

Lower KS2 - Year A, Term 1



Title No. lessons	Musical learning	Musical material
<i>I've been to Harlem</i> - 6 lessons	<p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up. 	<p>Song Bank: <i>I've been to Harlem; Tonga; Siren; Born to be wild.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Tonga</i> progression snapshot 1 videos (Sing Up). • <i>I've been to Harlem</i> cup rhythms video. • <i>Peer Gynt Suite No. 1</i> (Morning Mood) (Edvard Grieg).
<i>Latin dance (Classroom percussion)</i> - 6 lessons	<p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. 	<p>Song Bank: <i>Latin dance; Plasticine person; Tonga.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Salsa tutorial for kids videos (Spotty Dotty). • <i>Tonga</i> progression snapshot 1 & 2 videos (Sing Up). • Learn about Cuban music (Miss Jessica's World). • <i>El Manisero (The Peanut Vendor)</i> (Don Azpiazu & the Havana Casino Orchestra). • <i>Despacito (salsa)</i> performed by Aston Merrygold & Janette Manrara on <i>Strictly Come Dancing</i>. • <i>Chan, chan</i> (Compay Segundo). • <i>Quimbara</i> (Celia Cruz & Tito Puente).
<i>Fly with the stars (Classroom percussion)</i> - 6 lessons	<p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song. 	<p>Song Bank: <i>Fly with the stars; This is what it sounds like; Supercalifragilisticexpialidocious; Tonga; Hip hop songwriting backing track; Bobby Shafto.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop</i> and <i>Twice as fast, four times as fast</i> videos from Sing Up's Developing musicianship toolkit. • 'Soldiers' march' from <i>Album for the young</i> (Op. 68) (Robert Schumann). • 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman & Sherman). • <i>Tonga</i> progression snapshot 1, 2, & 3 videos (Sing Up)

Lower KS2 - Year B, Term 1



Title No. lessons	Musical learning	Musical material
<i>This little light of mine</i> - 6 lessons	<p>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	<p>Song Bank: <i>Siren; This little light of mine; Joyful, joyful; I wanna sing scat.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>This little light of mine</i> (Rosetta Tharpe & the Sims-Wheeler Orchestra). • <i>This little light of mine</i> (Soweto Gospel Choir). • <i>What kind of man is this?</i> (Ray Charles & the Voices of Jubilation Choir 2006). • <i>I wanna sing scat</i> progression snapshot 1 videos (Sing Up). • <i>I say a little prayer</i> (Aretha Franklin). • The power of the pentatonic scale (Bobby McFerrin). • <i>Every praise</i> (Hezekiah Walker). • <i>Didn't it rain</i> (Sister Rosetta Tharpe). • <i>Shackles (Praise you)</i> (Mary Mary).
<i>Favourite song (Classroom percussion)</i> - 6 lessons	<p>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style. 	<p>Song Bank: <i>Favourite song; Rain on the green grass; I wanna sing scat.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I wanna sing scat</i> progression snapshot 3 videos (Sing Up). • <i>I will wait</i> (Mumford & Sons). • <i>The times they are a-changin'</i> (Bob Dylan). • <i>The times they are a-changin'</i> (The Byrds). • <i>Dylan Goes Electric</i> – Background context for teachers (Decades TV Network).
<i>The doot doot song (Classroom percussion)</i> - 6 lessons	<p>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles. 	<p>Song Bank: <i>The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Quick technique: Moving chords Marimba exercise (KPpercussion). • <i>I wanna sing scat</i> progression snapshot 2 videos (Sing Up). • <i>Jolene</i> (Dolly Parton). • <i>Blowin' in the wind</i> (Bob Dylan). • <i>Gone</i> (Ben Harper & Jack Johnson). • <i>Where did you sleep last night?</i> (Huddie William Ledbetter/Lead Belly).

Upper KS2 - Year A, Term 1



Title No. lessons	About the unit	Musical material
<i>What shall we do with the drunken sailor?</i> - 6 lessons	<p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<p>Song Bank: <i>What shall we do with the drunken sailor?</i>; <i>Rubber chicken</i>; <i>Hey, ho! Nobody home</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>What shall we do with the drunken sailor?</i> Teaching video – song & game. • <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss & others). • <i>Sea Shanties documentary</i> (BBC 4). • <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up). • <i>Wellerman</i> (TikTok Sea Shanty mashup 2021). • <i>Sea shanty medley</i> (Home Free).
<i>Madina tun nabi</i> - 6 lessons	<p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns. 	<p>Song Bank: <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Madinah tun nabi</i> (Aashiq al-Rasul). • <i>Burdah Maula ya Salil</i> (Mesut Kurtis). • <i>A is for Allah</i> (Zain Bhikha). • <i>Ya Thabyat Elban</i> (Youssef Yaseen & Tomos Latorre). • <i>Room 310</i> (Lynn Adib). • <i>Sastanâqqâm</i> (Tinariwen). • <i>Hey ho, nobody home</i> progression snapshot 2 videos (Sing Up). • <i>Nami nami</i> (ODO Ensemble).

