

XYZ Primary
Module Objectives
and Skill Development



Module	Skills and Objectives
Musicianship Year 1	This module introduces active listening, and encourages pupils to use their voices expressively by singing songs and speaking chants and rhymes, as well as imitating changes in pitch with some accuracy. Pupils will also explore different cultures' musical traditions, and develop an understanding of music within society. Pupils should listen with concentration to a range of high-quality live and recorded music, understand the usage of some English and Italian terms within music, and begin to explore music on a personal level.
Musicianship Year 2	This module will guide pupils to make and combine sounds using the inter-related dimensions of music. Pupils should begin to develop a personal interest in music and start to include it in daily life. Pupils will be encouraged to listen with concentration and understanding to a range of high-quality live and recorded music, and recognise musical changes such as tempo or dynamics during listening exercises.
Musicianship Year 3	This module will encourage pupils to listen critically and consider sounds within the context of a soundscape. They will learn and understand more Italian terms and apply them to other music, and use a range of standard and non-standard notation methods to record musical ideas. Pupils will also develop an understanding of some more specific terms and apply them to personal learning.
Musicianship Year 4	This module will increase the pupils' knowledge of musical terms and their definitions. It will encourage pupils to have confidence in spellings of musical terms, including in Italian. They will use music as an emotional tool and learning resource in other subjects. They will use technical terms such as timbre, dynamics, texture, and structure in descriptions of music. Pupils will also use musical vocabulary to identify likes and dislikes.
Musicianship Year 5	This module will begin to explore sound worlds, and what a personal sound world may consist of. Pupils will use experimental sound and technology, and gain a deeper understanding of musical terms. Pupils should be able to choose from a wide range of vocabulary to describe music during listening exercises. Pupils will also explore lyric writing for emotional expression, and understand the context of cultural music.
Musicianship Year 6	This module will explore sounds in different contexts and apply knowledge of music wherever possible. Pupils will think critically about non-musical sounds and experiment with applying music to them to create new sound worlds. They should be able to choose from a wide range of vocabulary, with good understanding, to describe music during listening exercises and applied to their own compositions. Pupils will understand and describe how lyrics often portray cultural or emotional context within music, and build a repertoire of songs and pieces to support musical learning.
Body Percussion	This module gives pupils the opportunity to perform in an ensemble using more complex rhythms. Pupils will also be encouraged to work as a team, and perform solos within an ensemble piece. Pupils will be challenged with coordination and listening skills, as well as competent pulse keeping.

Foundation History and Genre	This module will encourage pupils to show an interest in music in different contexts. Pupils will develop an awareness of a few musical terms, in English and Italian, and become familiar with different genres of music, recognising them, and learning how to identify them.
Music History 1	In this module, pupils will become familiar with different genres of music and understand their individual characteristics, within the context of the Medieval, Renaissance, and Baroque Eras. Alongside supporting knowledge of musical terms, this module delivers a diverse and inclusive look at music in these eras, using listening examples and illustrations.
Music History 2	In this module, pupils will become familiar with different genres of music and understand their individual characteristics, within the context of the Classical and Romantic Eras. Alongside supporting knowledge of musical terms, this module delivers a diverse and inclusive look at music in these eras, using listening examples and illustrations.
Music History 3	In this module, pupils will become familiar with different genres of music and understand their individual characteristics, within the context of the 20th Century. Alongside supporting knowledge of musical terms, this module delivers a diverse and inclusive look at music in this century, using listening examples and illustrations.
Foundation Rhythm	This module will demonstrate how to identify the beat of a tune, and pupils will learn how to identify notes and rests. They will also begin to sight read simple rhythms, and develop a knowledge of different percussive instruments. Pupils will play together with some awareness of tempo, and they should begin to clap or dance along to a beat with some accuracy.
