | Unit 6.6<br>Garage Band<br>(Music Tech)   |
|      | B     | Unit 5.3<br>Major or Minor?  | Unit 5.4<br>What's the<br>time?   |   | Unit 5.6<br>Drone Alone;<br>Keyboard<br>Warriors 1                                 | Unit 6.1<br>Keyboard<br>Warriors 2   | <b>Unit 6.2</b><br><b>What a</b><br><b>performance 6:</b><br><b>Keyboard</b><br><b>Warriors 3</b> |

# MUSIC MAESTRO PRIMARY

## Year 1

| Unit | Singing  | Listening   | Composing   | Musicianship  |
|------|--|---|---|---|
| 1.1  | <ul style="list-style-type: none"> <li>✓ Sing a wide range of call and response songs to control pitch accurately</li> <li>✓ Sing familiar songs in both low and high voices and note the difference in sound</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Boom Chicka Boom</a></li> <li>✓ <a href="#">Radestsky March (Johann Strauss)</a></li> <li>✓ <a href="#">Dance of the sugar plum fairy (Tchaikowsky)</a></li> <li>✓ <a href="#">Celebration (Kool and the Gang)</a></li> <li>✓ <a href="#">If I was a car</a></li> <li>✓ <a href="#">Mars from The Planets, Holst</a></li> <li>✓ <a href="#">Fanfarra (Samba), Sergio Mendes</a></li> </ul> | <ul style="list-style-type: none"> <li>✓ Understand the difference between a rhythm pattern and a pitch pattern</li> </ul>                      | <ul style="list-style-type: none"> <li>✓ Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>✓ Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>✓ Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns</li> </ul>  |
| 1.2  | <ul style="list-style-type: none"> <li>✓ Sing songs within a very small range (mi-so) and pentatonic</li> <li>✓ Sing a wide range of call and response songs to control pitch accurately</li> </ul>                      |   | <ul style="list-style-type: none"> <li>✓ Improvise simple vocal chants using question and answer phrases</li> </ul>                             |   |
| 1.3  |  | <ul style="list-style-type: none"> <li>✓ <a href="#">Rondo alla Turca, Mozart</a></li> <li>✓ <a href="#">La Rejouissance from Music for the Royal Fireworks (Handel)</a></li> <li>✓ <a href="#">Viennese Musical Clock from Háry János Suite (Kodály)</a></li> </ul>  |   | <ul style="list-style-type: none"> <li>✓ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>✓ Respond to the pulse in recorded/live music through movement and dance</li> </ul>   |
| 1.4  |  | <ul style="list-style-type: none"> <li>✓ <a href="#">Wild Man (Art Pop), Kate Bush</a></li> <li>✓ <a href="#">Flight of the bumblebee, Rimsky - Korsakov</a></li> <li>✓ <a href="#">The Typewriter, Leroy Anderson</a></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Create musical sound effects in response to stimuli</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Listen to sounds in the school environment, comparing high or low sounds</li> </ul>  |
| 1.5  |  | <ul style="list-style-type: none"> <li>✓ <a href="#">Carnival of the Animals (Saint-Saëns)</a></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Recognise how graphic notation can represent created sounds. Explore and invent own symbols</li> </ul> | <ul style="list-style-type: none"> <li>✓ Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>✓ Explore percussion sounds to enhance story telling</li> <li>✓ Follow pictures and symbols to guide singing and playing</li> <li>✓ Perform to audience</li> </ul> |

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## Year 2

| Unit | Singing   | Listening  | Composing  | Musicianship   |
|------|---|--|--|--|
| 2.1  |   | <ul style="list-style-type: none"> <li>✓ <a href="#">Down by the bay</a></li> <li>✓ <a href="#">What have you found in the bag?</a></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Play copycat rhythms, copy a leader, invent rhythms for others to copy on untuned instruments</li> <li>✓ Create rhythms using word phrases</li> <li>✓ Read and respond to chanted rhythm patterns, represent them with stick notation including</li> <li>✓ Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down,</li> </ul> |
| 2.2  |   | <ul style="list-style-type: none"> <li>✓ <a href="#">Night Ferry, Anna Clyne</a></li> <li>✓ <a href="#">Mythodia (Movement 1), Vangelis</a></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</li> <li>✓ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</li> </ul> | <ul style="list-style-type: none"> <li>✓ Read and perform from a graphic score</li> <li>✓ Perform to an audience</li> </ul>  |
| 2.3  |   | <ul style="list-style-type: none"> <li>✓ <a href="#">Mythodia (Movement 1), Vangelis</a></li> <li>✓ <a href="#">Bolero, Ravel</a></li> <li>✓ <a href="#">Zorba the Greek, Theodorakis</a></li> <li>✓ <a href="#">Jazz Walz, Shostakovich</a></li> </ul>  |  | <ul style="list-style-type: none"> <li>✓ Understand that the speed of the beat can change, creating faster or slower pace (tempo)</li> <li>✓ Mark the beat of a listening piece by tapping or clapping, recognising tempo changes</li> <li>✓ Walk in time to the beat</li> <li>✓ Begin to group beats in twos and threes by tapping strong and weak beats</li> </ul>   |
| 2.4  |   |  | <ul style="list-style-type: none"> <li>✓ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</li> </ul>  |  |
| 2.5  | <ul style="list-style-type: none"> <li>✓ Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>✓ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Rain, rain, go away, Traditional</a></li> <li>✓ <a href="#">Incy wincy spider, Traditional</a></li> <li>✓ <a href="#">If you're happy and you know it, Traditional</a></li> <li>✓ <a href="#">Frere Jaques, French Traditional</a></li> </ul> |  | <ul style="list-style-type: none"> <li>✓ Understand that the speed of the beat can change, creating faster or slower pace (tempo)</li> <li>✓ Conduct a choir using gestures and/or symbols to change the tempo and dynamic of the performance</li> </ul>   |

