



**Puzzle Pieces can be used as whole class materials to deliver music in accordance with the sequences of learning set out by the MMC (Model Music Curriculum) and its 4 key areas:**

- **Performing/Instrumental Performance**

The Puzzle Pieces themselves focus mainly on performing, helping to embed the basics of music theory along the way. Each piece has a backing track and tiered instrumental parts from beginner to advanced levels for brass, woodwind, strings and percussion. This multi-layered approach ensures the music is accessible and progressive, allowing a steady increase in musicianship development.

- **Composing**

Composition and improvisation play a large part in many of the pieces in the collection. There are also extra activities available specifically for music composition, including illustrated Music Maps to help pupils creatively explore structure, pitch, harmony and rhythm.

- **Singing and Listening**

Listening is also a key aspect of the Puzzle Pieces collection - e.g., listening to the provided backing tracks to identify style and tonality; listening to teacher demonstrations/modelling; analysing the subtle differences between different levels for each piece as pupils progress through them; listening to changes in timbre and texture when different combinations of levels and instruments are used in each piece.

In addition, there are resources available from [www.puzzlepiecesmusic.com](http://www.puzzlepiecesmusic.com) to be used as group songs and activities to develop musicianship skills and several of the Puzzle Pieces also link to suggested MMC listening repertoire.

**The aim of Puzzle Pieces is to create a positive musical experience that facilitates progress and development at an appropriate rate for the individual and, in doing so, provide artistic enrichment for self-expression.**

The multiple levels provided for each of the Puzzle Pieces and the composition activities have the potential to facilitate pupils' musical development throughout key stage 2 to achieve the following goals for year 6, as stated by the MMC:

### **Instrumental Performance:**

- 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* ).
- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
- Reading Notation.
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.

### **Improvise:**

Extend improvisation skills through working in small groups to:

- Create music with multiple sections that include repetition and contrast.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Compose.
- 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.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.



## Mapping Puzzle Pieces to the MMC Key Stages KS2:

	YEAR 3	YEAR 4	YEAR 5&6	PUZZLE PIECES
<b>Rhythm, Metre and Tempo</b>	Downbeats, fast (allegro), slow (adagio), pulse, beat	Getting faster (accelerando), Getting slower (rallentando), Bar, metre	Simple time, compound time, syncopation	<p><i>The 25 Puzzle Pieces demonstrate a variety of tempi, time signatures and syncopated rhythms. Additional supporting sheets are included for details on dotted notes and time signatures. The inclusion of backing tracks allows pupils to internalise a strong sense of downbeat and pulse. All pieces with Flexible Ensemble parts can incorporate flexibility of tempo (accel./rall.). This can also be explored by using several levels of a piece together without the backing tracks, when players are confident to do so.</i></p> <p><b>KEY PIECES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Caribbean Ostinato, Syncopitski (syncopation)</b></li> <li>• <b>Sidescroller (rhythm)</b></li> <li>• <b>Bhangra, Scottish Air, Sneak..., (dotted rhythms)</b></li> <li>• <b>Bolero, Scottish Air, Waltz Through Paris (3/4 time)</b></li> <li>• <b>Bolero, Bounce, Caribbean Ostinato, Ode to Joy, Spanish Sunset, That's a Wrap! (additional flexible ensemble parts available)</b></li> </ul>
<b>Pitch and Melody</b>	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys	<p><i>Each level introduces new notes/pitches, so pupils' performing range gradually extends as they progress through the levels of music for each piece. The different levels available for each instrument also help the students track their own progression, discovering more about the music with each new level they learn. The Puzzle Pieces all have a strong sense of melody, including memorable ostinati and melodic patterns to help embed the concept of pitch and both the physical and aural differences in playing different notes.</i></p> <p><b>KEY PIECES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Bolero, Bounce, Raindrops (pitch/jumping melody)</b></li> <li>• <b>Haunted House, Funk, Pavane, Sneak..., Spanish Sunset, Streetlamp Strut (tonality/minor)</b></li> <li>• <b>Caribbean Ostinato, Daydreamer, Ode to Joy, Raindrops (tonality/major)</b></li> <li>• <b>Komoriuta, Pentagram Dance Composing Project (pentatonic scale)</b></li> </ul>

