

Year 1 - Term 1

Title No. lessons	Musical learning	Musical material
Menu song - 6 lessons	Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives: • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song.	Song Bank: <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i>. Watch/Listen/Move: • '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	Focus: Beat, march, timbre, film music. Objectives: • 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).	Song Bank: <i>The grand old Duke of York</i>. Watch/Listen/Move: • '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	Focus: Timbre, pitch, structure, graphic symbols, classical music. Objectives: • 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.	Song Bank: <i>Hey, hey</i>; <i>Down there under the sea</i>. Watch/Listen/Move: • '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
<i>Football</i> - 6 lessons	Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Song Bank: <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i> Watch/Listen/Move: • <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 <i>Sea interludes</i> - 3 lessons	Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music. Objectives: • 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.	Song Bank: <i>Down by the bay.</i> Watch/Listen/Move: • <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	Focus: Question-and-answer, timbre, graphic score. Objectives: • 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.	Song Bank: <i>Plasticine person.</i> Watch/Listen/Move: • <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	Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives: • 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.	Watch/Listen/Move: • <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	Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Objectives: • 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.	Song Bank: <i>Skin and bones</i>; <i>Three little mice</i>; <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i>; <i>Hip hop songwriting backing track</i>. Watch/Listen/Move: • Sing Up videos with Steve Grocott: • <i>Three little mice</i>. • Expression, pitch, and tempo using <i>The old grey cat</i>. • Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i> • <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall). • <i>The cat and the mouse</i> (Aaron Copland).
Come dance with me - 6 lessons	Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. Objectives: • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.	Song Bank: <i>Come dance with me</i>; <i>Hip hop songwriting backing track</i>; <i>Walk and stop</i>. Watch/Listen/Move: • Sing Up's Developing musicianship toolkit videos: • <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
<i>Tony Chestnut</i> - 6 lessons	Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Objectives: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.	Song Bank: <i>Tony Chestnut; Hi lo chicka lo.</i> Watch/Listen/Move: • <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).
<i>Carnival of the animals</i> - 3 lessons	Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: • 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.	Song Bank: <i>I once saw an elephant.</i> Watch/Listen/Move: • '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	Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. Objectives: • 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.	Watch/Listen/Move: • 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
<i>Grandma rap</i> - 6 lessons	Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant <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).	Song Bank: <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>. Watch/Listen/Move: • <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up). • <i>Marble machine</i> (Wintergatan). • <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman & Sherman).
<i>Orawa</i> - 3 lessons	Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • 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.	Song Bank: <i>H. E. L. L. O.</i>; <i>Baby one, two, three</i>; <i>Płynie statek</i> Watch/Listen/Move: • <i>Orawa</i> (Wojciech Kilar).
<i>Trains</i> - 3 lessons	Focus: To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/tempo (<i>accelerando</i>, <i>ritenuto</i>). Objectives: • 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.	Watch/Listen/Move: • <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	Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: • 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', 'skippy'). • 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.	Song Bank: <i>Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons.</i> Watch/Listen/Move: • <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	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). Objectives: • 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.	Watch/Listen/Move: • 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).
Tańczymy labada - 6 lessons	Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. Objectives: • 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.	Song Bank: <i>Tańczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.</i> Watch/Listen/Move: • 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</i> in <i>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: • 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: • <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: • 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 • <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: • 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
<i>Latin dance</i> (Classroom percussion) - 6 lessons	Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in <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.	Song Bank: <i>Latin dance; Plasticine person; Tongo.</i> Watch/Listen/Move: • 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	Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives: • 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.	Song Bank: <i>As I was walking down the street; Feet, feet.</i> Watch/Listen/Move: • '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	Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives: • 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.	Song Bank: <i>Celebration; Boom chicka boom.</i> Watch/Listen/Move: • <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	Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives: • 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.	Song Bank: <i>Rubber chicken; Hip hop songwriting backing track; Boom chicka boom; Bobby Shafto.</i> Watch/Listen/Move: • <i>Drumming part IV</i> (Steve Reich). • <i>Musical ricercata</i> (György Ligeti).
Samba with Sérgio - 3 lessons	Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives: • 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).	Song Bank: <i>Rubber chicken; Beatboxing warm-up.</i> Watch/Listen/Move: • <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> • Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising. • <i>Samba with Sérgio</i> teaching videos (Sing Up).
Fly with the stars (Classroom percussion) - 6 lessons	Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. Objectives: • Play the chords of <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.	Song Bank: <i>Fly with the stars; This is what it sounds like; Supercalifragilisticexpialidocious; Tongo; Hip hop songwriting backing track; Bobby Shafto.</i> Watch/Listen/Move: • <i>Walk and stop and 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	Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. Objectives: • 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.	Song Bank: <i>Siren</i>; <i>This little light of mine</i>; <i>Joyful, joyful</i>; <i>I wanna sing scat</i>. Watch/Listen/Move: • <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	Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. Objectives: • 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).	Song Bank: <i>Boom chicka boom</i>; <i>Hot potato!</i> Watch/Listen/Move: • <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	Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score. Objectives: • 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.	Watch/Listen/Move: • <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	Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Objectives: • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.	Song Bank: <i>The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla.</i> Watch/Listen/Move: • 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	Focus: Fanfare, timbre, dynamics, texture, silence. Objectives: • 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.	Song Bank: <i>Nanuma.</i> Watch/Listen/Move: • 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	Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas. Objectives: • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically.	Watch/Listen/Move: • <i>Habanera</i> (Emmanuel Chabrier).