<p><i>Why we sing</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). 	<p>Song Bank: <i>Let's start to sing!; Tongue twisters; Tongue, teeth, lips, mouth.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wade in the water</i> (Sweet Honey in the Rock). • <i>Wade in the water</i> (The Spirituals). • <i>Climbing higher mountains</i> (Aretha Franklin). • <i>Why we sing</i> (Kirk Franklin and the Family). • <i>What kind of man is this?</i> (Ray Charles & the Voices of Jubilation Choir 2006). • <i>Shackles (Praise you)</i> (Mary Mary). • <i>This little light of mine</i> (Soweto Gospel Choir). • <i>Take your burden to the Lord (and leave it there)</i> (Blind Boys of Alabama). • <i>The storm is passing over</i> (The Clara Ward Singers). • <i>Jesus gave me water</i> (Sam Cooke & The Soul Stirrers). • <i>Great is your mercy</i> (Donnie McClurkin). • <i>Get away, Jordan</i> (Take 6).
<p>Introduction to songwriting</p> <p>-</p> <p>3 lessons</p>	<p>Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process. 	<p>Song Bank: <i>Throw, catch; Plasticine person; Great day; Firework; Songwriting backing tracks; Song pieces.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wonderwall</i> (Oasis). • <i>Say my name</i> (Destiny's Child). • <i>Le freak</i> (Chic). • <i>Smalltown boy</i> (Bronski Beat).

Upper KS2 - Year B, Term 1



Title No. lessons	About the unit	Musical material
Hey, Mr Miller - 6 lessons	<p>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<p>Song Bank: <i>Hey, Mr Miller</i>; <i>Siren</i>; <i>Throw, catch</i>; <i>Scales and arpeggios</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>In the mood</i> (Glenn Miller Orchestra). • <i>Chattanooga choo choo</i> (Glenn Miller Orchestra). • <i>Hooked on swing</i> (Larry Elgart & his Manhattan Swing Orchestra). • <i>Throw catch</i> progression snapshot 1 videos (Sing Up). • <i>It don't mean a thing (if it ain't got that swing)</i> (Ella Fitzgerald & Duke Ellington). • <i>Basic swing groove for drums</i> video. • <i>St Louis blues</i> (Ella Fitzgerald). • <i>God bless the child</i> (Billie Holliday & Count Basie).
Dona nobis pacem - 6 lessons	<p>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). 	<p>Song Bank: <i>Dona nobis pacem</i>; <i>Siren</i>; <i>Throw, catch</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>How to do a 'balance check' warm-up</i>, <i>How to do a 'vocal revs' warm-up</i>, <i>How to do a 'lip trills' warm-up</i> and <i>Swooping pitch warm-up</i> (Sing Up and NYCGB) • <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up). • <i>Myleene's Music Klass</i>: The one where we look at monophonic, polyphonic, & homophonic textures. • <i>Dona nobis pacem</i> (arr. Hal Hopson). • <i>Jubilate Deo</i> (Giovanni Gabrieli). • <i>O Eucharisti Leta Via</i> (Hildegard von Bingen). • <i>If ye love me</i> (Thomas Tallis). • <i>Ronde</i> ('La Morisque' from <i>Dansereye 1551</i>) (Tielman Susato). • <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).

<p><i>You to me are everything</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: 1970s soul music, comparing cover versions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. 	<p>Song Bank: <i>Celebration</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>You to me are everything</i> (The Real Thing). • <i>Everything – The Real Thing story</i> (BBC). • <i>You to me are everything</i> (Sonia). • <i>You to me are everything</i> (Anthony Strong). • <i>You to me are everything</i> (The Overtones). • <i>You to me are everything</i> (Karizma Duo). • <i>You to me are everything</i> (The Jetfighters). • <i>Celebration</i> choreography (Jump Start Dance). • Iconic disco dance moves (Chicago Children's Theater). • <i>Le freak</i> (Chic).
<p>Race!</p> <p>-</p> <p>3 lessons</p>	<p>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Main theme from <i>Chariots of Fire</i> (Vangelis).