	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5&amp;6</b>	<b>PUZZLE PIECES</b>
<b>Structure and Form</b>	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections	<p>All Puzzle Pieces use repeats, which can help to demonstrate structure and repetition easily within the music.</p> <p>There are several warm-up tracks available for call and response activities in different keys/tempi. The Micro Warm-Up activities also give pupils the opportunity to compose a short rhythm within a set structure, to play with a pre-recorded backing track (5 available in different keys). The additional composition projects available with the Puzzle Pieces are also designed to allow pupils to explore structure and form, supporting the organisation of their musical ideas.</p> <p><b>KEY PIECES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Cool Blues, R&amp;B, Daydreamer, Jazz on Toast, Pavane, R&amp;B, Shout Out!, Warm-up track/Micro Warm-Ups (improvisation, call and response)</b></li> <li>• <b>Farmyard and Train Journey Music Maps, Ostinato Composing Project, Pentagram Dance Composing Project, (structure)</b></li> <li>• <b>Rounds - additional vocal material (rounds, repetition)</b></li> <li>• <b>Bhangra (6 bar phrases)</b></li> </ul>
<b>Harmony</b>	Drone	Static, moving	Triads, chord progressions	<p>The Train Journey Music Map composition activity can help pupils to visualise chords and experiment with different sound combinations using colour-coded visual aids. By using the trains and carriages of different colours as an interactive graphic score, they can create chords and progressions. The colours/numbers correspond to Boomwhacker colours (1-7 = do-ti), but can also be assigned to note/keys suitable for the instruments they are playing.</p> <p>There are also graphic score puzzle pieces that encourage improvisation within a given framework and allow pupils to see music/chords represented in different notation.</p> <p>By performing any of the Puzzle Pieces with two or more levels simultaneously, pupils will be able to hear the harmony build and evolve.</p> <p><b>KEY PIECES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Daydreamer, Jazz on Toast, Ostinato composing activity, Pavane, Train Journey Music Map Composing Project (graphic score/chords)</b></li> <li>• <b>Scottish Air (drone)</b></li> <li>• <b>Foghorn (dissonance)</b></li> <li>• <b>Shout Out!, Sidescroller (chords – each level has the same rhythm on new notes)</b></li> </ul>

	YEAR 3	YEAR 4	YEAR 5&6	PUZZLE PIECES
<b>Texture</b>	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 part	<p>All 25 Puzzle Pieces have multiple levels for each instrument. This ensures that they can be performed as a solo, in a small group or as part of a whole class instrumental teaching session, with parts to suit players at each step in their musical development.</p> <p>Some of the pieces also include Flexible Ensemble parts, allowing beginner players to be able to join in playing with an established ensemble. With this in mind, any of the pieces can be used to demonstrate unison or layered texture, as there are so many options to choose from.</p> <p>As the pupils become more confident, they can combine different levels to play as duets or in small groups.</p> <p>Ode to Joy has three levels for each instrument: Melody, Harmony and Bass Line. This is useful to be able to explain the concept of melody and accompaniment.</p> <p>KEY PIECES/ACTIVITIES:</p> <ul style="list-style-type: none"> <li>• <b>Bolero, Bounce, Caribbean Ostinato, Ode to Joy, Spanish Sunset, That's a Wrap! (additional flexible ensemble parts available)</b></li> <li>• <b>Cool Blues, Funk, R&amp;B, Shout Out! (unison and solo elements)</b></li> </ul>
<b>Dynamics and Articulation</b>	Loud (forte), quiet (piano)	Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)	Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)	<p>The dynamics featured in each of the Puzzle Pieces tie in to the style of the music. With this in mind, some have more dynamic detail than others, which can be used to great effect!</p> <p>The articulations used in the pieces are all instrumentally appropriate, with more advanced techniques (such as slurs for brass and pizzicato and tremolo for strings) used in higher levels.</p> <p>KEY PIECES/ACTIVITIES:</p> <ul style="list-style-type: none"> <li>• <b>Foghorn, Haunted House, Streetlamp Strut, Sneak..., Syncopitski, That's a Wrap! (dynamics)</b></li> <li>• <b>Foghorn, Haunted House, Rain Dance, Raindrops, That's a Wrap! (articulation)</b></li> </ul>

