

	Percussion instruments	Keyboards	Singing	Computers
Term (length)	Year 3 (Tuesday 2)	Year 4 (Tuesday 1)	Year 5 (Wednesday 2)	Year 6 (Wednesday 1)
Autumn 1 (7 Tuesdays, 6 Wednesdays)	Pulse & Rhythm (7 lessons) Using unpitched percussion to learn the difference between pulse and rhythm, with a focus on visual identification of rhythmic patterns and repetition through listening. Students will create a performance on unpitched percussion using a variety of rhythms. Learning Outcomes Students will be able to: • maintain a steady group pulse on unpitched percussion during vocal chants. • accurately replicate simple crotchet and paired-quaver rhythms by ear. Key vocabulary • Pulse • Rhythm • Crotchet • Quaver Curriculum • NC Target A (ensemble performance) and Target C (aural memory). • Fulfills MMC Year 3 guidelines for pulse stability and rhythmic chant work.	Polyrhythms (7 lessons) Using a variety of drums, students will develop the ability to play polyrhythms (two or more contrasting rhythms played at the same time). The class performs two-part polyrhythms in 4/4 meter across divided sub-groups. Learning Outcomes Students will be able to: • maintain their assigned rhythm against a competing rhythm • apply correct hand techniques on drums to produce clear, contrasting tonal qualities. Key vocabulary • Polyrhythm • Crotchet • Quaver • Semiquaver Curriculum • NC Target A (fluency and accuracy) and Target C (aural memory). • Fulfills MMC Year 4 expectations for multi-part polyrhythmic performance.	Polyrhythms (6 lessons) Using a variety of drums, students will develop the ability to play polyrhythms (two or more contrasting rhythms played at the same time). The class perform complex multi-part syncopated rhythms and improvise over a sustained pulse. Learning outcomes Students will be able to: • maintain a syncopated polyrhythm within a three-part drum ensemble. • improvise a 2-bar solo over an established ostinato while maintaining the group tempo. Key Vocabulary • Polyrhythm • Crotchet • Quaver • Semiquaver • Triplet Curriculum • NC Target A (ensemble control) and Target B (rhythmic improvisation). • Meets MMC Year 5 polyrhythmic ensemble standards.	Pop Chord Progressions (6 lessons) Using a combination of listening and practical skills, students learn to play the standard 4 Chord Progression on keyboards and tuned percussion. Students will be able to identify the chord progression through listening. Learning outcomes Students will be able to: • fluently perform a 4-chord progression (C—G—Am—F) with rhythmic continuity • aurally identify I—V—vi—IV progressions within popular music. Key Vocabulary • Chord • Major • Minor • Chord progression • Inversions Curriculum • NC Target A (instrumental fluency) and Target C (harmonic analysis). • Fulfills MMC Year 6 targets for functional chord progressions.
	Christmas Songs (7 lessons) Students will focus on vocal technique, posture, and expression ahead of the Christmas performance. Learning Outcomes Students will be able to: • unison melodies accurately within an octave range (C4—C5). • demonstrate breath control and follow conductor cues for dynamics (p and f). Key vocabulary • Piano • Forte • Posture • Breath control • Melody • Unison Curriculum • NC Target A (expressive singing). • Aligns with MMC Year 3 benchmarks for pitch matching and unison vocal accuracy.	Christmas Songs (7 lessons) Students will focus on moving from unison singing to multi-part vocal work using canons and rounds. They will develop pitch stability when singing independent parts in performance. Learning Outcomes Students will be able to: • maintain their line in a 2-part vocal round against a competing melodic line. • use dynamic contrast (p vs. f) across performance pieces. Key Vocabulary • Piano • Forte • Posture • Breath control • Melody • Canon • Round Curriculum • NC Target A (part-singing). • Satisfies MMC Year 4 vocal standards for canons, rounds, and dynamic expression.	Christmas Songs (7 lessons) Students will learn to sing in 2-part harmony (lead melodies accompanied by counter-melodies). Learning Outcomes Students will be able to: • hold an independent counter-melody accurately against a lead vocal section. • use controlled dynamic transitions (crescendo / decrescendo) under conductor direction. Key Vocabulary • Blend • Crescendo • Diminuendo • Conductor • Counter-melody Curriculum • NC Target A (multi-part vocal performance) and Target C (balance and blend). • Satisfies MMC Year 5 expectations for 2-part harmony.	Christmas Songs (7 lessons) Students will learn to sing in 2- or 3-part harmony (incorporating descants or 3-part harmonies) and refining stylistic phrasing (staccato vs. legato). Learning Outcomes Students will be able to: • sustain independent vocal parts within a 2- or 3-part choral arrangement. • demonstrate refined vocal technique, clear diction, and stylistic phrasing. Key Vocabulary • Harmony • Descants • Melody • Blend • Crescendo • Diminuendo • Staccato • Legato Curriculum • NC Target A (advanced choral performance) and Target C (phrasing and articulation). • Meets MMC Year 6 benchmarks for multi-part vocal work.
