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|  **Music** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 1 | **Menu Song****Focus:** Active listening (movement), beat, echo singing, showing pitch moving, progressionsnapshot 1.**Objectives:**• 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.**Song Bank:** Rain is falling down; Menu song; Hip hop songwriting backing track.**Watch/Listen/Move:**• ‘Be our guest’ from Beauty and the Beast.• ‘Food, glorious food’ from Oliver!• The herring song (Traditional arr. Chris Haslam).• Rain is falling down progression snapshot 1 videos (Sing Up) | **Football****Focus:** Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.**Objectives:**• 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, understandingthere is one beat for each syllable.• Recognise the difference between a pattern with notes (pitched) and without (unpitched).**Song Bank:** Tap your name; Football; Rain is falling down; My fantasy football team. **Watch/Listen/Move:** • Don’t clap this one back. • Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up’s Developing musicianship toolkit. • Rain is falling down progression snapshot 2 videos (Sing Up). | **Come Dance with Me****Focus:** Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. **Objectives:** • 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.**Song Bank:** Come dance with me; Hip hop song writing backing track; Walk and stop. **Watch/Listen/Move:** • Sing Up’s Developing musicianship toolkit videos: • Playing with pitch pencils. • Copy my actions. • Let’s copy your actions! • Walk and stop. • Rain is falling down progression snapshot 3 videos (Sing Up). |
| Year 2 | **Tony Chestnut****Focus:** Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. **Objectives:** • 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.**Song Bank:** Tony Chestnut; Hi lo chicka lo. **Watch/Listen/Move:** • I want you to be my baby (Louis Jordan & his Tympany Five). • Pitch pencils video from Sing Up’s Developing musicianship toolkit. • Hi lo chicka lo progression snapshot 1 videos (Sing Up). • Fanfarra (Cabua-le-le) (Sérgio Mendes). | **Grandma Rap****Focus:** Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. **Objectives:** • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap 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 Hi lo chicka lo that shows the rhythm. • Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers**Song Bank:** Grandma rap; Hip hop songwriting backing track; Supercalifragilisticexpialidocious; Hi lo chicka lo. **Watch/Listen/Move:** • Walk and stop, Copy my actions, and Stepping durations videos from Sing Up’s Developing musicianship toolkit. • Hi lo chicka lo progression snapshot 2 videos (Sing Up). • Marble machine (Wintergatan). • Supercalifragilisticexpialidocious lyric video (Sherman & Sherman). | **The Rockpool Rock****Focus:** 2-part singing, rock ‘n’ roll, structure, timbre. **Objectives:** • 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.**Song Bank:** The rockpool rock; Hi lo chicka lo.**Watch/Listen/Move:** • Tutti frutti (Little Richard). • Johnny B. Goode (Chuck Berry). • Hound dog (Elvis Presley). • Rock around the clock (Bill Haley & The Comets). • Hound dog (Big Mama Thornton).• Hi lo chicka lo progression snapshot 3 videos (Sing Up).  |
| Year 3 | **I’ve been to Harlem****Focus:** Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. **Objectives:** • 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**Song Bank:** I’ve been to Harlem; Tongo; Siren; Born to be wild. **Watch/Listen/Move:** • Tongo progression snapshot 1 videos (Sing Up). • I’ve been to Harlem cup rhythms video. • Peer Gynt Suite No. 1 (Morning Mood) (Edvard Grieg). | **Latin Dance (Classroom percussion)****Focus:** Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. **Objectives:** • 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 Latin dance 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.**Song Bank:** Latin dance; Plasticine person; Tongo. **Watch/Listen/Move:** • Salsa tutorial for kids videos (Spotty Dotty). • Tongo progression snapshot 1 & 2 videos (Sing Up). • Learn about Cuban music (Miss Jessica’s World). • El Manisero (The Peanut Vendor) (Don Azpiazu & the Havana Casino Orchestra). • Despacito (salsa) performed by Aston Merrygold & Janette Manrara on Strictly Come Dancing. • Chan, chan (Compay Segundo). • Quimbara (Celia Cruz & Tito Puente). | **Fly with the Stars (Classroom percussion)** **Focus:** Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. **Objectives:** • Play the chords of Fly with the stars 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.**Song Bank:** Fly with the stars; This is what it sounds like; Supercalifragilisticexpialidocious; Tongo; Hip hop songwriting backing track; Bobby Shafto. **Watch/Listen/Move:** • Walk and stop and Twice as fast, four times as fast videos from Sing Up’s Developing musicianship toolkit. • ‘Soldiers’ march’ from Album for the young (Op. 68) (Robert Schumann). • ‘Supercalifragilisticexpialidocious’ from Mary Poppins (Sherman & Sherman). • Tongo progression snapshot 1, 2, & 3 videos (Sing Up) |