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## Year 3

| Unit | Singing  | Listening  | Composing  | Musicianship  |
|------|--|--|--|---|
| 3.1  |  |  |  | <ul style="list-style-type: none"> <li>✓ Introduce the staff, lines and spaces, and clef</li> <li>✓ Draw notes on a staff with a range of a third</li> <li>✓ Draw, use and perform crotchets, minims and quavers (including pairs)</li> <li>✓ Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</li> </ul> |
| 3.2  | <ul style="list-style-type: none"> <li>✓ Use the voice to improvise a simple melody over a drone</li> <li>✓ Use percussion to develop a rhythmic accompaniment for a raga</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <a href="#">Sahela Re (Indian Classical) Kishori Amonkar</a></li> <li>✓ <a href="#">Tala Rasa Ranga (Ravi Shankar)</a></li> <li>✓ <a href="#">Jai Ho from Slumdog Millionaire (Rahman)</a></li> </ul> | <ul style="list-style-type: none"> <li>✓ Become more skilled in improvising</li> <li>✓ Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Know and use the words forte, piano, allegro and adagio</li> </ul>   |
| 3.3  |  |  |  | <ul style="list-style-type: none"> <li>✓ Develop facility in playing the recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> </ul>   |
| 3.4  |  |  |  | <ul style="list-style-type: none"> <li>✓ Develop facility in playing the recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> </ul>   |
| 3.5  |  |  | <ul style="list-style-type: none"> <li>✓ Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</li> <li>✓ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>✓ Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Develop facility in playing the Glockenspiel. Play and perform melodies following staff notation using a pentatonic scale as a whole class or in small groups (e.g. trios and quartets).</li> <li>✓</li> </ul>   |
| 3.6  | <ul style="list-style-type: none"> <li>✓ Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>✓ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>✓ Sing a widening range of unison songs</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Heads, shoulders, knees and toes</a></li> <li>✓ <a href="#">Over the deep blue sea</a></li> <li>✓ <a href="#">I'm so happy (Singing Walrus)</a></li> </ul>                                |  | <ul style="list-style-type: none"> <li>✓ Perform as a choir in school assemblies.</li> </ul>  |

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## Year 4

| Unit | Singing   | Listening   | Composing  | Musicianship   |
|------|---|---|--|--|
| 4.1  | <ul style="list-style-type: none"> <li>✓ Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> </ul>     | <ul style="list-style-type: none"> <li>✓ <a href="#">Music alone shall live</a></li> <li>✓ <a href="#">Hey, ho, nobody home</a></li> <li>✓ <a href="#">Fix you</a>, Coldplay</li> <li>✓ <a href="#">Bolero</a>, Ravel</li> <li>✓ <a href="#">Zorba the Greek</a>, Mikis Theodorakis</li> <li>✓ <a href="#">'Prelude in E minor'</a>, Frederic Chopin</li> </ul> |  | <ul style="list-style-type: none"> <li>✓ Know and use the words crescendo, decrescendo, accelerando and rallentando</li> <li>✓</li> </ul>  |
| 4.2  | <ul style="list-style-type: none"> <li>✓ Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Banana Boat (Day-O)</a>, Harry Belafonte</li> <li>✓ <a href="#">Tropical Bird (Calypso)</a> Trinidad Steel Band</li> <li>✓ <a href="#">Yellow Bird</a></li> </ul>  | Compose 2-bar rhythmic phrases to accompany a reggae riff  | <ul style="list-style-type: none"> <li>✓ Know and recognise a range of styles of Caribbean music, including Calypso and reggae</li> <li>✓ Understand the term 'off-beat' and tap to the off-beats 2 and 4</li> <li>✓ Know about a range of Caribbean-influenced musicians, including Harry Belafonte (Calypso) and Bob Marley (Reggae)</li> </ul>              |
| 4.3  |   |   |  | <ul style="list-style-type: none"> <li>✓ Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</li> <li>✓ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</li> </ul> |
| 4.4  |   |   |  | <ul style="list-style-type: none"> <li>✓ Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</li> </ul>  |
| 4.5  |   | <ul style="list-style-type: none"> <li>✓ <a href="#">The composer is dead (Stookey)</a></li> <li>✓ <a href="#">Young person's guide to the orchestra (Britten)</a></li> </ul>   |  | <ul style="list-style-type: none"> <li>✓ Know the 4 instrument families and their constituent instruments</li> <li>✓ Know the key characteristics of each instrument family</li> <li>✓ Identify orchestral instruments when listening to music</li> </ul>  |
| 4.6  | <ul style="list-style-type: none"> <li>✓</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <a href="#">Take the A-train (Jazz)</a>; Duke Ellington</li> <li>✓ <a href="#">Chattanooga choo choo (Glenn Miller)</a></li> </ul>   | <ul style="list-style-type: none"> <li>✓ Explore developing knowledge of musical components by composing music to create a specific mood or subject</li> <li>✓ Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>✓ Introduce major and minor chords. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology</li> </ul> | <ul style="list-style-type: none"> <li>✓ Identify static and moving parts.</li> </ul>  |

