

Music Curriculum Folder

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Core Curriculum intent

At Lugwardine Primary Academy we develop children as resilient learners who have the knowledge, understanding and skills to be responsible and effective members of their community.

The curriculum we teach will enable our learners to be confident members of both their local community and the wider world. The children will leave Lugwardine Primary passionate about their beliefs and equipped with the knowledge and skills they need to achieve their full potential.

Our curriculum is designed to inspire, support and include. We believe that by developing the whole child, pupils will learn to transfer the skills and knowledge across different settings and circumstances. We believe all children benefit from a range of learning opportunities and seek to develop their experiences both inside and outside the classroom.



Subject Intent

An interactive music education provides the foundations for understanding and engaging in the world of music through the specific disciplines of call and response, thematic learning and a focus of the music that surrounds us.

Music is a constant throughout life, both conscious and unconscious, and all pupils should be taught specific aspects of the knowledge, methods, processes and uses of music.

Music has strengths across the curriculum and should absolutely be used as a way of promoting and ensuring a positive wellbeing. Through music, pupils at Lugwardine Primary Academy will continue to deepen their respect, care and appreciation for music and all that it has to offer both individually and as a group activity.

Intent

We aim to enable our children to:

- Develop their enjoyment and interest in music and an appreciation of its contribution to all aspects of everyday life.
- Build on their natural ability, excitement and joy of music.
- Engage with music within their music lessons as well as throughout the curriculum.
- Use a planned scheme of music and songs to build upon learning.
- Engage with the language and vocabulary of music and ensure they are supported in using the correct vocabulary.
- Develop their basic practical skills and their ability to experiment.
- Be encouraged to make musical mistakes and to express opinion of both their likes and dislikes and give their reasons why.
- Extend their musical exposure via their local and wider community. Increase their ability to discuss, ask and answer their own questions.
- Discuss and recognise different musical traditions, great composers and musicians and develop an understanding of the history of music.



Subject Implementation

At Lugwardine Primary Academy, Following the 2014 national curriculum for music, teachers aim to ensure that they create a universal language that knows no boundaries regardless of age, ability, differences in language or upbringing. A positive attitude to music learning within their classrooms will be introduced to increase self-confidence, creativity, a sense of achievement and a love of music. Our whole school approach to the teaching and learning of music involves the following;

- Music will follow a scheme of learning through the Sing Up programme, and in collaboration with the class teacher, to ensure a flow of music learning is present. This is a strategy to enable pupils to engage in an active lesson and to enable progression of knowledge and skills.
- Music will involve interactive lessons and will allow children to learn through call and response to help build their confidence and ability as well as their aural memory. Children are encouraged to apply their skills and have the confidence to attempt their own version of what is being taught. Planning involves teachers using the Sing Up scheme of learning as well as creating engaging lessons that link to their particular topic.
- We will build upon the knowledge and skill development of the previous years. As the children's self-confidence, knowledge and understanding increases, and they become more proficient in music, they become increasingly confident in their growing ability to compose using voice, musical instruments and body percussion and to engage with a much more critical ear and expressive response.



Subject Implementation

- Working musically, skills are embedded into lessons and within the school environment to ensure development throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching.
- Children will be offered a range of visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class as well as introducing new and engaging concepts. Regular events, such as singing assembly, music clubs and a school choir, will provide platforms for the children to engage as a group, as a class and as a whole school cohort as well as giving them the opportunity to showcase their wonderful singing abilities to the wider community.



Subject Impact

At Lugwardine Primary Academy we will see the impact of our music curriculum through

- Children learn through fun, interactive and engaging music education, that provides children with the foundations and knowledge for understanding music.
- Children engage with the sound around them which ensures that children learn through varied and first hand experiences and using their aural memory to take on and give back.
- Children are engaged in music through various school engagements and activities, workshops, trips and interactions with experts.
- Children feel a sense of community, involvement and are capable of achieving.
- Children enjoy music and this results in engaged and enthusiastic learners with confidence to showcase their sound.
- Children know how to develop their ideas and can be critical to aid their development and progression.
- Children feel positive and engage in community and show the fun they are having with music.
- Children respond positively to new music concepts as well as music that is familiar to them.
- Children can deliver both praise and constructive criticism and use that constructive criticism to build the idea they are working on.
- Teachers are confident in their teaching and assessment of music skills.
- Teachers are fully engaged and enjoy music just as much as the children do.