Rhythm 1	In this module, pupils will use rhythmic words to understand note values, and explore notation, creating their own musical language. Pupils should be able to clap coherent rhythms as a response, and as an improvisation and accurately repeat longer rhythms using a percussive instrument - with awareness of tempo. Pupils will also try to accurately find the pulse in varying pieces of music.
Rhythm 2	In this module, pupils will learn how to use notation to show rhythm, they will learn and use smaller note values including semiquavers and adequately understand the relationship between these, and the larger note values. Pupils will sight read short, rhythmic phrases, as well as longer phrases with accuracy using clapping, and untuned percussion instruments.
Rhythm 3	This module will guide pupils to understand beats and bars in different time signatures and begin to use sub-division to assist with sight reading. Pupils will work to improve coordination by practising percussive instruments with two hands, and be encouraged to show confidence in performing a 4 bar phrase. Pupils will also have the opportunity to perform confidently in smaller ensemble groups, to an audience, and communicate collaboratively to create a cohesive group performance.
Rhythm 4	This module will guide pupils to understand how time signatures work and how to use them, including compound time signatures. Pupils will apply different musical features to emulate different musical genres and maintain a part with confidence in an ensemble, using more complex rhythms. Pupils should begin to understand how to notate percussion parts.
Grab and Go Ukulele	As the name suggests, this module will present the ukulele in simple and accessible terms for younger pupils, or pupils who have had no prior musical experience. It gives the opportunity to learn and perform as a class and increase motor skills alongside musical skills.

Ukulele Module 1	This module will introduce pupils to the ukulele at a higher level than our Grab and Go module.. It will cover the names of all the parts of the ukulele, correct posture and how to hold a ukulele. Pupils will learn how to pluck, as well as strum the strings, learning a few basic chords using left hand fingers. Pupils will also begin to use notation to read and perform some simple tunes.
Ukulele Module 2	In this module, pupils will be able to consolidate the techniques they learned in Module 1, before discovering, in more depth, how to play, understand and use chords in well known tunes and in improvisation.. Pupils will have the opportunity to play a wide range of songs in varying styles, both as a group and individually.
Ukulele Module 3	This module will improve the pupils' ability to move individual digits in sequence, through the introduction of scales. They should also aim to have a more thorough understanding of accidentals, and how they fit in around the scale. Pupils will have the opportunity to compose their own music using the ukulele as a tool for experimentation and creativity, and should develop an understanding of chord progressions.
Untuned Percussion 1	This module will stress the importance of good posture and technique for best production of sound on percussion instruments. Pupils will engage with call and response exercises to develop a good musical memory, and understand beats and bars. Pupils will have the opportunity to perform as an ensemble, and conduct using the calls and instructions provided, and discover the purpose of time-keeping within an ensemble.
Untuned Percussion 2	In this module, pupils will work to improve their skills from Module 1, particularly in the playing of syncopated rhythms. Pupils will also learn and repeat rhythmic patterns using both high and low sounds on the african drums, and will use additional calls in the ensemble format laid out in Module 1. Inclusivity and confidence will be encouraged through opportunities to play a solo - and more advanced call and response exercises are used in order to improve pupils' musical memories.Pupils will be encouraged to lead the ensemble, and perform to an audience.
Grab and Go Vocals 1 (Beginner)	This module consists of six lessons with 1 song per lesson to learn and perform as a class - with lots of opportunities for listening and recalling musical phrases. It also introduces vocal warm ups and breathing techniques.
Grab and Go Vocals 1 (Advanced)	This module consists of six songs, 1 per lesson, which use a C Major Scales, actions, warm ups, and Call and Response exercises. It also encourages the use of pitch recognition and rhythm.
Grab and Go Vocals 2	In this module, pupils will have the opportunity to sing in a round, in two parts and as a class. It includes a wider, age appropriate range of notes, and some bigger intervallic leaps.
Foundation Pitch and Melody (Introduction to Singing)	This module will encourage pupils to take part in singing with enthusiasm, and follow instructions on how and when to sing. Pupils will learn how to make and control long and short sounds, and imitate changes in pitch. Pupils will also learn the definition of melody, and understand how this applies to music.