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## Year 5

| Unit | Singing  | Listening  | Composing   | Musicianship  |
|------|--|--|---|---|
| 5.1  |  | <a href="#">Peter and the wolf, (Prokofiev)</a><br><a href="#">Short Ride in a Fast Machine (Adams)</a><br><a href="#">Charlie Chaplin – The Lion's cage</a>   | <ul style="list-style-type: none"> <li>✓ Create music to accompany a silent film or to set a scene in a play or book</li> <li>✓ Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation or technology.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> </ul>   |
| 5.2  | <ul style="list-style-type: none"> <li>✓ Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>✓ Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>✓ Perform a range of songs in school assemblies</li> </ul> | <a href="#">This Little Babe from Ceremony of Carols (Britten)</a><br><a href="#">Shalom Chaverin (Jewish Trad.)</a><br><a href="#">All praise to thee (Thomas Tallis)</a><br><a href="#">Yellow Submarine (The Beatles)</a> |   |   |
| 5.3  |  | <a href="#">When I'm 64 (Beatles)</a><br><a href="#">Sonatina in C Major (Clementi)</a>  | <ul style="list-style-type: none"> <li>✓ Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>✓ Working in pairs, compose a short ternary piece.</li> <li>✓ Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> </ul>  |   |
| 5.4  |  |  |   | <ul style="list-style-type: none"> <li>✓ Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>✓ Read and perform pitch notation within an octave</li> <li>✓ Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul> |
| 5.5  |  |  | <ul style="list-style-type: none"> <li>✓ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches</li> <li>✓ Sing and play these phrases as self-standing compositions.</li> <li>✓ Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Draw, use and perform crotchets, minims and quavers (including group of 4)</li> <li>✓ Draw, use and perform rests</li> <li>✓ Draw notes on a staff with a range of a fifth</li> </ul>  |

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| 5.6 |  |  | <ul style="list-style-type: none"><li>✓ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments</li></ul> | <ul style="list-style-type: none"><li>✓ Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</li><li>✓ Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</li><li>✓ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li></ul> |
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# MUSIC MAESTRO PRIMARY

## Year 6

| Unit | Singing  | Listening   | Composing  | Musicianship  |
|------|--|---|--|---|
| 6.1  |  |   |  | <ul style="list-style-type: none"> <li>✓ Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>✓ Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> <li>✓ Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).</li> <li>✓ Accompany this same melody, and others, using block chords or a bass line.</li> </ul> |
| 6.2  |  |   |  | <ul style="list-style-type: none"> <li>✓ Rehearse, to perform keyboard repertoire in assembly or as part of a musical concert</li> </ul>  |
| 6.3  |  | <ul style="list-style-type: none"> <li>✓ <a href="#">Country Roads (John Denver)</a></li> <li>✓ <a href="#">Staying Alive (Bee Gees)</a></li> <li>✓ <a href="#">Uptown Funk (Bruno Mars)</a></li> </ul> | <ul style="list-style-type: none"> <li>✓ Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</li> <li>✓ Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Use chord changes as part of an improvised sequence.</li> <li>✓ Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> </ul> |   |
| 6.4  | <ul style="list-style-type: none"> <li>✓ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>✓ Continue to sing three- and four-part rounds</li> <li>✓ Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">To the greenwood</a>, Trad.</li> <li>✓ <a href="#">America from West Side Story</a>, Bernstein</li> </ul>  |  |   |

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|     |  |  |   |  |
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| 6.5 |  |  | ✓ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. |  |
| 6.6 |  |  | ✓ Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.  |  |