Music brings joy to the school and is used to develop a positive wellbeing and a great sense of community.



Golden threads

- Singing and performing
- Listening and appreciating
- Composing and creating
- Musical knowledge and music history

EYFS Overview

Term one



¹
I've got a grumpy face

3 x 30-minute lessons



²
The sorcerer's apprentice

3 x 30-minute lessons



³
Witch, witch

3 x 30-minute lessons



⁴
Row, row, row your boat

3 x 40-minute lessons

Term two



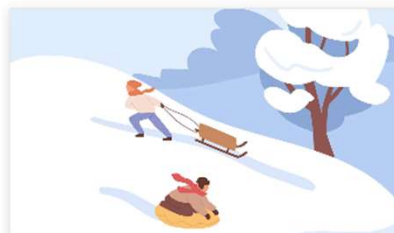
⁵
Bird spotting: Cuckoo polka

3 x 30-minute lessons



⁶
Shake my sillies out

3 x 30-minute lessons



⁷
Up and down

3 x 30-minute lessons



⁸
Five fine bumble bees

3 x 30-minute lessons

Term three



⁹
Down there under the sea

3 x 30-minute lessons



¹⁰
It's oh so quiet

3 x 30-minute lessons



¹¹
Slap clap clap

3 x 30-minute lessons



¹²
Bow, bow, bow Belinda

3 x 30-minute lessons



Curriculum overview

At Lugwardine Primary we use Sing Up to support our music curriculum.





Year 1 Overview

Term one



1 | PROGRESSION SNAPSHOT 1 Menu song

6 x 40-minute lessons



2 Colonel Hathi's march

3 x 40-minute lessons



3 Magical musical aquarium

3 x 40-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2 Football

6 x 40-minute lessons



5 'Dawn' from Sea interludes

3 x 40-minute lessons



6 Musical conversations

3 x 40-minute lessons

Term three



7 Dancing and drawing to Nautilus

3 x 40-minute lessons



8 Cat and mouse

3 x 40-minute lessons



9 | PROGRESSION SNAPSHOT 3 Come dance with me

6 x 40-minute lessons



Year 2 Overview

Term one



1 | PROGRESSION SNAPSHOT 1 Tony Chestnut

6 x 40-minute lessons



2 Carnival of the animals

3 x 40-minute lessons



3 Composing music inspired by birdsong

3 x 40-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2 Grandma rap

6 x 40-minute lessons



5 Orawa

3 x 40-minute lessons



6 Trains

3 x 40-minute lessons

Term three



7 Swing-a-long with Shostakovich

3 x 40-minute lessons



8 Charlie Chaplin

3 x 40-minute lessons



9 | PROGRESSION SNAPSHOT 3 Tanczymy labada

6 x 40-minute lessons



Year 3 Overview

Term one



1 | PROGRESSION SNAPSHOT 1 I've been to Harlem

6 x 50-minute lessons



2 Nao chariya de / Mingulay boat song

3 x 50-minute lessons



3 Sound symmetry

3 x 50-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2 Latin dance

6 x 50-minute lessons



5 'March' from The nutcracker

3 x 50-minute lessons



6 From a railway carriage

3 x 50-minute lessons

Term three



7 Just three notes

3 x 50-minute lessons



8 Samba with Sérgio

3 x 50-minute lessons



9 | PROGRESSION SNAPSHOT 3 Fly with the stars

6 x 50-minute lessons



Year 4 Overview

Term one



1 | PROGRESSION SNAPSHOT 1 This little light of mine

6 x 50-minute lessons



2 The Pink Panther theme

3 x 50-minute lessons



3 Composing with colour

3 x 50-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2 The doot doot song

6 x 50-minute lessons



5 Fanfare for the common man

3 x 50-minute lessons



6 Spain

3 x 50-minute lessons

Term three



7 Global pentatonics

3 x 50-minute lessons



8 The horse in motion

3 x 50-minute lessons



9 | PROGRESSION SNAPSHOT 3 Favourite song

6 x 50-minute lessons



Year 5 Overview

Term one



1 | PROGRESSION SNAPSHOT 1
What shall we do with the drunken sailor?