Autumn 2 (7)	Keyboards and Pitch (6 lessons) Students will learn basics of keyboard playing. They will identify black key patterns to be able to locate notes and develop basic finger independence to play 3-note stepwise phrases. Learning Outcomes Students will be able to: • independently locate Middle C and adjacent keys (D—E) using key patterns. • play 3-note stepwise phrases using correct finger placement (1—2—3). Key Vocabulary • Middle C • Hand position • Stepwise • Phrases • Melody/melodic Curriculum • NC Target A (instrumental technique) and Target D (pitch awareness). • Meets MMC targets for keyboard navigation and pitch matching.	Pentatonic Scales (11 lessons) Students will expand existing skills to the 5-note pentatonic scale (C—D—E—G—A). They will learn to play right-hand melodies while maintaining a left-hand bass drone on C or G on both keyboards and tuned percussion. Students will learn to read these notes on the treble clef. Learning Outcomes Students will be able to: • perform a 5-note pentatonic scale with fluid hand positioning. • coordinate a right-hand pentatonic melody over a sustained left-hand drone. • identify and notate the notes C-D-E-G-A on the treble clef. Key Vocabulary • Hand position • Stepwise • Pentatonic • Scale • Drone Curriculum • NC Target A (performance and instrumental control), Target B (pentatonic improvisation) and Target D (reading stave notation). • Meets MMC requirements for two-handed keyboard positioning and drone accompaniments and Year 4 notation targets.	Keyboards and Pop Music (11 lessons) Students will learn about harmonic structures and how these are used in pop music. They will learn to play major triads (C, F, G) using standard 1-3-5 fingering, combined with a left-hand bassline. Learning Outcomes Students will be able to: • construct C, F, and G major triads using correct 1-3-5 hand shapes. • execute a fluent 3-chord progression in time with a beat. Key Vocabulary • Hand position • Triad • Major • Bassline • Chord progression Curriculum • NC Target A (two-handed control) and Target C (harmony). • Fulfills MMC Year 5 goals for chord construction and bassline accompaniment.	Songwriting (11 lessons) Students will learn about commercial song structures and will compose their own song following the Intro - Verse - Chorus - Outro structure. They will create lyrics and compose melodic hooks over a structural chord loop. Learning Outcomes Students will be able to: • compose a complete song structure containing distinct verse and chorus sections over a chord backing. • construct a melodic hook and document it using lead-sheet notation. Key Vocabulary • Intro • Verse • Chorus • Outro • Hook • Lead sheet Curriculum • NC Target B (songwriting and composition) and Target D (lead sheet notation). • Fulfills MMC Year 6 commercial songwriting targets.
Spring 1 (6)	Graphic Scores & Pitched Percussion (5 lessons) Students will be introduced to glockenspiels and xylophones. They will explore pitch movement visually by reading and creating graphic notation to perform 2-note ostinati for a whole-school performance. Learning Outcomes Students will be able to: • interpret graphic notation to perform a 2-note ostinato on tuned percussion in time with an ensemble. • compose and perform a visual soundscape. Key Vocabulary • Graphic notation • Ostinato • Glockenspiel • Xylophone • Pitch Curriculum • NC Target D (non-standard notation) and Target A (performance). • Fulfills MMC Year 3 requirements for graphic notation and ostinato accompaniments.			
Spring 2 (5)				
Summer 1 (6)	Percussion and Vocals (11 lessons) Students will work on combining singing and unpitched percussion into one performance. Pupils develop coordination by sustaining instrumental rhythm patterns while singing unison melodies for the end-of-year concert. Learning Outcomes Students will be able to: • perform a steady unpitched rhythm pattern while simultaneously singing a unison melody. • perform as an ensemble with clear ensemble entry and exit points. Key Vocabulary • Pitch • Rhythm • Unison • Melody • Ensemble Curriculum • NC Target A (ensemble performance) and Target C (evaluating balance). • Meets MMC benchmarks for combining vocal and instrumental textures.	Composition (11 lessons) Students will learn about musical structure and how to compose music. They will compose in Binary Form (AB), structuring a 4-bar Section A and a contrasting Section B (manipulating rhythm, dynamics, or pitch). Learning Outcomes Students will be able to: • compose and perform a piece demonstrating clear structural contrast between Section A and Section B. • document binary compositions using simplified notation. Key Vocabulary • Binary • Composition • Notation • Structure • Contrast Curriculum • NC Target B (structural composition) and Target D (notation). • Delivers MMC Year 4 targets for structural composition (AB form).	Film Music (11 lessons) Students will learn about the history of film music and how music can impact a scene. They will use minor keys (Am,Dm), leitmotifs, and dynamic contrast to compose an original film soundtrack piece for performance. Learning Outcomes Students will be able to: • compose a minor-key leitmotif on tuned instruments to convey a specific dramatic theme. • control ensemble dynamics (crescendo/decrescendo) to construct dramatic tension. Key Vocabulary • Minor • Leitmotif • Soundtrack • Crescendo • Diminuendo Curriculum • NC Target B (composing for purpose) and Target A (performance). • Directly reflects MMC guidelines for descriptive composition.	Musical Theatre (5 lessons) and Year 6 Production (7 lessons - starting after SATS week) Students will listen to and perform music from throughout the history of musical theatre, developing the ability to perform in a musical theatre style. Students will then use their prior learning to learn and perform an MTT Junior Musical as selected by staff. They will sing solo, in small groups and as an ensemble. Learning Outcomes Students will be able to • Learn to sing in solo and ensemble contexts in a musical theatre style • Develop their ability to appreciate and understand a wide range of high-quality live and recorded music drawn from musical theatre traditions and from great composers and musicians • Develop their understanding of the history of music and where musical theatre sits within this Key vocabulary • Ascending / descending • Angular / stepwise • Rhythm • Syncopation • Repetition Curriculum • NC Target A (vocal confidence/control), Target C (appreciation of traditions/composers), and Target D (history of music & musical dimensions). • Delivers MMC Year 6 targets for vocal performance, musical elements, and context.
Summer 2 (6 Tuesdays, 5 Wednesdays)				