

Model Music Curriculum References

Year One

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
Sing simple songs, chants, rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.	Unit 3 Lesson 1, 2, 3, 5 Unit 5 Lesson 1, 4, 5, 6
Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs.	Unit 3 Lesson 2, 3, 4 Units 5 Lesson 2, 4, 5, 6
Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.	Unit 3 Lesson 1, 2, 3, 5 Unit 5 Lesson 1, 2, 4
Good singing techniques: warm ups, posture, breathing, dynamics, phrasing, context, vocal health	Unit 3 Lesson 2, 3, 4, 5 Unit 5 Lesson 2, 4, 6
Listening	
Throughout the six units and repertoire.	
Composing	
Improvise simple vocal chants, using question and answer phrases.	Unit 5 Lesson 6
Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.	Unit 2 Lesson 1, 3, 4 Unit 5 Lesson 5
Understand the difference between creating a rhythm pattern and a pitch pattern.	Unit 5 Lesson 2
Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.	Unit 5 Lesson 3 Unit 4 Lesson 2
Use music technology, if available, to capture, change and combine sounds.	Opportunities for recording throughout
Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Unit 2 Lesson 2, 4 Unit 4 Lesson 2, 5



Model Music Curriculum References

Year One Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship - Pulse / Beat	
Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Unit 4 Lesson 4
Use body percussion and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.	Unit 4 Lesson 2
Respond to the pulse in recorded/live music through movement and dance.	Unit 6 Lesson 2
Musicianship - Rhythm	
Perform short copycat rhythm patterns accurately, led by the teachers.	Unit 6 Lesson 5
Perform short repeating rhythm patterns while keeping in time with a steady beat.	Unit 4 Lesson 5, 6 Unit 6 Lesson 2
Perform word-pattern chants; create, retain and perform their own rhythm patterns.	Unit 5 Lesson 3
Musicianship - Pitch	
Listen to sounds in the local school environment, comparing high and low sounds.	Unit 4 Lesson 5
Sing familiar songs in low and high voices and talk about the difference in sounds.	Unit 4 Lesson 4
Explore percussion sounds to enhance story-telling.	Unit 2
Follow pictures and symbols to guide singing and playing.	Unit 4 Lesson 2, 5, 6 Unit 6 Lesson 1, 2



Model Music Curriculum References

Year Two

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
Sing songs regularly with a pitch range of do-so with increasing vocal control.	Unit 2 Lesson 5 Unit 3 Lesson 4 Unit 4 Lesson 1, 2, 3, 4 Unit 5 Lesson 3
Sing songs with a small pitch range, pitching accurately.	Unit 4 Lesson 1, 2, 3, 4 Unit 5 Lesson 3
Know the meaning of dynamics and tempo and be able to demonstrate these when singing responding to (a) the leader's directions and (b) visual symbols.	Unit 1 Lesson 4 Unit 2 Lesson 3 Unit 4 Lesson 2, 4, 5 Unit 6 Lesson 1
Listening	
Throughout the six units and repertoire.	
Composing	
Create music in response to a non-musical stimulus.	Unit 1 Lesson 4 Unit 5 Lesson 6 Unit 6 Lesson 1, 5
Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Unit 1 Lesson 5, 6 Unit 2 Lesson 2 Unit 4 Lesson 3, 4
Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Unit 2 Lesson 6 Unit 3 Lesson 2, 3 Unit 4 Lesson 5, 6 Unit 5 Lesson 1, 2, 3, 6 Unit 6 Lesson 1, 2, 6
Use music technology, if available, to capture, change and combine sounds.	Opportunity to use recording equipment throughout. Audacity used in Unit 6



Model Music Curriculum References

Year Two Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship - Pulse / Beat	
Understand that the speed of the beat can change, creating a faster or slower pace.	Unit 1 Lesson 1, 2 Unit 4 Lesson 5 Unit 5 Lesson 1
Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	Unit 1 Lesson 1, 2, 3, 4 Unit 3 Lesson 6 Unit 4 Lesson 3 (singing), 5 Unit 5 Lesson 1 Unit 6 Lesson 1
Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.	Unit 1 Lesson 5 (parachute rather than walk) Unit 4 Lesson 5 Unit 6 Lesson 1
Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats.	Unit 1 Lesson 3, 5 Unit 6 Lesson 1 (marching but recognising 'metre').
Identify the beat groupings in familiar music that they sing regularly and listen to.	Unit 1 Lesson 3, 5 Unit 5 Lesson 1, 3, 6
Musicianship - Rhythm	
Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	Unit 1 Lesson 4 Unit 4 Lesson 5 Unit 5 Lesson 1 Unit 6 Lesson 1, 2
Create rhythms using word phrases as a starting point.	Unit 1 Lesson 1, 2, 4 Unit 5 Lesson 2, 3, 4, 6
Read and respond to chanted rhythms patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.	Unit 3 Lesson 2 Unit 5 Lesson 1, 2, 3
Read and respond to chanted rhythms patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.	Unit 5 Lesson 1, 2, 3, 6