6 x 50-minute lessons



2
Why we sing

3 x 50-minute lessons



3
Introduction to songwriting

3 x 50-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2
Madina tun nabi

6 x 50-minute lessons



5
Building a groove

3 x 50-minute lessons



6
Época

3 x 50-minute lessons

Term three



7
Balinese gamelan

3 x 50-minute lessons



8
Composing in ternary form

3 x 50-minute lessons



9 | PROGRESSION SNAPSHOT 3
Kisne banaaya

6 x 50-minute lessons



Year 6 Overview

Term one



1 | PROGRESSION SNAPSHOT 1 Hey, Mr Miller

6 x 50-minute lessons



2 Shadows

3 x 50-minute lessons



3 Composing for protest

3 x 50-minute lessons

Term two



4 | PROGRESSION SNAPSHOT 2 Dona nobis pacem

6 x 50-minute lessons



5 You to me are everything

3 x 50-minute lessons



6 Twinkle variations

3 x 50-minute lessons

Term three



7 Race!

3 x 50-minute lessons



8 Exploring identity through song

3 x 50-minute lessons



9 | PROGRESSION SNAPSHOT 3 Ame sau vala tara bal

6 x 50-minute lessons



EYFS Term 1

Title No. lessons	Musical learning	Musical material
<i>I've got a grumpy face</i> - 3 lessons	<p>Focus: Timbre, beat, pitch contour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<p>Song Bank: <i>I've got a grumpy face</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Mars' from <i>The planets suite</i> (Gustav Holst). • 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams). • 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg). • 'The imperial march' from <i>Star wars</i> (John Williams). • 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).
<i>The sorcerer's apprentice</i> - 3 lessons	<p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. 	<p>Song Bank: <i>Alice the camel</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> (Paul Dukas). • <i>Percussion instruments for kids</i> (Green Bean's Music). • <i>BBC Young Musician 2020</i> Percussion final clips: <ul style="list-style-type: none"> • Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko). • Fang Zhang – <i>Rain the blind monk</i> (Heng Liu). • Toril Azzalini-Machecler – <i>Le corps a corps</i> (George Aperghis). • Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior). • <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, & 3).
<i>Witch, witch</i> - 3 lessons	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<p>Song Bank: <i>Witch, witch</i>.</p>
<i>Row, row, row your boat</i> - 3 lessons	<p>Focus: Beat, pitch (step/leap), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	<p>Song Bank: <i>Row, row, row your boat; The transport song</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Rowing a boat</i> video. • A short clip demonstrating rowing actions. • <i>Row, row, row your boat</i> animation (Super Simple Songs).



EYFS Term 2

Title No. lessons	Musical learning	Musical material
Bird spotting: <i>Cuckoo polka</i> - 3 lessons	<p>Focus: Active listening, beat, pitch (so-mi), vocal play.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. 	<p>Song Bank: <i>Dabbling ducks</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Video clips of different bird song (Wildlife World): <ul style="list-style-type: none"> Tawny owl, Black grouse, Whooper swans, & Common quail. <i>The blue Danube</i> (Johann Strauss II). <i>Cuckoo polka</i> (Johann Strauss II). <i>The lark ascending</i> (Ralph Vaughan Williams).
<i>Shake my sillies out</i> - 3 lessons	<p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Create a sound story using instruments to represent different animal sounds/movements. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Listen to music and show the beat with actions. 	<p>Song Bank: <i>Jelly on a plate; Shake my sillies out</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> <i>Sharing the beat</i> video from Sing Up's Developing musicianship toolkit <i>Hippobottymus</i> video (Steve Smallman & Ada Grey. Mr Wickins Reads).
<i>Up and down</i> - 3 lessons	<p>Focus: Pitch contour rising and falling, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch. 	<p>Song Bank: <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up's Developing musicianship toolkit. <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma Hel). <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov). <i>The lark ascending</i> (Ralph Vaughan Williams).
<i>Five fine bumble bees</i> - 3 lessons	<p>Focus: Timbre, tempo, structure (call-and-response), active listening.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Listen to a piece of classical music and respond through dance. 	<p>Song Bank: <i>Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Bumblebee warm-up video – Spring vocal exploration (Track Tribe). <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel). <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, & Paul Lincke). <i>La cucaracha</i> ('The cockroach') (The Mariachis). 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams). Close up video of bees collecting pollen from flowers to make honey by Flow Hive. <i>Mad about minibeasts</i> video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).



