

# Reception - Year A, Term 1

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

# Reception - Year A, Term 2

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

# Reception - Year A, Term 3

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

# KS1 - Year A, Term 1

Title No. lessons	Musical learning	Musical material
<p><i>Menu song</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses.</li> <li>• Play classroom instruments on the beat.</li> <li>• Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>• Listen and move in time to the song.</li> </ul>	<p><b>Song Bank:</b> <i>Rain is falling down; Menu song; Hip hop songwriting backing track.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Be our guest' from <i>Beauty and the Beast</i>.</li> <li>• 'Food, glorious food' from <i>Oliver!</i></li> <li>• <i>The herring song</i> (Traditional arr. Chris Haslam).</li> <li>• <i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).</li> </ul>
<p><i>Colonel Hathi's march</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Beat, march, timbre, film music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose music to march to using tuned and untuned percussion.</li> <li>• Respond to musical characteristics through movement.</li> <li>• 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).</li> </ul>	<p><b>Song Bank:</b> <i>The grand old Duke of York.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman).</li> <li>• 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman arr. Laurent Pierre).</li> <li>• Tuba demonstration (Minnesota Orchestra).</li> <li>• Glockenspiel demonstration (Minnesota Orchestra).</li> <li>• Royal Marines massed bands – beating retreat 2018.</li> <li>• <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).</li> <li>• 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).</li> </ul>
<p><i>Magical musical aquarium</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Timbre, pitch, structure, graphic symbols, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>• Sing a unison song rhythmically and in tune.</li> <li>• Play percussion instruments expressively, representing the character of their composition.</li> <li>• Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, hey; Down there under the sea.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns).</li> <li>• <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.</li> </ul>

# KS1 - Year A, Term 2

Title No. lessons	Musical learning	Musical material
<b>Football</b> - 6 lessons	<p><b>Focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p><b>Song Bank:</b> <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Don't clap this one back.</i></li> <li>• <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).</li> </ul>
<b>Who stole my chickens and my hens?</b> - 6 lessons	<p><b>Focus:</b> 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skippy' rhythm), clapping games.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose new lyrics and create short body percussion patterns to accompany the song.</li> <li>• Sing familiar songs in low and high voices, recognising higher and lower.</li> <li>• Play a partner clapping game while singing a song.</li> <li>• Listen to and copy short rhythm patterns by ear.</li> </ul> <p>Mark rests in the song with actions, their voices, and instruments.</p>	<p><b>Song Bank:</b> <i>Who stole my chickens and my hens?; If you're happy and you know it; I do like to be beside the seaside.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The Pink Panther theme</i> (Henry Mancini).</li> <li>• 'Barwick Green' from <i>My native heath</i> (Arthur Wood).</li> <li>• <i>Humoresque (Op. 101)</i> (Antonín Dvořák).</li> </ul>

# KS1 - Year A, Term 3

Title No. lessons	Musical learning	Musical material
<b>Dancing and drawing to Nautilus</b> - 3 lessons	<p><b>Focus:</b> Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> <li>• Create art work, drawing freely and imaginatively in response to a piece of music.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Nautilus</i> animated video (Anna Meredith).</li> <li>• <i>Nautilus</i> live video (Anna Meredith).</li> <li>• <i>Tremble</i> (Scottish Ballet).</li> <li>• Prada Spring/Summer 2014 Women's clothes advert.</li> </ul>
<b>Cat and mouse</b> - 3 lessons	<p><b>Focus:</b> Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> </ul>	<p><b>Song Bank:</b> <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><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up videos with Steve Grocott:             <ul style="list-style-type: none"> <li>• <i>Three little mice</i></li> <li>• Expression, pitch, and tempo using <i>The old grey cat</i>.</li> <li>• Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i></li> </ul> </li> <li>• <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall).</li> <li>• <i>The cat and the mouse</i> (Aaron Copland).</li> </ul>
<b>Come dance with me</b> - 6 lessons	<p><b>Focus:</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul>	<p><b>Song Bank:</b> <i>Come dance with me; Hip hop songwriting backing track; Walk and stop.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up's Developing musicianship toolkit videos:             <ul style="list-style-type: none"> <li>• <i>Playing with pitch pencils.</i></li> <li>• <i>Copy my actions.</i></li> <li>• <i>Let's copy your actions!</i></li> <li>• <i>Walk and stop.</i></li> </ul> </li> <li>• <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).</li> </ul>

