LISTEN, THEN RECALL

Book PDF page 6 | Draw, point, arrange cards, use AAC or direct a partner.

Recall and represent a four-beat pattern, including sound and silence.

Beat 1	Beat 2	Beat 3	Beat 4

Choose for each beat: one tap / two equal quick taps / silence. Every box lasts one equal beat.

ONE TAP	TWO QUICK TAPS	SILENCE

FOUR-BEAT INVESTIGATION

Book PDF page 9 | Draw, point, arrange cards, use AAC or direct a partner.

Distinguish steady pulse from rhythm and hold a one-beat rest.

Beat 1	Beat 2	Beat 3	Beat 4

Choose for each beat: one tap / two equal quick taps / silence. Every box lasts one equal beat.

ONE TAP	TWO QUICK TAPS	SILENCE

Model: one tap / one tap / two quick taps / silence. Which beat is silent?

MAKE A FOUR-BEAT ANSWER

Book PDF page 12 | Draw, point, arrange cards, use AAC or direct a partner.

Compose and repeat a rhythm that fits four equal beats.

Beat 1	Beat 2	Beat 3	Beat 4

Choose for each beat: one tap / two equal quick taps / silence. Every box lasts one equal beat.

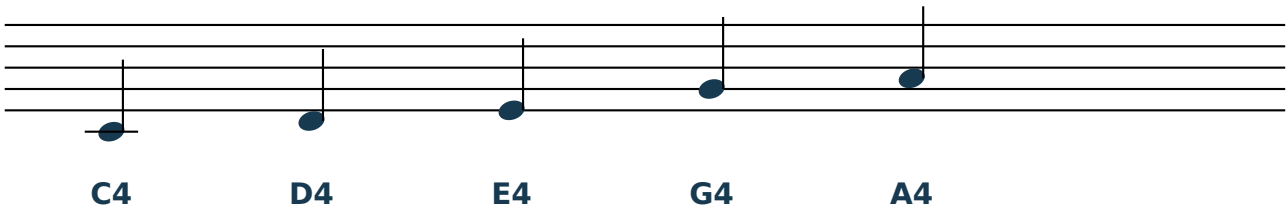
ONE TAP	TWO QUICK TAPS	SILENCE

MELODY MAP

Book PDF page 15 | Draw, point, arrange cards, use AAC or direct a partner.

Hear, represent and change the contour of a five-note melody.

Pitch reference in treble clef: middle C (C4), D4, E4, G4, A4. The bottom staff line is E4.



Trace or draw your melody shape

BUILD AN OSTINATO

Book PDF page 18 | Draw, point, arrange cards, use AAC or direct a partner.

Maintain a repeated part alongside a contrasting melody.

Pulse

Repeating pattern

Melody

Choose a starting cue. Mark when each layer enters or stops.

SOUND DESIGN LAB

Book PDF page 22 | Draw, point, arrange cards, use AAC or direct a partner.

Compare timbre while controlling other musical features where possible.

Sound A

Sound B

My comparison, choice or next step

ONE LAYER, TWO, THREE

Book PDF page 24 | Draw, point, arrange cards, use AAC or direct a partner.

Explore texture by adding and removing musical parts.

Pulse

Repeating pattern

Melody

Choose a starting cue. Mark when each layer enters or stops.

SCORE A SILENT SCENE

Book PDF page 27 | Draw, point, arrange cards, use AAC or direct a partner.

Use an A-B structure to support a fictional moving-image scene.

A: uncertain journey

B: safe arrival

My comparison, choice or next step

LISTEN WIDELY

Book PDF page 29 | Draw, point, arrange cards, use AAC or direct a partner.

Compare two contextualised recordings with respectful, specific listening.

Recording A: performer / context

Recording B: performer / context

My comparison, choice or next step

DESIGN A MUSICAL JOURNEY

Book PDF page 32 | Draw, point, arrange cards, use AAC or direct a partner.

Plan an introduction, returning A section, contrasting B section and ending.

INTRO

A

B

A

ENDING

REHEARSAL CHECK

Book PDF page 35 | Draw, point, arrange cards, use AAC or direct a partner.