EYFS Term 3

Title No. lessons	Musical learning	Musical material
<i>Down there under the sea</i> - 3 lessons	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Listen to a range of sea-related pieces of music and respond with movement. 	<p>Song Bank: <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). <i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel). Video of sea life swimming in an aquarium (Georgia Aquarium).
<i>It's oh so quiet</i> - 3 lessons	<p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. 	<p>Song Bank: <i>Pass the secret round; Bang my drum.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> <i>It's oh so quiet</i> (Björk). <i>Bang my drum</i> video (London Rhymes). <i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven). <i>In the mood</i> (The Glenn Miller Orchestra).
<i>Slap clap clap</i> - 3 lessons	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. 	<p>Song Bank: <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> 'Once upon a dream' from Disney's <i>Sleeping Beauty</i>. <i>Mull of Kintyre</i> (Paul McCartney & Wings).
<i>Bow, bow, bow Belinda</i> - 3 lessons	<p>Focus: Beat, active listening, instrumental accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. Listen to and talk about folk songs from North America. 	<p>Song Bank: <i>Bow, bow, bow Belinda; Siren.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Video of children singing and playing <i>In and out the dusty bluebells</i>. <i>Shenandoah</i> (Traditional, version by Tom Roush).



Year 1 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.



Year 1 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).
'Dawn' from Sea interludes - 3 lessons	<p>Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture. 	<p>Song Bank: <i>Down by the bay.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • 'Dawn' from <i>Sea interludes</i> (Benjamin Britten). • <i>Sailor, sailor on the sea</i>.
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).



Year 1 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; Three little mice; What do you want to eat, little mouse? The old grey cat; 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).
<i>Come dance with me</i> - 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; Hip hop songwriting backing track; 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).



Year 2 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).
Composing music inspired by birdsong - 3 lessons	<p>Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Skylark – singing and chirping birds in the spring sky (Wildlife World). • <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi). • <i>Oiseaux exotiques</i> (Olivier Messiaen). • <i>The lark ascending</i> (Ralph Vaughan Williams).



Year 2 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, 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).
Orawa - 3 lessons	<p>Focus: Beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. 	<p>Song Bank: <i>H. E. L. L. O.</i>; <i>Baby one, two, three</i>; <i>Płynie statek</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Orawa</i> (Wojciech Kilar).
Trains - 3 lessons	<p>Focus: To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/ tempo (<i>accelerando</i>, <i>ritenuto</i>).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Short ride in a fast machine</i> (John Adams). • <i>The little train of Caipira</i> (Heitor Villa-Lobos). • Main theme from <i>633 Squadron</i> (Ron Goodwin) • <i>The wagon passes (Nursery suite V)</i> (Edward Elgar).



Year 2 Term 3

Title No. lessons	Musical learning	Musical material
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).
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).



Year 3 Term 1

Title No. lessons	About the unit	Musical material
<i>I've been to Harlem</i> - 6 lessons	Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Objectives: <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. 	Song Bank: <i>I've been to Harlem; Tongo; Siren; Born to be wild.</i> Watch/Listen/Move: <ul style="list-style-type: none"> • <i>Tongo</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>Nao chariya de/Mingulay boat song</i> - 3 lessons	Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. Objectives: <ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place. 	Song Bank: <i>Skye boat song; Under the lemon tree; Roll the old chariot along</i> Watch/Listen/Move <ul style="list-style-type: none"> • <i>Skye boat song</i> (Alastair McDonald). • <i>Mingulay boat song</i> (Coda). • <i>Mingulay boat song</i> (The Corries). • <i>Nao chariya de</i> (Abbasudin Ahmed). • <i>Nao chariya de</i> (Koushik & friends).
Sound symmetry - 3 lessons	Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment. Objectives: <ul style="list-style-type: none"> • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry. 	Song Bank: <i>Rubber chicken; Plasticine person; Dr Knickerbocker ek, dho, teen!; 1, 121; Twinkle, twinkle, little star</i>