# Lower KS2 - Year A, Term 1

Title No. lessons	Musical learning	Musical material
<p><i>I've been to Harlem</i> - 6 lessons</p>	<p><b>Focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>	<p><b>Song Bank:</b> <i>I've been to Harlem; Tongo; Siren; Born to be wild.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Tongo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I've been to Harlem</i> cup rhythms video.</li> <li>• <i>Peer Gynt Suite No. 1</i> (Morning Mood) (Edvard Grieg).</li> </ul>
<p><i>Chilled-out clap rap</i> - 6 lessons</p>	<p><b>Focus:</b> Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.</li> <li>• Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.</li> <li>• Rap accurately and rhythmically with dynamic contrasts.</li> <li>• Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</li> </ul>	<p><b>Song Bank:</b> <i>Chilled-out clap rap; Blinded by your grace (Part 2).</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Clapping music</i> (Steve Reich).</li> <li>• <i>Clapping music</i> (Reich arr. Evelyn Glennie).</li> <li>• <i>Don't clap this one back</i> video (Sharon Durant).</li> <li>• <i>Boom snap clap</i> video (Sharon Durant).</li> </ul>

# Lower KS2 - Year A, Term 2

Title No. lessons	Musical learning	Musical material
<b>Latin dance (Classroom percussion)</b> - <b>6 lessons</b>	<p><b>Focus:</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</li> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul>	<p><b>Song Bank:</b> <i>Latin dance; Plasticine person; Tongo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Salsa tutorial for kids videos (Spotty Dotty).</li> <li>• <i>Tongo</i> progression snapshot 1 &amp; 2 videos (Sing Up).</li> <li>• Learn about Cuban music (Miss Jessica's World).</li> <li>• <i>El Manisero (The Peanut Vendor)</i> (Don Azpiazu &amp; the Havana Casino Orchestra).</li> <li>• <i>Despacito (salsa)</i> performed by Aston Merrygold &amp; Janette Manrara on <i>Strictly Come Dancing</i>.</li> <li>• <i>Chan, chan</i> (Compay Segundo).</li> <li>• <i>Quimbara</i> (Celia Cruz &amp; Tito Punte).</li> </ul>
<b>'March' from <i>The nutcracker</i></b> - <b>3 lessons</b>	<p><b>Focus:</b> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> <li>• Experience call-and-response patterns through moving with a partner.</li> </ul>	<p><b>Song Bank:</b> <i>As I was walking down the street; Feet, feet.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'March' from <i>The nutcracker</i> (Tchaikovsky).</li> <li>• Animated musical form video for 'March' from <i>The nutcracker</i> (Ready GO Music).</li> <li>• 'March' from <i>The nutcracker</i> (The Royal Ballet).</li> <li>• <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.</li> </ul>
<b>From a railway carriage</b> - <b>3 lessons</b>	<p><b>Focus:</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore ways to create word-based pieces of music.</li> <li>• Explore ways to communicate atmosphere and effect.</li> <li>• Listen and compare how different composers have approached creating word-based compositions.</li> </ul>	<p><b>Song Bank:</b> <i>Celebration; Boom chicka boom.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Night mail</i> (Benjamin Britten, performed by Sir Tom Courtenay &amp; Vangelis).</li> <li>• <i>Geographical fugue</i> (Ernst Toch).</li> <li>• <i>Smooth</i> (instrumental) (Carlos Santana).</li> <li>• <i>No place like</i> (Kerry Andrews).</li> </ul>