Vocal Technique 1	This module will guide pupils to understand why it is important to warm up the voice and they should engage confidently with warm ups, as well as learning the basic physical aspects of singing. Pupils will have the opportunity to sing in a group, and will be encouraged to show willingness to lead, while following instructions to achieve musical interest. Pupils will also perform in class, accurately following the melody, and show support and empathy for other students who are nervous.

Vocal Technique 2	In this module, pupils will have the opportunity to choose a song based on what they enjoy and with an understanding of their voice type. They will be taught to emphasise phrases and diction to improve the delivery of a song, and perform in class accurately following the melody. Pupils should improve their ability to sing from memory with accuracy, and good diction, and maintain a part within a melody-accompaniment song. Pupils will also apply their knowledge of different genres to emulate vocals that are stylistic.
Vocal Technique 3	In this module, pupils will develop confidence in singing alone and make musical decisions for their performance using their knowledge of vocal technique. Pupils should improve their ability to maintain a part with confidence in an ensemble, and they will be encouraged to volunteer for singing parts. Pupils will explore and discuss opinions about musical styles and develop a vocal style they prefer.
Foundation Composition	This module will encourage pupils to experiment with creating and recording sound, in the context of their school or classroom. Pupils will be introduced to some musical elements, including dynamics, tempo and articulation at a basic level, and will experiment with improvising. They will learn to combine sounds using the inter-related dimensions of music, using imagination.
Composition Year 1	In this module, pupils will use rhythmic words to compose a piece, and think about different ways to record their compositions, as well as using improvisation both in a group, and alone. Pupils should be able to clap coherent rhythms as a response exercise, and as an improvisation. They will be encouraged to think critically about the types of sounds they would like in a composition, as well as exploring the use of lyrics, language, and graphic scores.
Composition Year 2	This module will guide pupils to create new musical patterns and short, rhythmic phrases, as well as improvising longer phrases of rhythms. Pupils will work to develop a good musical memory through call and response, and compose using long and short sounds. Pupils will learn how to notate using pitch, using the notes A to G, and will be given performance opportunities in a classroom context to showcase their compositions.
Composition Year 3	In this module, pupils will learn about accidentals and how they are used within a score, focusing on how to use accidentals outside of a key signature. Further understanding will include being able to describe and understand how they affect the mood of a composition. This module will emphasise the importance of keeping a steady pulse, in order to compose and perform melodic pieces or songs successfully.
Composition Year 4	This module will encourage pupils to start to use more complex musical features such as repeat marks in pieces, and to understand how and why they are used. Pupils will aim to have the confidence to perform a 4 bar phrase that they have composed and notated themselves, and will have a more in depth understanding of syncopation and time-keeping using rhythmic words. Pupils will also begin to think about why certain instruments are used, and have a good knowledge of the instrument families and their timbres.
Composition Year 5	In this module, pupils will be taught how music technology can benefit creative music making, and they will use a combination of electronic and acoustic instruments to compose a piece using Verse-Chorus form. To achieve this, pupils will be introduced to chord progressions, and how chords work within a key. Pupils will be given an introduction to Modes as an alternative to diatonic scales, and as an insight to how jazz music is composed. Pupils will be encouraged to use imagination to write lyrics and perform their song to the class.
Composition Year 6	This module will teach pupils the basics of how to notate percussion, and this will add a variety of styles and instruments that they can use in a composition. Pupils will aim to understand Binary and Ternary form, and use one of these in a composition which uses technology. Music technology will be used to refine music-making, and pupils can explore synthesised sounds and layers to build a coherent composition which can be played live or recorded to an audience. Pupils will also be encouraged to assess their performance and think carefully about desired improvements, as well as celebrating the achievements of themselves and their peers.