Model Music Curriculum References

Year Two Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship - Pitch	
Play a range of singing games based on the cuckoo interval, matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.	Unit 2 Lesson 4 Unit 3 Lesson 2 Unit 4 Lesson 1, 2, 4, 5 Unit 5 Lesson 3, 4
Sing short phrases independently within a singing game or short song.	Unit 2 Lesson 2 Unit 3 Lesson 2, 4 Unit 4 Lesson 1, 2, 4 Unit 5 Lesson 3
Respond independently to pitch changes heard in short melodic phrases, indicating with actions.	Unit 3 Lesson 1, 4 Unit 4 Lesson 5 Unit 5 Lesson 4
Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Unit 2 Lesson 6 Unit 3 Lesson 1, 2 Unit 4 Lesson 5, 6 Unit 6 Lesson 3



Model Music Curriculum References

Year Three

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft.	Unit 2 Lesson 1, 3, 4 and 6 Unit 3 Lesson 5 Unit 4 Lesson 3, 4 Unit 5 Lesson 5 Unit 6 Lesson 1
Perform actions confidently and in time to a range of action songs.	Unit 2 Lesson 3, 5 and 6 Unit 3 Lesson 3 Unit 5 Lesson 4, 5
Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Unit 2 Lesson 2, 3 Unit 3 Lesson 1, 5 Unit 5 Lesson 5 Unit 6 Lesson 1
Perform as a choir in school assemblies.	As school directs

Listening	
Throughout the six units.	

Improvising	
Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.	Unit 1 Lesson 1 Unit 2 Lesson 1 Unit 3 Lesson 4, 5 and 6 Unit 4 Lesson 1, 2 Unit 5 Lesson 1, 2, 3 and 4 Unit 6 Lesson 2
Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources.	Unit 2 Lesson 1, 4 Unit 3 Lesson 5, 6 Unit 4 Lesson 4 Unit 5 Lesson 3, 5 and 6



Model Music Curriculum References

Year Three Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Composing	
Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	Unit 1 Lesson 1, 5 Unit 3 Lesson 2, 6 Unit 6 Lesson 1, 6
Compose song accompaniment on untuned percussion using known rhythms and note values.	Unit 1 Lesson 1 Unit 2 Lesson 3, 4, 5 and 6 Unit 3 Lesson 6 Unit 4 Lesson 4, 5 Unit 5 Lesson 5, 6 Unit 6 Lesson 3, 6
Performing	
Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range as a whole class or in small groups (e.g. trios and quartets).	Unit 1 Lesson 4, 5 Unit 2 Lesson 4 Unit 3 Lesson 2, 3, and 6 Unit 4 Lesson 6 Unit 6 Lesson 1
Use listening skills to correctly order phrases using dot notation showing different arrangements of notes C-D-E/do-re-mi.	Unit 1 Lesson 4, 5 Unit 4 Lesson 4 Unit 6 Lesson 3
Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	Unit 3 Lesson 2 Unit 4 Lesson 4 Unit 6 Lesson 1
Reading Notation	
Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Unit 1 Lesson 3, 4 and 5 Unit 2 Lesson 5 Unit 4 Lesson 3 Unit 6 Lesson 1
Introduce and understand the differences between crotchets and paired quavers.	Unit 1 Lesson 3, 5 Unit 2 Lesson 2 Unit 5 Lesson 3 Unit 6 Lesson 1, 4
Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Unit 2 Lesson 1, 2 Unit 4 Lesson 3 Unit 5 Lesson 3