# Lower KS2 - Year A, Term 3

Title No. lessons	Musical learning	Musical material
<b>Just three notes</b> - <b>3 lessons</b>	<p><b>Focus:</b> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Notate, read, follow and create a 'score'.</li> <li>• Recognise and copy rhythms and pitches C-D-E.</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken; Hip hop songwriting backing track; Boom chicka boom; Bobby Shafto.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Drumming part IV</i> (Steve Reich).</li> <li>• <i>Musical ricercata</i> (György Ligeti).</li> </ul>
<b>Samba with Sérgio</b> - <b>3 lessons</b>	<p><b>Focus:</b> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• 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).</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken; Beatboxing warm-up.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> <li>• Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video.</li> <li>• <i>Magalena</i> (Sérgio Mendes).</li> <li>• <i>Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022.</i></li> <li>• <i>Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial.</i></li> <li>• Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising.</li> <li>• <i>Samba with Sérgio</i> teaching videos (Sing Up).</li> </ul>
<b>Fly with the stars (Classroom percussion)</b> - <b>6 lessons</b>	<p><b>Focus:</b> Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.</li> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>	<p><b>Song Bank:</b> <i>Fly with the stars; This is what it sounds like; Supercalifragilisticexpialidocious; Tongo; Hip hop songwriting backing track; Bobby Shafto.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop and Twice as fast, four times as fast</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• 'Soldiers' march' from <i>Album for the young</i> (Op. 68) (Robert Schumann).</li> <li>• 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman &amp; Sherman).</li> <li>• <i>Tongo</i> progression snapshot 1, 2, &amp; 3 videos (Sing Up)</li> </ul>

# Upper KS2 - Year A, Term 1

Title No. lessons	About the unit	Musical material
<p><i>What shall we do with the drunken sailor?</i> - 6 lessons</p>	<p><b>Focus:</b> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>What shall we do with the drunken sailor?</i>; <i>Rubber chicken</i>; <i>Hey, ho! Nobody home</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>What shall we do with the drunken sailor?</i> Teaching video – song &amp; game.</li> <li>• <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss &amp; others).</li> <li>• <i>Sea Shanties documentary</i> (BBC 4).</li> <li>• <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Wellerman</i> (TikTok Sea Shanty mashup 2021).</li> <li>• <i>Sea shanty medley</i> (Home Free).</li> </ul>
<p><i>Why we sing</i> - 3 lessons</p>	<p><b>Focus:</b> Gospel music, instruments, structure, texture, vocal decoration.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop and practise techniques for singing and performing in a Gospel style.</li> <li>• Recognise individual instruments and voices by ear.</li> <li>• Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</li> <li>• 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.).</li> </ul>	<p><b>Song Bank:</b> <i>Let's start to sing!</i>; <i>Tongue twisters</i>; <i>Tongue, teeth, lips, mouth</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Wade in the water</i> (Sweet Honey in the Rock).</li> <li>• <i>Wade in the water</i> (The Spirituals).</li> <li>• <i>Climbing higher mountains</i> (Aretha Franklin).</li> <li>• <i>Why we sing</i> (Kirk Franklin and the Family).</li> <li>• <i>What kind of man is this?</i> (Ray Charles &amp; the Voices of Jubilation Choir 2006).</li> <li>• <i>Shackles (Praise you)</i> (Mary Mary).</li> <li>• <i>This little light of mine</i> (Soweto Gospel Choir).</li> <li>• <i>Take your burden to the Lord (and leave it there)</i> (Blind Boys of Alabama).</li> <li>• <i>The storm is passing over</i> (The Clara Ward Singers).</li> <li>• <i>Jesus gave me water</i> (Sam Cooke &amp; The Soul Stirrers).</li> <li>• <i>Great is your mercy</i> (Donnie McClurkin).</li> <li>• <i>Get away, Jordan</i> (Take 6).</li> </ul>
<p><i>Introduction to songwriting</i> - 3 lessons</p>	<p><b>Focus:</b> Structure (verse/chorus), hook, lyric writing, melody.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</li> <li>• Create fragments of songs that can develop into fully fledged songs.</li> <li>• Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</li> <li>• Understand techniques for creating a song and develop a greater understanding of the songwriting process.</li> </ul>	<p><b>Song Bank:</b> <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><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Wonderwall</i> (Oasis).</li> <li>• <i>Say my name</i> (Destiny's Child).</li> <li>• <i>Le freak</i> (Chic).</li> <li>• <i>Smalltown boy</i> (Bronski Beat).</li> </ul>