Year 3 Term 2

Title No. lessons	Musical learning	Musical material
Latin dance (Classroom percussion) - 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; Tongo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Salsa tutorial for kids videos (Spotty Dotty). • <i>Tongo</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).
'March' from <i>The nutcracker</i> - 3 lessons	<p>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. 	<p>Song Bank: <i>As I was walking down the street ; Feet, feet.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'March' from <i>The nutcracker</i> (Tchaikovsky). • Animated musical form video for 'March' from <i>The nutcracker</i> (Ready GO Music). • 'March' from <i>The nutcracker</i> (The Royal Ballet). • <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.
From a railway carriage - 3 lessons	<p>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions. 	<p>Song Bank: <i>Celebration; Boom chicka boom.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Night mail</i> (Benjamin Britten, performed by Sir Tom Courtenay & Vangelis). • <i>Geographical fugue</i> (Ernst Toch). • <i>Smooth</i> (instrumental) (Carlos Santana). • <i>No place like</i> (Kerry Andrews).



Year 3 Term 3

Title No. lessons	Musical learning	Musical material
Just three notes - 3 lessons	<p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. 	<p>Song Bank: <i>Rubber chicken</i>; <i>Hip hop songwriting backing track</i>; <i>Boom chicka boom</i>; <i>Bobby Shafto</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Drumming part IV</i> (Steve Reich). • <i>Musical ricercata</i> (György Ligeti).
Samba with Sérgio - 3 lessons	<p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival). 	<p>Song Bank: <i>Rubber chicken</i>; <i>Beatboxing warm-up</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes). • Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video. • <i>Magalenha</i> (Sérgio Mendes). • <i>Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022</i>. • <i>Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial</i>. • <i>Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising</i>. • <i>Samba with Sérgio</i> teaching videos (Sing Up).
Fly with the stars (Classroom percussion) - 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</i>; <i>This is what it sounds like</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Tongo</i>; <i>Hip hop songwriting backing track</i>; <i>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>Tongo</i> progression snapshot 1, 2, & 3 videos (Sing Up)



Year 4 Term 1

Title No. lessons	About the unit	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</i>; <i>This little light of mine</i>; <i>Joyful, joyful</i>; <i>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>The Pink Panther theme</i> - 3 lessons	<p>Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). 	<p>Song Bank: <i>Boom chicka boom</i>; <i>Hot potato!</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The Pink Panther theme</i> (Henry Mancini). • How cartoon sounds effects are made (<i>Tom and Jerry</i>) (Josh Harmon). • Hacks for creating movie & cartoon sound effects (Gamer world). • How cartoon sounds are made (<i>The Flintstones</i>) (Josh Harmon).
<i>Composing with colour</i> - 3 lessons	<p>Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Ecstatic orange</i> (Michael Torke). • <i>A colour symphony – I. Purple 'Andante maestoso'</i> (Arthur Bliss). • <i>Rhapsody in blue</i> (George Gershwin). • <i>Green plastic, pink oil and water</i> (Rachel Leach).



Year 4 Term 2

Title No. lessons	About the unit	Musical material
<i>The doot doot song</i> (Classroom percussion) - 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).
<i>Fanfare for the common man</i> - 3 lessons	<p>Focus: Fanfare, timbre, dynamics, texture, silence.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. 	<p>Song Bank: <i>Nanuma.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Extract from <i>Fanfare for the common man</i> (Aaron Copland). • <i>Introduction to timpani</i> video (Andy Smith, Philharmonia Orchestra). • <i>Introduction to percussion</i> video (David Corkhill, Philharmonia Orchestra). • 'Main theme' from <i>Superman</i> (John Williams).
<i>Spain</i> - 3 lessons	<p>Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Habanera</i> (Emmanuel Chabrier).



Year 4 Term 3

Title No. lessons	About the unit	Musical material
Global pentatonics - 3 lessons	<p>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. 	<p>Song Bank: <i>Siren; Canoe song; Cowboy song.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Everywhere we go</i> (Silly Songs for Kids 4). • <i>Skye boat song</i> (Alastair McDonald). • <i>Om Namah Shivaya</i> (Dr. Nisha Dhuri). • <i>Busy weaving</i> (Weishan Liu). • <i>Desert blues</i> (Alhousseini Anivolla & Girum Mezmur). • The power of the pentatonic scale (Bobby McFerrin). • Howard Goodall on pentatonic music from <i>How music works</i>. • C Pentatonic scale training basic backing track (Guitar Practice).
The horse in motion - 3 lessons	<p>Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The horse in motion</i> (Eadweard Muybridge).
Favourite song (Classroom percussion) - 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).