Identify one practical improvement and evaluate its effect.

Try 1: what happened?

Try 2: what changed?

My comparison, choice or next step

WRITE THE ENDING

Book PDF page 37 | Draw, point, arrange cards, use AAC or direct a partner.

Compose a four-beat ending and represent its rhythm or pitches accurately.

Beat 1	Beat 2	Beat 3	Beat 4

Choose for each beat: one tap / two equal quick taps / silence. Every box lasts one equal beat.

ONE TAP	TWO QUICK TAPS	SILENCE

Optional staff notation: treble clef. Add pitches if ready.

YOUR ENSEMBLE

Book PDF page 42 | Draw, point, arrange cards, use AAC or direct a partner.

Contribute to a shared performance through an accessible musical role.

My role and contribution

Starting cue and tempo

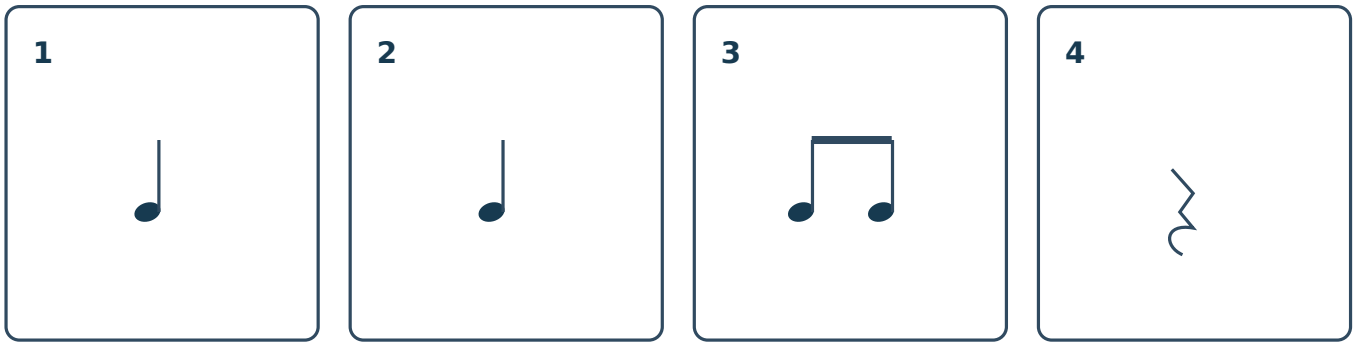
Ending cue

One improvement to try

RHYTHM AND PITCH REFERENCE
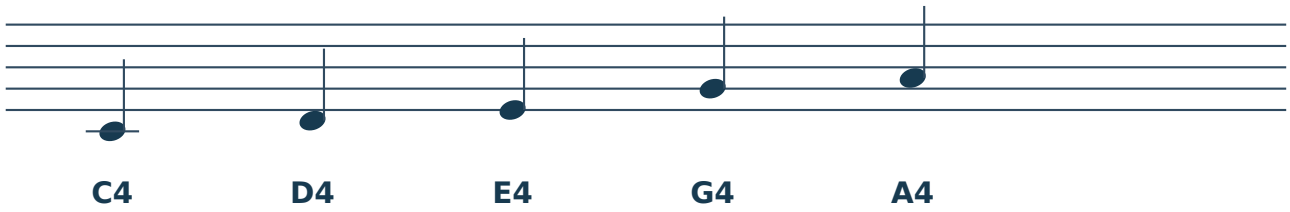
Teacher model and pupil reference | Standard staff examples use treble clef.

In 4/4 here: crotchet = 1 beat; paired quavers = 1 beat altogether; crotchet rest = 1 silent beat.



One tap One tap Two equal quick taps Silence

Total: 1 + 1 + (½ + ½) + 1 = 4 beats.



Treble pitch reference: C4 sits on a ledger line below the staff. D4 is below the bottom line; E4 is on it. G4 is on the next line; A4 is in the space above G4. Add the treble-clef sign when using this as a complete score.

TEACHER OBSERVATION RECORD

Name / group: _____ Date: _____

Musical intention and activity

Choice or response observed

Access route and support used

Evidence of change or progress

Next teaching step