Foundation Performance	This module will consolidate pupils' ability to make and control long and short sounds on a range of instruments, as well as developing a knowledge of different percussion instruments. These instruments will include the xylophone and djembe, as well as tuned instruments such as the ukulele. Pupils will play together with some awareness of tempo and join in with group singing, reacting to tempo changes. Pupils will gain confidence in call and response exercises.
Performance Year 1	In this module, pupils will work towards playing notes on an instrument with care so that they are clear and fluent. They will try to maintain a simple part within a group, and learn basic rhythms and notes on tuned and untuned instruments with applied skills. Pupils should accurately repeat longer rhythms using a percussive instrument, and show awareness of tempo by reacting to other musicians within a group. Pupils will be encouraged to work as a team to create a performance, with each student performing on a new instrument.
Performance Year 2	In this module, pupils will be given the opportunity to perform with the class in an ensemble, using a choice of multiple instruments, tuned and untuned, including the xylophone, recorder, and the voice. Pupils will further understand the purpose of time-keeping and melody parts within an ensemble, thinking about how they are layered together. Pupils should aim to perform with awareness of intonation and tempo.
Performance Year 3	This module will encourage pupils to think critically about a performance in order to improve, assessing both themselves and their peers. Pupils should perform as a class confidently using tuned and untuned instruments, including the djembe, ukulele, recorder and voice with further understanding of how to layer an ensemble. This will include exploration and experimentation using a drone or other accompaniment to support a melody line. While performing, pupils will aim to react to tempo changes quickly and recover from slips, as well as performing with control and awareness of others.
Performance Year 4	In this module, pupils should begin to collaborate with other students before and during a performance. They should aim to perform confidently in smaller ensemble groups, to an audience, and analyse a performing experience in order to improve next time. Pupils will work to sing or play expressively with an awareness of other musicians, and using more instrumental skills, including keyboard skills.
Performance Year 5	This module to guide pupils to develop an understanding of productive rehearsal time, including how to communicate collaboratively with peers to create a cohesive group performance. Pupils will be given the opportunity to experience music technology in an ensemble setting, singing or playing expressively and in tune alongside pre-recorded or synthesised sounds.
Performance Year 6	In this module, pupils should work towards performing in an ensemble using more complex rhythms, and perform a range of ensemble pieces in different musical styles, for example using Latin percussion. Pupils will develop the use of their voice using their preferred style, and play from memory with confidence. Pupils will be encouraged to volunteer to perform solos within an ensemble piece, and they should aim to hold a harmony part confidently using the voice or an instrument. Pupils will be able to explore more options for supporting a melody, and experiment with new sounds and accompaniment styles.
Foundation Listening	In this module, pupils will be introduced to the concept of active listening, and aim to notice and identify surrounding sounds. Pupils will be shown a variety of musical instruments and encouraged to listen and describe their timbres, in order to then identify the family of an instrument without seeing it. This module includes listening examples of a variety of ensembles, and pupils will learn about the context of musical ensembles within society.
Listening KS1	This module, through a variety of engaging activities and musical experiences, will cultivate active and attentive listening habits, fostering a deeper appreciation of music. Students will be introduced to a diverse range of musical genres, styles, and instruments. Through interactive discussions and practical activities, students will develop the ability to engage with music, and recognise patterns.

Listening KS2	The objective of this module is to enhance the listening skills of KS2 pupils. The module aims to deepen their understanding and appreciation of music by introducing them to diverse musical genres, styles and instruments. Students will learn to actively listen, analyse and interpret music. They will engage in listening activities, discussions and reflections to develop their ability to recognise and interpret musical features and express their thoughts and feelings.
Grab and Go Xylophone	This module uses a select few notes on the xylophone, starting with C. It consists of 6 pieces, one per lesson, to learn and perform as a class, using basic rhythm knowledge, and encourages using both hands to play.