Year 5 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>Why we sing</i> - 3 lessons	<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!</i>; <i>Tongue twisters</i>; <i>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).
<i>Introduction to songwriting</i> - 3 lessons	<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</i>; <i>Plasticine person</i>; <i>Great day</i>; <i>Firework</i>; <i>Songwriting backing tracks</i>; <i>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).



Year 5 Term 2

Title No. lessons	About the unit	Musical material
<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"> • Improve 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 Salli</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).
<i>Building a groove</i> - 3 lessons	<p>Focus: Beat, rhythm, basslines, riffs.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. 	<p>Song Bank: <i>Do your dooty</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Watermelon man' from <i>Head Hunters</i> (Herbie Hancock). • <i>Jesus you're worthy to be praised</i> (Potter's House Mass Choir). • The drums – learning the parts of the drum set (MonkeySee). • Drum groove audio tracks (Sing Up). • <i>Cissy strut</i> (The Meters). • <i>Le freak</i> (Chic).
<i>Época</i> - 3 lessons	<p>Focus: Texture, articulation, rhythm, tango.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango. 	<p>Song Bank: <i>Ronda de los conejos</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Época</i> (Gotan Project). • <i>Move and freeze</i> Brain breaks: action songs for children (The Learning Station). • <i>Libertango</i> (Astor Piazzolla). • Tango dancers on the streets of Buenos Aires (Amazing World Videos). • How does the accordion work? <i>Discover instruments series</i> (Classic FM). • Sheku Kanneh-Mason – cello. <i>Discover instruments series</i> (Classic FM). • Intro to drums (The Instrumentals).



Year 5 Term 3

Title No. lessons	About the unit	Musical material
Balinese gamelan - 3 lessons	<p>Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. 	<p>Song Bank: <i>Hip hop songwriting backing track.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Cremation ceremony beleganjur procession in Ubud, Bali – Part 2 • Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools). • Kotekan lesung. • Kecak monkey chant. • 'The Hindu story of Rama and Sita' from <i>Religions of the world</i> (BBC Teach).
Composing in ternary form - 3 lessons	<p>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Empress of the pagodas</i> (Laideronette) (Maurice Ravel)
Kisne banaaya - 6 lessons	<p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of <i>Kisne banaaya</i>. • Sing in a 4-part round accompanied with a pitched ostinato. 	<p>Song Bank: <i>Kisne banaaya; Kis nay banaayaa; 1, 121; Siren; Hey ho! Nobody home.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Notes and Swar Riyaz (Bidisha Ghosh). • <i>Hey, ho! Nobody home</i> progression snapshot 3 videos (Sing Up).



Year 6 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).
Shadows - 3 lessons	<p>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music. 	<p>Song Bank: <i>Good riddance (Time of your life)</i>; <i>What do I know?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Shatter me</i> (Lindsey Stirling & Lzzy Hale). • Lindsey's appearance on <i>America's Got Talent</i>. • <i>Shadows</i> (Lindsey Stirling). • <i>Fire on the mountain</i> (Hillary Klug). • David Guetta mix 2022. • Avicii greatest hits mix 2021. • <i>Boulevard of broken dreams</i> (Green Day). • <i>Boulevard of broken dreams</i> (Lindsey Stirling). • <i>Roundtable rival – Behind the scenes</i> (Lindsey Stirling). • Tokio Myers – <i>Britain's Got Talent</i> audition. • <i>Interstellar theme</i> (Hans Zimmer). • <i>Human</i> (Rag'n'Bone Man). • Attraction Juniors – <i>Britain's Got Talent</i> audition.
Composing for protest! - 3 lessons	<p>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song. 	<p>Song Bank: <i>Hey, my name is Joe</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Songs of sunrise</i> – No. 3 'March of the women' (Ethel Smyth).