Model Music Curriculum References

Year Three Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship	
Rhythm, Metre and Tempo downbeats, fast (allegro), slow (adagio), pulse, beat	Unit 1 Lesson 2 Unit 2 Lesson 1, 2 Unit 3 Lesson 1, 3 and 4 Unit 5 Lesson 2, 3 and 5 Unit 6 Lesson 1, 4
Pitch and Melody high, low rising, falling; pitch range do-so	Unit 1 Lesson 1, 5 Unit 2 Lesson 5 Unit 5 Lesson 2, 6 Unit 6 Lesson 2, 5
Structure and Form call and response; question phrase, answer phrase, echo, ostinato	Unit 4 Lesson 1, 3 Unit 5 Lesson 3, 4 and 6 Unit 6 Lessons 1 – 6
Harmony Drone	Unit 5 Lesson 6
Texture unison, layered, solo	Unit 2 Lesson 1, 3 and 6 Unit 4 Lesson 5, 6 Unit 6 Lesson 1
Dynamics and Articulation loud (forte), quiet (piano)	Unit 2 Lesson 6 Unit 3 Lesson 3, 4 Unit 5 Lesson 1, 5
Instruments and Playing Techniques Instruments used in Foundation Listening	Throughout the six units



Model Music Curriculum References

Year Four

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
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 and quieter (crescendo and decrescendo).	Unit 1 Lesson 3, 4 Unit 2 Lesson 1, 2 and 5 Unit 3 Lesson 2, 3 Unit 4 Lesson 4
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.	Unit 1 Lesson 3 Unit 2 Lesson 3 Unit 4 Lesson 4 Unit 5 Lesson 5 Unit 6 Lesson 5
Perform as a choir in school assemblies.	Unit 6 Lesson 5 Also as school directs
Listening	
Throughout the six units.	
Improvising	
Improvise on a limited range of pitches on instruments they are now learning, making use of musical features including smooth (legato) and detached (staccato).	Unit 2 Lesson 4 Unit 5 Lesson 2, 4 and 6 Unit 6 Lesson 6
Begin to make compositional decision about the overall structure of improvisation.	Unit 2 Lesson 5 Unit 3 Lesson 5 Unit 5 Lesson 6 Unit 6 Lesson 6



Model Music Curriculum References

Year Four Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Composing	
Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.	Unit 1 Lesson 4 Unit 3 Lesson 6 Unit 4 Lesson 1, 3 and 4 Unit 5 Lesson 6
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.	Unit 5 Lesson 3, 4 and 5
Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	Unit 3 Lesson 4, 5 and 6 Unit 4 Lesson 4, 5
Introduce major and minor chords.	Unit 4 Lesson 6
Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work.	Unit 3 Lesson 3, 4, 5 and 6 Unit 5 Lesson 6 Unit 6 Lesson 2
Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	Unit 1 Lesson 1, 2, 3, 4 and 5 Unit 2 Lesson 2 Unit 3 Lesson 2, 4 and 6 Unit 4 Lesson 5 Unit 5 Lesson 4, 5 and 6 Unit 6 Lesson 3, 4 and 6



Model Music Curriculum References

Year Four Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Performing	
Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	Continue to use recorders School to provide other instrument learning
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.	Unit 3 Lesson 2, 3, 4 and 6 Unit 4 Lesson 1, 2 and 6 Unit 5 Lesson 6 Unit 6 Lesson 4, 6
Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching, identify static and moving parts.	Unit 2 Lesson 6 Unit 3 Lesson 3 Unit 4 Lesson 2, 5 Unit 5 Lesson 2, 6 Unit 6 Lesson 4
Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Unit 2 Lesson 4 Unit 3 Lesson 2, 3 and 6 Unit 4 Lesson 3, 4 and 5 Unit 6 Lesson 6
Reading Notation	
Introduce and understand the differences between minims, crotchets, paired quavers and rests.	Unit 1 Lessons 1 - 5 Unit 3 Lesson 2, 4 Unit 5 Lesson 4, 5
Read and perform pitch notation with a defined range (e.g. C-G/do-so).	Unit 2 Lesson 3 Unit 3 Lesson 2, 3 Unit 4 Lesson 1, 2 and 3 Unit 5 Lesson 3, 6 Unit 6 Lesson 6
Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Unit 1 Lesson 1, 4 Unit 3 Lesson 3, 4 Unit 4 Lesson 6 Unit 5 Lesson 4, 5 Unit 6 Lesson 2, 3