Tuned Percussion Module 1	In this module pupils will gain a basic understanding of notation, and should aim to apply this to a new instrument, either a Xylophone or a Glockenspiel, and the differences between these should be understood. Pupils will be given the opportunity to play as part of an ensemble, and create a performance using rhythms and call and response. Pupils should have an understanding of a C major scale and be able to perform it fluently using one or two beaters. Further to this, pupils should aim to experiment with playing a tune using two or more notes, and engage confidently with a small ensemble. Pupils will experience performing to the class using more than one part, and should aim to develop an awareness of timekeeping.
Tuned Percussion Module 2	This module will introduce pupils to the concept of scales using a tuned instrument. This will help with pitch recognition, and build an understanding of tones and semitones. Pupils will have the opportunity to explore different types of sticking patterns using one and two beaters, and they will explore music-making as an ensemble, improving teamwork, time-keeping and awareness, regardless of ability.
Music Theory Module 1	This module will introduce simple music notation in both the treble and the bass clef. Pupils will build up their knowledge of note names, and also be encouraged to practise drawing the clefs, staves and notes. Each lesson has an interactive exercise video to complete as a class to consolidate the content and give the students a chance to apply their knowledge.
Music Theory Module 2	In this module, note lengths will be covered in more depth to allow pupils to read rhythm as well as pitch. More complex rhythms using quavers, dotted notes and ties will be demonstrated and explained, and the pupils will be able to experiment and discover these techniques using the interactive exercise videos at the end of each lesson.
Music Theory Module 3	This module will begin to explore accidentals, and encourage pupils to use these in any creative music-making. They will also discover new time signatures, with more information about how they are used, and what they mean. Pupils should aim to have a good knowledge of dynamics, including their Italian terms, and some examples of articulation.
Grab and Go Recorder	This module will introduce the recorder using three notes, B, A and G. The module has 6 pieces, one each lesson to learn and perform as a class that will give lots of opportunities for listening and repeating musical phrases. It also covers some breathing techniques, posture and its importance, and encourages development of rhythmic skills.
Recorder Module 1	This module will introduce pupils to the recorder at a higher level than our Grab and Go Module It will encourage development of breath control, note reading, and rhythmic playing. Pupils will learn a few basic notes, and apply them to a series of rhythms and styles. This module will end with a class piece which the pupils will be given the opportunity to perform together.
Recorder Module 2	This module will build upon Module 1, further developing the pupil's understanding of rhythms and time signatures. Pupils will have the opportunity to play with a backing track, and learn more about improving dexterity to play quicker more challenging passages of music. This module will also cover a range of terms and styles to support a developing understanding of music theory.

Recorder Module 3	In this module, pupils will be encouraged to use more complicated forms of articulation, using some Italian terms. Pupils will build an awareness of dynamics and tempo changes, following conventional musical symbols on a staff. This module will also introduce a few new notes, exploring the range of the recorder, particularly focusing on understanding accidentals.
Grab and Go Keyboard	This module uses a select few notes in the right and left hands on the keyboard, centred with both thumbs on Middle C. It consists of 6 pieces, one per lesson, to learn and perform as a class, using basic rhythm knowledge.
Keyboard Skills Module 1	This module will cover the note names, and how they correspond to a keyboard. Pupils will be encouraged to work on dexterity, in order to play one key at a time successfully. Pupils will also learn about musical clefs, and how the treble and bass clef are used while playing the piano. Pupils will aim to keep a steady pulse and play with fluency and awareness of timing.
Keyboard Skills Module 2	This module will introduce a wider range of notes that are used on the keyboard, with insight into how to move the hand to travel around the keys. This module will also cover, in more depth, the staff and how to read these new notes in treble and bass clef. Pupils will aim to play using more complex rhythms with confidence, and use both white and black notes.
Keyboard Skills Module 3	In this module, pupils will learn to read both treble and bass clef at the same time. They will cover accidentals in more depth, and work on recognising each note on the keyboard, in a range of octaves. This module will also introduce quavers, how to draw them, and use the keyboard to experiment with using them in music-making. Pupils will be encouraged to explore different sounds and articulations on the keyboard, and use these to express a mood. Pupils will also have the opportunity to try playing chords, and use more than one finger from each hand at once.