Year 4 - Term 3

Title No. lessons	About the unit	Musical material
Global pentatonics - 3 lessons	Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Objectives: • 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.	Song Bank: <i>Siren; Canoe song; Cowboy song.</i> Watch/Listen/Move: • <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	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. Objectives: • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.	Watch/Listen/Move: • <i>The horse in motion</i> (Eadweard Muybridge).
Favourite song (Classroom percussion) - 6 lessons	Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3. Objectives: • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.	Song Bank: <i>Favourite song; Rain on the green grass; I wanna sing scat.</i> Watch/Listen/Move: • <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	Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Objectives: • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Song Bank: <i>What shall we do with the drunken sailor?</i>; <i>Rubber chicken</i>; <i>Hey, ho! Nobody home</i>. Watch/Listen/Move: • <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	Focus: Gospel music, instruments, structure, texture, vocal decoration. Objectives: • 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.).	Song Bank: <i>Let's start to sing!</i>; <i>Tongue twisters</i>; <i>Tongue, teeth, lips, mouth</i>. Watch/Listen/Move: • <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	Focus: Structure (verse/chorus), hook, lyric writing, melody. Objectives: • 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.	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>. Watch/Listen/Move: • <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	Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2. Objectives: • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.	Song Bank: <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>. Watch/Listen/Move: • <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).
Building a groove - 3 lessons	Focus: Beat, rhythm, basslines, riffs. Objectives: • 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.	Song Bank: <i>Do your dooty</i>. Watch/Listen/Move: • '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	Focus: Texture, articulation, rhythm, tango. Objectives: • 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.	Song Bank: <i>Ronda de los conejos</i>. Watch/Listen/Move: • <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	Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). Objectives: • 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.	Song Bank: <i>Hip hop songwriting backing track.</i> Watch/Listen/Move: • 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	Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. Objectives: • 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.	Watch/Listen/Move: • <i>Empress of the pagodas</i> (Laideronette) (Maurice Ravel)
Kisne banaaya - 6 lessons	Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. Objectives: • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of <i>Kisne banaaya</i>. • Sing in a 4-part round accompanied with a pitched ostinato.	Song Bank: <i>Kisne banaaya; Kis nay banaayaa; 1, 121; Siren; Hey ho! Nobody home.</i> Watch/Listen/Move: • Notes and Swar Riyaz (Bidisha Ghosh). • <i>Hey, ho! Nobody home</i> progression snapshot 3 videos (Sing Up).