Model Music Curriculum References

Year Four Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship	
Rhythm, Metre and Tempo getting faster (accelerando), getting slower (rallentando), bar, metre	Unit 1 Lesson 1, 2 and 6 Unit 3 Lesson 1, 5 Unit 4 Lesson 4 Unit 5 Lesson 4, 5 Unit 6 Lesson 2, 3
Pitch and Melody pentatonic scale, major and minor tonality, pitch range, do-do	Unit 3 Lesson 1 Unit 4 Lesson 2 - 6 Unit 5 Lesson 1, 5 and 6 Unit 6 Lesson 6
Structure and Form rounds and partner songs, repetition, contrast	Unit 1 Lesson 3 Unit 2 Lesson 3 Unit 3 Lesson 1 Unit 4 Lesson 6 Unit 5 Lesson 2, 3 Unit 6 Lesson 5
Harmony static, moving	Unit 2 Lesson 1, 4 Unit 3 Lesson 3 Unit 5 Lesson 1
Texture duet, melody and accompaniment	Unit 1 Lesson 2 Unit 2 Lesson 2 Unit 3 Lesson 3 Unit 5 Lesson 4, 5 Unit 6 Lesson 5
Dynamics and Articulation getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)	Unit 1 Lesson 2 Unit 2 Lesson 2, 6 Unit 3 Lesson 5 Unit 5 Lesson 2, 4 Unit 5 Lesson 5
Instruments and Playing Techniques Instruments used in Foundation Listening	Throughout the six units



Model Music Curriculum References

Year Five

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
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.	Unit 1 Lesson 1, 5 Unit 2 Lesson 1 Unit 3 Lesson 1, 4 and 5 Unit 4 Lesson 4, 5 Unit 5 Lesson 3 Unit 6 Lesson 1
Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Unit 3 Lesson 1, 4 and 5 Unit 4 Lesson 4, 5 Unit 5 Lesson 3
Perform a range of songs in school assemblies and in school performance opportunities.	As school directs
Listening	
Throughout the six units.	
Improvising	
Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	Unit 1 Lesson 1
Improvise over a simple groove, responding to beat creating satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud/quiet (mezzo forte/piano).	Unit 1 Lesson 1, 4 Unit 3 Lesson 3 Unit 4 Lesson 1, 3 Unit 4 Lesson 6 Unit 6 Lesson 5, 6



Model Music Curriculum References

Year Five Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Composing	
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.	Unit 3 Lesson 6 Unit 4 Lesson 6 Unit 5 Lesson 6 Unit 6 Lesson 4
Working in pairs, compose a short ternary piece.	Year 6 Unit 4 Lesson 5 Year 6 Unit 4 Lesson 6
Use chords to compose music to evoke a specific atmosphere, mood or environment. Pupils might create music to accompany a silent film or to set a scene in a play or book.	Unit 2 Lesson 5, 6 Unit 3 Lesson 6 Unit 5 Lesson 6 Unit 6 Lesson 6
Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	Unit 1 Lesson 2, 5 and 6 Unit 2 Lesson 5, 6 Unit 3 Lesson 3, 5 and 6 Unit 4 Lesson 3, 5 and 6 Unit 5 Lesson 6 Unit 6 Lesson 2, 4 and 5
Performing	
Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller, group performance.	Unit 1 Lesson 2 Unit 3 Lesson 6 Unit 4 Lesson 6
Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, choral accompaniments to familiar songs.	Unit 3 Lesson 5 Unit 6 Lesson 4, 6
Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including school orchestra.	Unit 1 Lesson 4, 6 Unit 3 Lesson 5
Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Unit 3 Lesson 6 Unit 5 Lesson 1, 4



Model Music Curriculum References

Year Five Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Reading Notation	
Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.	Unit 1 Lesson 2 Unit 3 Lesson 3 Unit 4 Lesson 3 Unit 5 Lesson 4
Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Unit 1 Lesson 1
Read and perform pitch notation within an octave (e.g. C-C'/do-do).	Unit 2 Lesson 1, 3 Unit 3 Lesson 6 Unit 4 Lesson 3, 6
Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Unit 1 Lesson 2, 4 Unit 2 Lesson 3 Unit 4 Lesson 3 Unit 5 Lesson 4 Unit 6 Lesson 2