# Upper KS2 - Year A, Term 2

Title No. lessons	About the unit	Musical material
<p><i>Madina tun nabi</i> - 6 lessons</p>	<p><b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>	<p><b>Song Bank:</b> <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Madinah tun nabi</i> (Aashiq al-Rasul).</li> <li>• <i>Burdah Maula ya Salli</i> (Mesut Kurtis).</li> <li>• <i>A is for Allah</i> (Zain Bhikha).</li> <li>• <i>Ya Thabyat Elban</i> (Youssef Yaseen &amp; Tomos Latorre).</li> <li>• <i>Room 310</i> (Lynn Adib).</li> <li>• <i>Sastanâqqâm</i> (Tinariwen).</li> <li>• <i>Hey ho, nobody home</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Nami nami</i> (ODO Ensemble).</li> </ul>
<p><i>Building a groove</i> - 3 lessons</p>	<p><b>Focus:</b> Beat, rhythm, basslines, riffs.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</li> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> </ul>	<p><b>Song Bank:</b> <i>Do your dooty</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Watermelon man' from <i>Head Hunters</i> (Herbie Hancock).</li> <li>• <i>Jesus you're worthy to be praised</i> (Potter's House Mass Choir).</li> <li>• The drums – learning the parts of the drum set (MonkeySee).</li> <li>• Drum groove audio tracks (Sing Up).</li> <li>• <i>Cissy strut</i> (The Meters).</li> <li>• <i>Le freak</i> (Chic).</li> </ul>
<p><i>Época</i> - 3 lessons</p>	<p><b>Focus:</b> Texture, articulation, rhythm, tango.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>• Demonstrate an understanding of the history of Argentine Tango.</li> </ul>	<p><b>Song Bank:</b> <i>Ronda de los conejos</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Época</i> (Gotan Project).</li> <li>• <i>Move and freeze</i> Brain breaks: action songs for children (The Learning Station).</li> <li>• <i>Libertango</i> (Astor Piazzolla).</li> <li>• Tango dancers on the streets of Buenos Aires (Amazing World Videos).</li> <li>• How does the accordion work? <i>Discover instruments series</i> (Classic FM).</li> <li>• Sheku Kanneh-Mason – cello. <i>Discover instruments series</i> (Classic FM).</li> <li>• Intro to drums (The Instrumentals).</li> </ul>

# Upper KS2 - Year A, Term 3

Title No. lessons	About the unit	Musical material
<p><i>Baloo baleerie</i> - 6 lessons</p>	<p><b>Focus:</b> Lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing.</li> <li>• Sing a lullaby accurately and with expression.</li> <li>• Play an accompaniment using tuned percussion.</li> <li>• Show an understanding of why people sing lullabies to babies.</li> <li>• Understand the differences between 3/4 and 4/4 time signatures.</li> </ul>	<p><b>Song Bank:</b> <i>Baloo baleerie</i> (unison &amp; 2-part versions).</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Dream Angus</i> (Jackie Oates).</li> <li>• How to dance waltz for kids (Spotty Dotty).</li> <li>• <i>Felton lonnin</i> (Rachel Unthank &amp; The Winterset).</li> <li>• Video explaining the Scotch snap.</li> <li>• 'Piano lullaby for my baby' - <i>Lullaby</i> (Johannes Brahms, performed by David Motola).</li> <li>• Great Highland Fling performance (competitors at Kenmore Highland Games).</li> <li>• <i>Dekadi</i> (Trio Da Kali).</li> <li>• <i>Galilean lullaby</i> (Reem Kelani).</li> <li>• <i>Cântec de leagan</i> (Oana Catalina Chitu).</li> <li>• Animated videos of lullabies from around the world.</li> </ul>
<p><i>Kisne banaaya</i> - 6 lessons</p>	<p><b>Focus:</b> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of <i>Kisne banaaya</i>.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>	<p><b>Song Bank:</b> <i>Kisne banaaya</i>; <i>Kis nay banaayaa</i>; 1, 121; <i>Siren</i>; <i>Hey ho! Nobody home</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Notes and Swar Riyaz (Bidisha Ghosh).</li> <li>• <i>Hey, ho! Nobody home</i> progression snapshot 3 videos (Sing Up).</li> </ul>