| Year 4 | **Guitar Lessons with Music for Life**To be able to learn and perform a range of rhythms and songs on the guitar. | **The Doot Doot Song (Classroom percussion)****Focus:** Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 1. **Objectives:** • ‘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.**Song Bank:** The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla. **Watch/Listen/Move:** • Quick technique: Moving chords Marimba exercise (KPpercussion). • I wanna sing scat progression snapshot 1 videos (Sing Up). • Jolene (Dolly Parton). • Blowin’ in the wind (Bob Dylan). • Gone (Ben Harper & Jack Johnson). • Where did you sleep last night? (Huddie William Ledbetter/Lead Belly). | **Favourite Song (Classroom percussion)****Focus:** Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 2.**Objectives:** • 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.**Song Bank:** Favourite song; Rain on the green grass; I wanna sing scat. **Watch/Listen/Move:** • I wanna sing scat progression snapshot 3 videos (Sing Up). • I will wait (Mumford & Sons). • The times they are a-changin’ (Bob Dylan). • The times they are a-changin’ (The Byrds). • Dylan Goes Electric – Background context for teachers (Decades TV Network). |
| Year 5 | **What Shall we do with the Drunken Sailor?** **Focus:** Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. **Objectives:** • 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.**Song Bank:** What shall we do with the drunken sailor?; Rubber chicken; Hey, ho! Nobody home. **Watch/Listen/Move:** • What shall we do with the drunken sailor? Teaching video – song & game. • Drunken Sailor Mashup (TikTok user @nathanevanss & others). • Sea Shanties documentary (BBC 4). • Hey, ho! Nobody home progression snapshot 1 videos (Sing Up). • Wellerman (TikTok Sea Shanty mashup 2021). • Sea shanty medley (Home Free). | **Madina Tun Nabi****Focus:** Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2. **Objectives:** • 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**Song Bank:** Madina tun nabi; Siren; Alphabet of nations. **Watch/Listen/Move:** • Madinah tun nabi (Aashiq al-Rasul). • Burdah Maula ya Salli (Mesut Kurtis). • A is for Allah (Zain Bhikha). • Ya Thabyat Elban (Youssef Yaseen & Tomos Latorre). • Room 310 (Lynn Adib). • Sastanàqqàm (Tinariwen). • Hey ho, nobody home progression snapshot 2 videos (Sing Up). • Nami nami (ODO Ensemble). | **Kisne Banaaya****Focus:** A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. **Objectives:** • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.**Song Bank:** Kisne banaaya; Kis nay banaayaa; 1, 121; Siren; Hey ho! Nobody home. **Watch/Listen/Move:** • Notes and Swar Riyaz (Bidisha Ghosh). • Hey, ho! Nobody home progression snapshot 3 videos (Sing Up). |
| Year 6 | **Hey, Mr Miller****Focus:** Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. **Objectives:** • 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.**Song Bank:** Hey, Mr Miller; Siren; Throw, catch; Scales and arpeggios. **Watch/Listen/Move:** • In the mood (Glenn Miller Orchestra). • Chattanooga choo choo (Glenn Miller Orchestra). • Hooked on swing (Larry Elgart & his Manhattan Swing Orchestra). • Throw catch progression snapshot 1 videos (Sing Up). • It don’t mean a thing (if it ain’t got that swing) (Ella Fitzgerald & Duke Ellington). • Basic swing groove for drums video. • St Louis blues (Ella Fitzgerald). • God bless the child (Billie Holliday & Count Basie). | **Dona Nobis Pacem****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. **Objectives:** • 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).**Song Bank:** Dona nobis pacem; Siren; Throw, catch. **Watch/Listen/Move:** • How to do a ‘balance check’ warm-up, How to do a ‘vocal revs’ warm-up, How to do a ‘lip trills’ warm-up and Swooping pitch warm-up (Sing Up and NYCGB) • Feelgood fifteen led by Ty Lowe (Sing Up). • Myleene’s Music Klass: The one where we look at monophonic, polyphonic, & homophonic textures. • Dona nobis pacem (arr. Hal Hopson). • Jubilate Deo (Giovanni Gabrieli). • O Euchari in Leta Via (Hildegard von Bingen). • If ye love me (Thomas Tallis). • Ronde (‘La Morisque’ from Dansereye 1551) (Tielman Susato). • Throw, catch progression snapshot 2 videos (Sing Up). | **Ame Sau Vala Tara Bal****Focus:** Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. **Objectives:** • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.**Song Bank:** Ame sau vala tara bal; Throw, catch. **Watch/Listen/Move:** • Indian music for children – Raga Bhairav – Children’s sing along (Tushar Dutta). • Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification) (Anuja Kamat). • Throw, catch progression snapshot 3 videos (Sing Up). • Chaal rhythm – 4 basic variations video (Simply Dhol) (Manvir Hothi). • Video of Team folk orchestra 2019 practice. • Tere Mohalle (Mamta Sharma and Aishwarya Nigam). • Easy bhangra dance tutorial (BHANGRAlicious). • Candle light (G. Sidhu). • Raag bhairavi (Indrani Mukherjee). |