	YEAR 3	YEAR 4	YEAR 5&6	PUZZLE PIECES
<b>Instruments and Playing Techniques</b>	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing technique	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)	<p><i>Each Puzzle Piece has bespoke parts for each instrument. This ensures that the individual levels use notes and techniques appropriate to the specific instruments at any given stage. As the levels advance, so too do the idiomatic technical demands of the music.</i></p> <p><i>The pieces cover a range of styles and moods, which allows for discussion of how best to approach the performance to suit the music. For example, pieces such as Haunted House, That's a Wrap! and Sneak... have quite dramatic and exciting contrasts, whilst Komoriuta, Scottish Air and Bounce are more serious and gentle in approach.</i></p> <p><i>Every Puzzle Piece has parts for untuned percussion (Level 1 = 1 line stave/1 sound, Level 2 = 2 lines/2 sounds, Level 3 = basic drum kit, Level 4 = advanced drum kit) and tuned percussion, including colour-coded parts for Boomwhackers (as either coloured noteheads or coloured indicator dots). This can allow younger pupils who may not be part of a whole class music instrumental programme to access the pieces with classroom percussion, learning how to play different instruments whilst embedding pulse, rhythm and downbeat.</i></p> <p><b>KEY PIECES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Bounce, Komoriuta, Raindrops, Scottish Air (gentle style/technique)</b></li> <li>• <b>Foghorn, Haunted House, Rain Dance, Sneak..., That's a Wrap! (contrasting style/effects/techniques)</b></li> <li>• <b>Bolero, Caribbean Ostinato, Ode to Joy (optional sections for different instrumental families when played in mixed ensembles)</b></li> </ul>

	Crotchets	Paired quavers	Minims	Semibreves	Semiquavers	Rests	Time sig. 2/4, 3/4 and 4/4	Fast/slow (allegro/adagio)	Getting faster/ slower (accelerando/rallentando)	Stave, lines/spaces, clef	Loud (forte)	Quiet (piano)	Getting louder (crescendo), Getting softer (decrescendo)
Y3	✓	✓	✓					✓		✓	✓	✓	
Y4	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓
Y5&6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BHANGRA	✓		✓		✓	✓	✓	♩=96		✓	✓		✓
BOLERO	✓	✓			✓	✓	✓	♩=88		✓	✓	✓	✓
BOUNCE	✓		✓	✓			✓	♩=66		✓	✓		✓
CARIBBEAN OSTINATO	✓	✓	✓		✓ (adv.)	✓	✓	♩=88		✓	✓		✓
COOL BLUES*	✓	✓	*	*	*	✓	✓	♩=96		✓	*	*	*
DAYDREAMER*	*	*	*	*	*	*	✓	♩=96		Graphic score	*	*	*
FOGHORN!	✓		✓	✓		✓	✓	♩=94	✓ (at end)	✓	✓		
FUNK	✓			✓	✓ (adv.)	✓	✓	♩=92		✓	✓		
HAUNTED HOUSE	✓	✓	✓	✓		✓	✓	♩=92		✓	✓	✓	
JAZZ ON TOAST*	*	*	*	*	*	*	✓	♩=120		Graphic score	*	*	*
KOMORIUTA	✓	✓	✓	✓		✓	✓	♩=60	✓ (at end)	✓			
ODE TO JOY	✓		✓	✓		✓	✓	♩=96	✓ (at end)	✓	✓		
PAVANE*	*	*	*	*	*	*	✓	♩=66	✓ (at end)	✓	*	*	*
R&B*	✓	✓	✓			✓	✓	♩=104		✓	✓		
RAIN DANCE	✓	✓	✓	✓ (adv.)		✓	✓	♩=88		✓			
RAINDROPS	✓	✓		✓		✓	✓	♩=90		✓			
SCOTTISH AIR	✓	✓ (adv.)	✓			✓	✓	♩=84	✓	✓			
SHOUT OUT!	✓	✓	✓				✓	♩=108		✓			
SIDESCROLLER	✓	✓	✓	✓	✓ (adv.)	✓	✓	♩=100		✓	✓		
SNEAK...	✓					✓	✓	♩=100		✓	✓	✓	
SPANISH SUNSET	✓	✓	✓	✓	✓ (adv.)	✓	✓	♩=88	✓ (at end)	✓	✓		✓
STREETLAMP STRUT	✓	✓	✓	✓	✓ (adv.)	✓	✓	♩=76		✓	✓	✓	✓
SYNCOPIFSKI	✓	✓			✓ (adv.)	✓	✓	♩=100		✓	✓		
THAT'S A WRAP!	✓		✓		✓	✓	✓	♩=88		✓	✓	✓	✓
WALTZ THROUGH PARIS	✓	✓ (adv.)	✓ (adv.)		✓ (adv.)	✓	✓	♩=100		✓			

\*involves improvisation, so rhythm and dynamics may differ from notated suggestions

The Puzzle Pieces cover a wide range of musical styles, including Blues, Jazz, Funk, R&B, Rock, Pop, Folk and influences from the Western Classical Tradition and World Music. Several of the works relate directly to the Key Listening suggested for KS2.