# Nursery - Year B, Term 1

Title	About the unit	Musical material	Books to explore	Complementary listening
<i>Let's be friends</i>	This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.	<ul style="list-style-type: none"> <li>• <i>Hello, let's go!</i></li> <li>• <i>The high 5 chant.</i></li> <li>• <i>Let's be friends!</i></li> <li>• <i>Pass the secret round.</i></li> <li>• <i>Let's be friends!</i> lyric video.</li> <li>• <i>Let's be friends!</i> action video.</li> <li>• <i>Example of a cajon</i> video.</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> video.</li> <li>• <i>Songs about friendship</i> Spotify playlist (London Rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lost and found</i> – Oliver Jeffers.</li> <li>• <i>Be a friend</i> – Salina Yoon.</li> <li>• <i>Stick and stone</i> – Beth Ferry.</li> <li>• <i>Superworm</i> – Julia Donaldson.</li> <li>• <i>Elmer's friends</i> – David McKee.</li> <li>• <i>Duck and penguin are not friends</i> – Julia Woolf.</li> <li>• <i>Puffin Peter</i> – Petr Horáček.</li> <li>• <i>Will you be my friend?</i> – Mollie Potter.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rhapsody in blue</i> (Leonard Bernstein).</li> <li>• <i>Just a closer walk with thee</i> (Doreen Ketchens &amp; Louisiana Philharmonic Orchestra).</li> <li>• Improvised music on cajon and guitar (Heidi Joubert &amp; friends).</li> <li>• <i>Somewhere over the rainbow</i> (Israel 'IZ' Kamakawiwo'ole).</li> </ul>
<b>Travel and movement</b>	This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!	<ul style="list-style-type: none"> <li>• <i>How did you get to school today?</i></li> <li>• <i>This is my walking song.</i></li> <li>• <i>Get on the train.</i></li> <li>• <i>This is my walking song</i> live video.</li> <li>• <i>Get on the train</i> lyric video.</li> <li>• <i>Get on the train</i> virtual jam video.</li> <li>• <i>Meet the musician... Beka on violin!</i> video.</li> <li>• Emperor penguins migrating video (National Geographic).</li> <li>• Soar with migrating birds video (National Geographic).</li> <li>• <i>How would it feel?</i> listening sample.</li> <li>• <i>Red, red scooter</i> listening sample.</li> <li>• <i>Songs about travel and moving around</i> Spotify playlist (London Rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Night monkey, day monkey</i> – Julia Donaldson.</li> <li>• <i>The train ride</i> – June Crebbin.</li> <li>• <i>Hiking day</i> – Anne Rockwell.</li> <li>• <i>From my window</i> – Otávio Júnior.</li> <li>• <i>Lost and found</i> – Oliver Jeffers.</li> <li>• <i>Everywhere, wonder</i> – Matthew Swanson.</li> <li>• <i>Some dogs do</i> – Jez Alborough.</li> <li>• <i>Rosa rides her scooter</i> – Jessica Spanyol.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>William Tell overture</i> (Rossini).</li> <li>• 'We know the way' from <i>Moana</i>.</li> <li>• 'Field trip' the <i>Finding Nemo</i>.</li> <li>• Improvised music on cajon and guitar (Heidi Joubert &amp; friends).</li> </ul>