Year 6 Term 2

Title No. lessons	About the unit	Musical material
<i>Dona nobis pacem</i> - 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, How to do a 'vocal revs' warm-up, How to do a 'lip trills' warm-up and Swooping pitch warm-up</i> (Sing Up and NYCGB) • <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up). • Myleene's Music Klass: 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 Eucharist in Leta Via</i> (Hildegard von Bingen). • <i>If ye love me</i> (Thomas Tallis). • <i>Ronde ('La Morisque' from Dansereye 1551)</i> (Tielman Susato). • <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).
<i>You to me are everything</i> - 3 lessons	<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).
<i>Twinkle variations</i> - 3 lessons	<p>Focus: To use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play <i>Twinkle, twinkle, little star</i>. 	<p>Song Bank: <i>Twinkle, twinkle, little star</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 12 variations in C major on <i>Ah, vous dirais-je Maman</i> (K65/30) (W. A. Mozart)



Year 6 Term 3

Title No. lessons	About the unit	Musical material
Race! - 3 lessons	<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).
Exploring identity through song - 3 lessons	<p>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs. 	<p>Song Bank: <i>Shabuya</i>; <i>Siren</i>; <i>Name rhythms game</i>; <i>Chosen family</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Smalltown boy</i> (Bronski Beat). • <i>Down by the Salley Gardens</i> (Traditional, words from W. B. Yeats) (Andreas Scholl & Edin Karamazov). • <i>Fantasy</i> (Earth, Wind & Fire). • Dimash Qudaibergen on <i>X Factor UK</i> 2019. • Russian Basso profundo: The lowest voices video. • Video of Tom Holland's voice change over the years. • <i>Say my name</i> (Destiny's Child). • <i>Hey Jude</i> (The Beatles). • <i>My melody</i> (Eric B. & Rakim). • <i>Chosen family</i> (Rina Sawayama). • <i>Chosen family</i> (Rina Sawayama & Elton John). • <i>Chosen family</i> (One Voice Children's Choir).
Ame sau vala tara bal - 6 lessons	<p>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of <i>Throw, catch</i> 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. 	<p>Song Bank: <i>Ame sau vala tara bal</i>; <i>Throw, catch</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Indian music for children</i> – Raga Bhairav – Children's sing along (Tushar Dutta). • <i>Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)</i> (Anuja Kamat). • <i>Throw, catch</i> progression snapshot 3 videos (Sing Up). • <i>Chaal rhythm – 4 basic variations</i> video (Simply Dhol) (Manvir Hothi). • Video of Team folk orchestra 2019 practice. • <i>Tere Mohalle</i> (Mamta Sharma and Aishwarya Nigam). • <i>Easy bhangra dance tutorial</i> (BHANGRALicious). • <i>Candle light</i> (G. Sidhu). • <i>Raga bhairavi</i> (Indrani Mukherjee).

Improvise and Compose - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Compose a syncopated melody using the notes of the C major scale.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.	Create their own song lyrics.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.		Create short sounds inspired by colours and shapes.	Create fragments of songs that can be developed into fully fledged songs.	Fit their lyrics to a pulse, creating a chant.
Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.		Structure musical ideas into a composition.		Write a melody and sing it.
Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.		Create and read graphic scores.		Structure their ideas into a complete song.
		Structure compositional ideas into a bigger piece.				
		Improvise solos using instruments.				

Improvise and Compose - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.	'Doodle' with voices over the chords in the song.	Improvise freely over a drone.	Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
Create a sound story using instruments to represent different animal sounds/ movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
Make up new lyrics and accompanying actions.	Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.	Compose a fanfare using a small set of notes and short, repeated rhythms.	Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Learn some simple choreography to accompany a disco song.
Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.	Invent a melody.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Create variations using a wide variety of composing techniques.
				Fit two patterns together.		Improvise on top of a repeating bassline.
				Structure musical ideas into their own compositions.		

Improvise and Compose - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.	Compose a kecak vocal piece as part of a group.	Create an accompaniment.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.	Improvise and create pentatonic patterns.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	Create an extended melody with four distinct phrases.
Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i> .	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.	Use notation to represent musical ideas.	Notate their ideas to form a simple score to play from.	Experiment with harmony.
Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.		Create ostinatos.	Compose a simple accompaniment using tuned instruments.	Structure their ideas into a full soundtrack.
Invent and perform actions for new verses.		Understand and use dynamics.		Layer up different rhythms.	Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.
				Create and follow a score.		