Model Music Curriculum References

Year Five Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship	
Rhythm, Metre and Tempo simple time, compound time, syncopation	Unit 1 Lesson 2, 3 and 4 Unit 2 Lesson 3, 5 and 6 Unit 3 Lesson 2, 3 and 4 Unit 4 Lesson 1, 2 and 6 Unit 5 Lesson 5 Unit 6 Lesson 2, 5
Pitch and Melody full diatonic scale in different keys	Unit 1 Lesson 2 Unit 3 Lesson 6 Unit 4 Lesson 2, 4 and 6 Unit 5 Lesson 2, 4 and 5 Unit 6 Lesson 1, 4
Structure and Form ternary form, verse and chorus form, music with multiple sections	Unit 1 Lesson 1, 2, 3, 4 and 6 Unit 2 Lesson 5, 6 Unit 3 Lesson 2, 5 Unit 4 Lesson 4
Harmony triads, chord progressions	Unit 1 Lesson 2 Unit 2 Lesson 4 Unit 3 Lesson 1, 6 Unit 6 Lesson 3, 4
Texture music in three parts, music in four parts	Unit 1 Lesson 2 Unit 4 Lesson 4 Unit 5 Lesson 4
Dynamics and Articulation wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet)	Unit 1 Lesson 2 Unit 2 Lesson 5, 6 Unit 3 Lesson 1, 2 and 3 Unit 4 Lesson 6 Unit 5 Lesson 1, 4 and 5
Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)	Specifically: Unit 1 Lesson 2 Unit 2 Lesson 2 Unit 4 Lesson 1 Unit 5 Lesson 2, 5 Also throughout the six units



Model Music Curriculum References

Year Six

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Singing	
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.	Unit 2 Lesson 3, 4 and 5 Unit 3 Lesson 5 Unit 4 Lesson 2 Unit 5 Lesson 1
Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.	Unit 3 Lesson 5 Unit 4 Lesson 2, 3
Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	As school directs
Listening	
Throughout the six units.	
Improvising	
In small groups, create music with multiple sections that include repetition and contrast.	Unit 1 Lesson 6 Unit 4 Lesson 5
In small groups, use chord changes as part of an improvised sequence.	Unit 3 Lesson 1 Unit 4 Lesson 4 Unit 5 Lesson 4 Unit 6 Project 2
In small groups, use chord changes as part of an improvised sequence.	Unit 6 Project 2



Model Music Curriculum References

Year Six Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Composing	
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.	Unit 2 Lesson 5
Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.	Unit 2 Lesson 3 (introduced), 4, 5 and 6 Unit 4 Lesson 4 Unit 5 Lesson 6
Enhance either of these melodies with rhythmic or chordal accompaniment.	Unit 2 Lesson 4 Unit 5 Lesson 2 (accompanying a different melody)
Compose a ternary piece; use available music software/apps to create and record it, discussing how contrasts are achieved.	Unit 4 Lesson 5 (a simple composition first) Unit 4 Lesson 6
Performing	
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) and very quiet (pp), moderately loud (mf) and moderately quiet (mp).	Unit 2 Lesson 4, 5 and 6 Unit 3 Lesson 6 Unit 4 Lesson 1 Unit 5 Lesson 6
Accompany this same melody, and other, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrate at the board using an online keyboard.	Unit 3 Lesson 1 (different melody) Unit 4 Lesson 1 (own composition) Unit 5 Lesson 6
Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.	Unit 1 Lesson 4, 6 Unit 3 Lesson 5
Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Unit 3 Lesson 1 Unit 4 Lesson 5 Unit 5 Lesson 2, 6 Unit 6 Project 2



Model Music Curriculum References

Year Six Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Reading Notation	
Further understand the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests.	Unit 2 Lesson 1, 2 and 4 Unit 2 Lesson 2 Unit 2 Lesson 4
Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/do-do).	Unit 1 Lesson 6 Unit 2 Lesson 3, 4 and 5
Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	Unit 2 Lesson 1, 2
Read and play from notation a four-bar phrase, confidently identifying note names and durations.	Unit 2 Lesson 1, 4, 5 and 6



Model Music Curriculum References

Year Six Cont.

Model Music Curriculum Guidance	Hullabaloo Lesson Reference
Musicianship	
Rhythm, Metre and Tempo simple time, compound time, syncopation	Unit 2 Lesson 1, 2 and 3 Unit 3 Lesson 1
Pitch and Melody full diatonic scale in different keys	Unit 1 Lesson 2, 4 and 6 Unit 2 Lesson 3, 6 Unit 5 Lesson 2
Structure and Form ternary form, verse and chorus form, music with multiple sections	Unit 2 Lesson 5, 6 Unit 3 Lesson 6 Unit 4 Lesson 5 Unit 5 Lesson 1, 4
Harmony triads, chord progressions	Unit 2 Lesson 3 Unit 3 Lesson 1 Unit 4 Lesson 1, 2 and 4 Unit 5 Lesson 4
Texture music in three parts, music in four parts	Unit 1 Lesson 2 Unit 2 Lesson 1 Unit 4 Lesson 1, 2
Dynamics and Articulation wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet)	Unit 2 Lesson 4 Unit 5 Lesson 1, 2
Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)	Unit 1 Lesson 6 specifically and throughout the six units