# Nursery - Year B, Term 2

Title	About the unit	Musical material	Books to explore	Complementary listening
<b><i>This is me</i></b>	<p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p>	<ul style="list-style-type: none"> <li>• <i>I say hello like this.</i></li> <li>• <i>The family song.</i></li> <li>• <i>Yes I can!.</i></li> <li>• <i>We're all amazing.</i></li> <li>• <i>This is me, I am 3.</i></li> <li>• <i>Meet the musician – Rosie on handpan!</i> video.</li> <li>• <i>Roaring waves</i> (Rosie Bergonzi).</li> <li>• <i>Questions</i> demonstration video.</li> <li>• <i>Yes I can!</i> lyric video.</li> <li>• 'Food for thought' Assumptions of gender roles video.</li> <li>• Carlos Acosta performing in <i>Don Quixote</i> (Act I finale) video.</li> <li>• <i>We're all amazing</i> lyric video.</li> <li>• <i>We're all amazing</i> live video.</li> <li>• A day in the life of a child in urban Kenya (BBC).</li> <li>• <i>This is me, I am 3</i> demonstration video.</li> <li>• <i>All about me!</i> Spotify playlist (London Rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What we'll build</i> – Oliver Jeffers.</li> <li>• <i>And tango makes three</i> – Justin Richardson and Peter Parnell.</li> <li>• <i>The family book</i> – Todd Parr.</li> <li>• <i>The great big book of families</i> – Mary Hoffman.</li> <li>• <i>The Smeds and the Smoos</i> – Julia Donaldson.</li> <li>• <i>All are welcome</i> – Alexandra Penfold.</li> <li>• <i>Julian is a mermaid</i> – Jessica Love.</li> <li>• <i>From the stars in the sky to the fish in the sea</i> – Kai Cheng Thom.</li> <li>• <i>Red: A crayon's story</i> – Michael Hall.</li> <li>• <i>Pink is for boys</i> – Robb Pearlman.</li> <li>• <i>The rainbow fish</i> – Marcus Pfister.</li> <li>• <i>All people are beautiful</i> – Vincent Kelly.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Enigma variations</i> (Edward Elgar).</li> <li>• <i>No place like</i> (Kerry Andrew).</li> </ul>
<b><i>Animal tea party</i></b>	<p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p>	<ul style="list-style-type: none"> <li>• <i>I see animals!</i></li> <li>• <i>Animal circle time.</i></li> <li>• <i>Bake, bake, bake.</i></li> <li>• <i>Animal tea party.</i></li> <li>• <i>Bang my drum.</i></li> <li>• <i>Twinkle, twinkle little star</i> (Zosia on cello).</li> <li>• Learn the Makaton sign for 'bake'.</li> <li>• Learn the Makaton sign for 'cake'.</li> <li>• <i>Animal tea party</i> lyric video.</li> <li>• <i>Animal rhythms</i> activity video.</li> <li>• <i>Animal rhythms</i> rhythmic backing track.</li> <li>• <i>Bang my drum</i> lyric video.</li> <li>• <i>The best animal songs!</i> Spotify playlist (London Rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The story orchestra, Carnival of the animals</i> – Katy Flint.</li> <li>• <i>Magnificent creatures: Animals on the move!</i> – Anna Wright.</li> <li>• <i>Animal music</i> – Julia Donaldson.</li> <li>• <i>Animal opposites</i> – Petr Horáček.</li> <li>• <i>The tiger who came to tea</i> – Judith Kerr.</li> <li>• <i>Chocolate cake</i> – Michael Rosen.</li> <li>• <i>Mini rabbit not lost</i> – John Bond.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Carnival of the animals</i> (Camille Saint-Saëns).</li> <li>• <i>It's oh so quiet</i> (Björk).</li> <li>• <i>Cello concerto in E minor</i> (Op. 85) (Edward Elgar).</li> </ul>