Sing and Play - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with <i>This little light of mine</i> .	Play bass notes, chords, or rhythms to accompany singing.	Sing and play a class arrangement of the song with a good sense of ensemble
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.	Sing Part 1 of a partner song rhythmically.	Sing in unison while playing an instrumental beat (untuned).	
Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.				Keep the beat playing a 'cup' game.	
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.				Develop and practise techniques for singing and performing in a Gospel style.	
Play a steady beat on percussion instruments.						

Sing and Play - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.	Sing a song in two parts with expression and an understanding of its origins.	Sing a round accurately and in a <i>legato</i> style.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.		Sing a round and accompany themselves with a beat.	Sing a chorus in two-part harmony with dancing on the beat.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.		Play a drone and chords to accompany singing.	Decipher a graphic score.
Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.			Play <i>Twinkle, twinkle, little star</i> .
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.			
Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .	Count musically.			
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.		Follow signals from a conductor.				

Sing and Play - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.	Sing/chant a part within a kecak vocal performance.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.	Sing and play the melody of <i>Kis nay banaayaa</i> .	
With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance	Play an instrumental part as part of a whole-class performance.	Sing in a 4-part round accompanied with a pitched ostinato.	
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.		
Explore dynamics with their voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.					
Sing a melody in waltz time and perform the actions.						
Transfer actions to sounds played on percussion instruments.						
Sing a song while performing a sequence of dance steps.						
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.						

Listen and Appraise - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).	Recognise individual instruments and voices by ear.	Explore the influences on an artist by comparing pieces of music from different genres.
Respond to music in a range of ways (e.g. movement, talking, writing).	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).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Talk about the effect of particular instrument sounds (timbre).	Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.	Identify features of timbre, instrumentation, and expression in an extract of recorded music.
	Listen to 'Aquarium', reflecting the character of the music through movement.	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.	Understand that a folk song is music that belongs to the people of a particular place.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	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.)	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
			Identify how the pitch and melody of a song has been developed using symmetry.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Create a shadow movement piece in response to music.
					Understand techniques for creating a song, and develop a greater understanding of the songwriting process.	

Listen and Appraise - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mil).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.	Listen and copy back simple rhythmic and melodic patterns.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).		Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	
Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.		Demonstrate an understanding of the history of Argentine Tango.	
Listen to a piece of classical music and respond through dance.			Experience call-and-response patterns through moving with a partner.			
			Listen and compare how different composers have approached creating word-based compositions.			

Listen and Appraise - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop listening skills, identifying dynamics (<i>forte</i> , <i>piano</i> , <i>crescendo</i> , and <i>diminuendo</i>) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').	Move in time with the beat of the music.	Watch a film and analyse it in a musical context.	Listen and match vocal and instrumental sounds to each other, and to notation.	Understand different ways that rhymes work in songs.
Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Identify different elements of a song's structure.
Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		Understand and recognise ternary form.	Understand the concept of identity and how you can express that in songs.
Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.				Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
		Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.				Demonstrate coordination and keeping a steady beat by dancing to bhangra music.



Subject Monitoring

Science at Lugwardine Primary Academy will be monitored in a variety of ways.

This will include

- Observations and learning walks (twice a year)
- Staff survey (twice a year)
- Book checks (twice a year)
- Pupil Voice (twice a year)
- Assessment Evidence (End of each half term)
- Planning (Termly)



Assessment data

For 2024-2025 we will be assessing children using the following end of unit assessment sheets
By the class teacher. Subject leads will then monitor these forms.
Children will also record work in their pink foundation books.



Subject:	Year:	Term:
The main theme we explored in this unit:		
Key questions we covered in the unit:	Key skills developed in this unit:	
Developing: These children are not yet able to complete all the above	Exceeding: These children can use their knowledge and understanding to complete all skills above and exceed within the tasks set for them.	
Teacher – Any further actions as a response to assessment information? Any barriers to learning identified?		
Teacher Evaluation – Anything which would change or require if you were to teach the unit again?		



CPD available to staff



<https://www.singup.org/>



<https://nationalcollege.com>



Link Governor information

Link Gov tbc Oct 2024