

KS1 - Year A, Term 1

Title No. lessons	Musical learning	Musical material
Menu song - 6 lessons	<p>Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song. 	<p>Song Bank: <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Be our guest' from <i>Beauty and the Beast</i>. • 'Food, glorious food' from <i>Oliver!</i> • <i>The herring song</i> (Traditional arr. Chris Haslam). • <i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).
Colonel Hathi's march - 3 lessons	<p>Focus: Beat, march, timbre, film music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). 	<p>Song Bank: <i>The grand old Duke of York</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman). • 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman arr. Laurent Pierre). • Tuba demonstration (Minnesota Orchestra). • Glockenspiel demonstration (Minnesota Orchestra). • Royal Marines massed bands – beating retreat 2018. • <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit. • 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine). • 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).
Magical musical aquarium - 3 lessons	<p>Focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement. 	<p>Song Bank: <i>Hey, hey</i>; <i>Down there under the sea</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns). • <i>Hey, hey activity: Matching pitch – with voices</i> and <i>Have you brought your speaking voice?</i> teacher reference videos from Sing Up's Developing musicianship toolkit.

KS1 - Year A, Term 2

Title No. lessons	Musical learning	Musical material
Football - 6 lessons	<p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<p>Song Bank: <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Don't clap this one back.</i> • <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit. • <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).
Who stole my chickens and my hens? - 6 lessons	<p>Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. <p>Mark rests in the song with actions, their voices, and instruments.</p>	<p>Song Bank: <i>Who stole my chickens and my hens?; If you're happy and you know it; I do like to be beside the seaside.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The Pink Panther theme</i> (Henry Mancini). • 'Barwick Green' from <i>My native heath</i> (Arthur Wood). • <i>Humoresque (Op. 101)</i> (Antonín Dvořák).

KS1 - Year A, Term 3

Title No. lessons	Musical learning	Musical material
Dancing and drawing to <i>Nautilus</i> - 3 lessons	<p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Nautilus</i> animated video (Anna Meredith). • <i>Nautilus</i> live video (Anna Meredith). • <i>Tremble</i> (Scottish Ballet). • Prada Spring/Summer 2014 Women's clothes advert.
Cat and mouse - 3 lessons	<p>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. 	<p>Song Bank: <i>Skin and bones</i>; <i>Three little mice</i>; <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i>; <i>Hip hop songwriting backing track</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up videos with Steve Grocott: <ul style="list-style-type: none"> • <i>Three little mice</i> • Expression, pitch, and tempo using <i>The old grey cat</i>. • Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i> • <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall). • <i>The cat and the mouse</i> (Aaron Copland).
Come dance with me - 6 lessons	<p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments. 	<p>Song Bank: <i>Come dance with me</i>; <i>Hip hop songwriting backing track</i>; <i>Walk and stop</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up's Developing musicianship toolkit videos: <ul style="list-style-type: none"> • <i>Playing with pitch pencils</i>. • <i>Copy my actions</i>. • <i>Let's copy your actions!</i> • <i>Walk and stop</i>. • <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).

KS1 - Year B, Term 1

Title No. lessons	Musical learning	Musical material
Tony Chestnut - 6 lessons	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear. 	<p>Song Bank: <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I want you to be my baby</i> (Louis Jordan & his Tympany Five). • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up). • <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).
Carnival of the animals - 3 lessons	<p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. 	<p>Song Bank: <i>I once saw an elephant.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns). • <i>Danse macabre</i> (Camille Saint-Saëns).
Musical conversations - 3 lessons	<p>Focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound. 	<p>Song Bank: <i>Plasticine person.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Dueling banjos</i> (Eric Dunbar & Stephen Baime).

KS1 - Year B, Term 2

Title No. lessons	Musical learning	Musical material
Grandma rap - 6 lessons	<p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<p>Song Bank: <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up). • <i>Marble machine</i> (Wintergatan). • <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman & Sherman).
Swing-a-long with Shostakovich - 3 lessons	<p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. 	<p>Song Bank: <i>Swing-a-long</i>; <i>One man went to mow</i>; <i>One finger, one thumb</i>; <i>Giggle song</i>; <i>Oranges and lemons</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Jazz suite No. 1 – 2. 'Polka'</i> (Dmitri Shostakovich). • <i>Jazz suite No. 2 – 6. 'Waltz II'</i> (Dmitri Shostakovich).
Charlie Chaplin - 3 lessons	<p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).

KS1 - Year B, Term 3

Title No. lessons	Musical learning	Musical material
The rockpool rock - 6 lessons	<p>Focus: 2-part singing, rock 'n' roll, structure, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music. 	<p>Song Bank: <i>The rockpool rock</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Tutti frutti</i> (Little Richard). • <i>Johnny B. Goode</i> (Chuck Berry). • <i>Hound dog</i> (Elvis Presley). • <i>Rock around the clock</i> (Bill Haley & The Comets). • <i>Hound dog</i> (Big Mama Thornton).
Tańczymy labada - 6 lessons	<p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. 	<p>Song Bank: <i>Tańczymy labada</i>; <i>Bassez down</i>; <i>Płynie statek</i>; <i>Feet, feet</i>; <i>Hi lo chicka lo</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Demonstration of the Krakowiak dance. • <i>Follow my feet</i> and <i>Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit. • <i>Rondo à la Krakowiak in F major</i> (Op.14) (Frédéric Chopin). • <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).