# Nursery - Year B, Term 3

Title	About the unit	Musical material	Books to explore	Complementary listening
<b>I've got feelings</b>	<p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p>	<ul style="list-style-type: none"> <li>• <i>How are you?</i></li> <li>• <i>Happy happy happy.</i></li> <li>• <i>I've got feelings.</i></li> <li>• Introduction to the unit video.</li> <li>• A stormy soundscape – body percussion video.</li> <li>• A stormy soundscape – with instruments video.</li> <li>• <i>Happy happy happy</i> lyric video.</li> <li>• <i>Happy happy happy</i> Makaton demonstration video.</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> video.</li> <li>• <i>I've got feelings</i> lyric video.</li> <li>• <i>Inside Out: Guessing the feeling</i> video.</li> <li>• <i>Meet the musician... Rosanna on the flute!</i> video.</li> <li>• <i>Musical feelings</i> listening track.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dogger</i> – Shirley Hughes.</li> <li>• <i>Lost and found</i> – Oliver Jeffers.</li> <li>• <i>Are you my mother?</i> – P. D. Eastman.</li> <li>• <i>The day the crayons quit</i> – Oliver Jeffers.</li> <li>• <i>Rainbow fish</i> – Marcus Pfister.</li> <li>• <i>Ruby's worry</i> – Tom Percival.</li> <li>• <i>Ravi's roar!</i> – Tom Percival.</li> <li>• <i>The bad mood and the stick</i> – Daniel Handler.</li> <li>• <i>The rabbit listened</i> – Cori Doerrfeld.</li> <li>• <i>The great big hug</i> – Isy Abraham-Raveson.</li> <li>• <i>Grumpy monkey</i> – Suzanne Lang.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Arrival of the Queen of Sheba</i> (G. F. Handel).</li> <li>• <i>Misère</i> (Gregorio Allegri).</li> <li>• 'Fish in my hair!' from <i>Finding Nemo</i> (Thomas Newman).</li> <li>• 'Dance of the knights' from <i>Romeo and Juliet</i> (Sergei Prokofiev).</li> <li>• <i>The entertainer</i> (Scott Joplin).</li> </ul>
<b>Let's jam!</b>	<p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.</p>	<ul style="list-style-type: none"> <li>• <i>Tap your name.</i></li> <li>• <i>Hot cross buns.</i></li> <li>• <i>This is what it sounds like.</i></li> <li>• <i>Let's jam!</i></li> <li>• <i>Who's in the band?</i></li> <li>• <i>Shake and stop.</i></li> <li>• <i>Let's jam</i> musician video.</li> <li>• 'Jack Sparrow Theme' from <i>Pirates of the Caribbean</i> (Szeged Trombone Ensemble).</li> <li>• <i>Meet the musician... Raph on trombone!</i> video</li> <li>• <i>Exploring the blues</i> video.</li> <li>• <i>Meet the musician... Rosie on cajon!</i> video.</li> <li>• MEINL percussion artists playing Afro-Peruvian percussion with congas, bongos, and cajons.</li> <li>• <i>Let's jam! Celebrating music</i> Spotify playlist (London Rhymes).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little people big dreams: Aretha Franklin</i> – Maria Isabel Sanchez Vegara and Amy Blackwell.</li> <li>• <i>Little people big dreams: Stevie Wonder</i> – Maria Isabel Sanchez Vegara and Melissa Lee Johnson.</li> <li>• <i>Ella queen of jazz</i> – Helen Hancocks.</li> <li>• <i>Where are all the instruments?</i> – Nathan Holder.</li> <li>• <i>Drum dream girl: how one girl's courage changed music</i> – Margarita Engle and Rafael López.</li> <li>• <i>The story of the orchestra: listen while you learn about the instrument</i> – Robert Levine and Meredith Hamilton.</li> <li>• <i>Trombone Shorty</i> – Troy Andrews and Bryan Collier.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The young person's guide to the orchestra</i> (animation) (Benjamin Britten).</li> <li>• A live jazz jam session, led by Jesús Molina.</li> </ul>