Puzzle Pieces linking directly to music in the Key Listening lists:

Year Group/Music List	Key Listening	Puzzle Pieces Link
3-6/Western Classical Tradition and Film	Bolero (Ravel)	<b>Bolero</b>
3-6/Western Classical Tradition and Film	Hallelujah from <i>Messiah</i> (Handel)	<b>Pavane</b>
4-6/Western Classical Tradition and Film	Symphony No. 5 (Beethoven)	<b>Ode to Joy</b>
3-6/Popular Music/Funk	I Got You/I Feel Good (James Brown)	<b>Funk</b>
3-6/Popular Music/Blues	Runaway Blues (Ma Rainey)	<b>Cool Blues</b>
4-6/Popular Music/Jazz	Take the 'A' Train (Strayhorn, Duke Ellington)	<b>Jazz on Toast</b>
6/Popular Music/RnB	Say My Name (Destiny's Child)	<b>R&amp;B</b>
4-6/Musical Traditions/Calypso	Tropical Bird (Trinidad Steel Band)	<b>Caribbean Ostinato</b>
3-6/Musical Traditions/Bhangra	Bhabiye Akh Larr Gayee (Bhujhangy Group)	<b>Bhangra</b>
6/Musical Traditions/Folk	Sea Shanties	<b>Foghorn</b>

Puzzle Pieces linking directly to music in the list of suggested songs:

Year Group	Repertoire	Puzzle Pieces Link
3+	Skye Boat Song (trad.)	<b>Scottish Air</b>
4+	Danny Boy (trad.)	<b>Scottish Air</b>
4+	Junior Voiceworks 1. - Calypso	<b>Caribbean Ostinato</b>



## Puzzle Pieces for MMC KS3:

The pieces can also be used for the example Class Brass Band<sup>1</sup> KS3 ensemble model set out by the MMC for Instrumental Performance. There are Bb and Eb brass treble clef parts available for brass band instruments and the inclusion of so many levels within each piece provides the option for immediate differentiation within an ensemble context, which also adds harmony. There are six pieces that include 5-part Flexible Ensemble versions for more advanced groups. These do not require use of the backing tracks and many of the pieces can also work without the audio tracks. Due to the parts available for each piece, it would be possible to use the Puzzle Pieces for any ensemble e.g. a school wind band or orchestra, or to incorporate performers from a wide ability/experience range.

Year Group	Class Brass Band	Puzzle Pieces
7	Play melodies on brass instruments learnt aurally or using staff notation on one staff. Develop lip flexibility and tonguing, and increase range from a 5th to a 9th using the keys of Bb major and C minor.	e.g. Bb major: <b>Cool Blues</b> C minor: <b>Bhangra, Funk, Sneak..., Streetlamp Strut</b> D minor: <b>Pavane</b>  Aural/improvisation skills: <b>Cool Blues, Daydreamer, Jazz on Toast, R&amp;B</b>
8	Develop technique through playing melodies with a range up to a 10th, increasing lip flexibility and tonguing technique with a focus on arpeggios. Expand key to F major and D minor.	Lip flexibilities/arpeggio/articulation: <b>Bounce, Haunted House, Komoriuta, Raindrops, R&amp;B, Sidescroller (lv4), Sneak..., Syncopitski (melody parts), Waltz Through Paris</b>
9	Develop playing technique to expand range to a 12th. Use scales and pieces to increase ability to play at a range of tempi.	Pieces including additional parts for 5-part Flexible Ensemble at more advanced levels: <b>Bolero, Bounce, Caribbean Ostinato, Ode to Joy</b> (also includes a key change), <b>Spanish Sunset</b> and <b>That's a Wrap!</b> The melody/advanced melody parts for each piece also extend range and technical requirements.

<sup>1</sup> The materials could also potentially be used for other instrumental combinations – the Class Brass Band is an example set out by the MMC.