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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, progression  snapshot 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, understanding  there 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). | |