Music Technology	This module will introduce pupils to a range of music technology equipment, including how to use Digital Audio Workstations. Pupils will use visual aids and listening exercises to identify pulse and experiment with recording their own music using their own compositions and improvisation. Pupils will be given the opportunity to explore recording a range of tracks, including drum beats, vocals, and any other layers they may have, as well as experimenting with lyrics and performing to the class.
Latin Percussion	The aim of this module is to introduce pupils to latin and afro-cuban music, and encourage them to build skill and confidence, with the goal to use these in a performance opportunity. The pupils will learn about the traditionally used latin and afro-cuban instruments, while also learning the traditional clave rhythms, and their application within the genre.
Vocal Ensemble	The Vocal Ensemble module is focused on the transformative power of singing. Tailored for young voices, children will develop breath control, improved lung capacity, teamwork, and emotional regulation through joyful vocal exercises. Guided by video instructors, they will learn the art of blending voices and singing harmoniously as a team, while exploring a repertoire of enjoyable and engaging songs.
Ocarina	This module introduces pupils to the 5-hole ocarinas, a small woodwind instrument. Through basic music theory, breathing techniques, improvisation, and note-reading, children will develop fundamental musical skills, fostering creativity and a passion for music. The Ocarinas will help with dexterity, musical ear, and teamwork skills.
Toots	This module aims to introduce pupils to the delightful world of Toots, a simplified woodwind instrument, similar to a flute. Through basic music theory, breathing techniques, improvisation, and note-reading, children will develop fundamental musical skills, and be encouraged to foster love for music and creative expression.
Doods	This module introduces children to Doods, small woodwind instruments resembling simplified clarinets. Through basic music theory and note-reading, children will develop fundamental woodwind skills, such as

	mouth shape, lip placement, sound production, breathing techniques, and finger dexterity. This will encourage pupils to develop a playful and enjoyable musical experience.
Tub Drumming/ Drum sticks	Tub Drumming and Drum Sticks is an accessible and engaging module that harnesses the power of simple percussion instruments like drum sticks, tubs, and even everyday items such as tables and chairs. Tailored for schools with limited resources, children will unlock rhythm, teamwork, listening, and coordination skills. Through lively drumming activities, they will discover the joy of making music together, and develop their listening skills.
Grab and Go Body Percussion	This module is an accessible and enjoyable learning experience that explores the world of rhythmic expression through simple body percussion sounds. Using interactive techniques like call and response and lively backing tracks, children will enhance their coordination, dexterity, and internal rhythm. Engaging in fun-filled learning activities, they will develop a sense of musicality, fostering a deeper connection to rhythm and music in a playful and inclusive environment.
Body Percussion 2	This is an exciting extension module that takes body percussion to the next level, using recognisable body percussion sounds such as stamping, clapping, and clicking. Through engaging learning methods like call and response and diverse backing tracks, children will refine their coordination, dexterity, and internal rhythm. With more complex rhythms and varied parts, students will collaborate in ensemble settings, developing new rhythmic skills and a further appreciation for musical expression.
Xylophone 3	This is an enriching extension module that builds upon previous learning. Children will explore advanced melodic ear skills and intricate rhythms, mastering two-handed playing and layering up parts in collaborative ensembles. Through performance opportunities, students will develop teamwork and ensemble skills, fostering creativity and confidence. This engaging module cultivates a love for music, empowering young musicians to create new melodies and express themselves artistically with tuned percussion, while strengthening their applied knowledge.
Boomwhackers	This module introduces pupils to tuned percussion instruments in a safe and enjoyable environment. Through using large movements, students enhance dexterity and hand-eye coordination. Suitable for both Key Stage 1 and Key Stage 2, this module fosters teamwork skills, as each child will only play one or two notes. Pupils will have the opportunity to perform, develop ensemble skills, and explore music with these budget-friendly, non-fragile instruments.