# Reception - Year B, Term 1

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

# Reception - Year B, Term 2

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

# Reception - Year B, Term 3

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

# KS1 - Year B, Term 1

Title No. lessons	Musical learning	Musical material
<b>Tony Chestnut</b> - 6 lessons	<p><b>Focus:</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call-and-response music.</li> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> <li>• Recognise and play echoing phrases by ear.</li> </ul>	<p><b>Song Bank:</b> <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>I want you to be my baby</i> (Louis Jordan &amp; his Tympany Five).</li> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> </ul>
<b>Carnival of the animals</b> - 3 lessons	<p><b>Focus:</b> Timbre, tempo, dynamics, pitch, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Select instruments and compose music to reflect an animal's character.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• 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.</li> </ul>	<p><b>Song Bank:</b> <i>I once saw an elephant.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises', 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns).</li> <li>• <i>Danse macabre</i> (Camille Saint-Saëns).</li> </ul>
<b>Musical conversations</b> - 3 lessons	<p><b>Focus:</b> Question-and-answer, timbre, graphic score.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>• Improvise question-and-answer conversations using percussion instruments.</li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>	<p><b>Song Bank:</b> <i>Plasticine person.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Dueling banjos</i> (Eric Dunbar &amp; Stephen Baime).</li> </ul>

# KS1 - Year B, Term 2

Title No. lessons	Musical learning	Musical material
<b>Grandma rap</b> - 6 lessons	<p><b>Focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>• Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create.</li> <li>• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>• Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</li> <li>• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<p><b>Song Bank:</b> <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Marble machine</i> (Wintergatan).</li> <li>• <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman &amp; Sherman).</li> </ul>
<b>Swing-a-long with Shostakovich</b> - 3 lessons	<p><b>Focus:</b> 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create action patterns in 2- and 3-time.</li> <li>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</li> <li>• Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>	<p><b>Song Bank:</b> <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><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Jazz suite No. 1 – 2. 'Polka'</i> (Dmitri Shostakovich).</li> <li>• <i>Jazz suite No. 2 – 6. 'Waltz II'</i> (Dmitri Shostakovich).</li> </ul>
<b>Charlie Chaplin</b> - 3 lessons	<p><b>Focus:</b> 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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a soundtrack to a clip of a silent film.</li> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).</li> </ul>

# KS1 - Year B, Term 3

Title No. lessons	Musical learning	Musical material
<b>The rockpool rock</b> - <b>6 lessons</b>	<p><b>Focus:</b> 2-part singing, rock 'n' roll, structure, timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn an interlocking spoken part.</li> <li>• Sing a rock 'n' roll-style song confidently.</li> <li>• Play an introduction on tuned percussion.</li> <li>• Listen actively and learn about rock 'n' roll music.</li> </ul>	<p><b>Song Bank:</b> <i>The rockpool rock</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Tutti frutti</i> (Little Richard).</li> <li>• <i>Johnny B. Goode</i> (Chuck Berry).</li> <li>• <i>Hound dog</i> (Elvis Presley).</li> <li>• <i>Rock around the clock</i> (Bill Haley &amp; The Comets).</li> <li>• <i>Hound dog</i> (Big Mama Thornton).</li> </ul>
<b>Tańczymy labada</b> - <b>6 lessons</b>	<p><b>Focus:</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an internalised sense of pulse through singing games.</li> <li>• Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> <li>• Listen and match the beat of others and recorded music, adapting speed accordingly.</li> <li>• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> </ul>	<p><b>Song Bank:</b> <i>Tańczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the Krakowiak dance.</li> <li>• <i>Follow my feet</i> and <i>Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rondo à la Krakowiak in F major</i> (Op.14) (Frédéric Chopin).</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up).</li> <li>• Polish folk music, performed live (FisBanda).</li> <li>• Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).</li> </ul>

# Lower KS2 - Year B, Term 1

Title No. lessons	Musical learning	Musical material
<p><i>This little light of mine</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Sing in a Gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</li> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> </ul>	<p><b>Song Bank:</b> <i>Siren</i>; <i>This little light of mine</i>; <i>Joyful, joyful</i>; <i>I wanna sing scat</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>This little light of mine</i> (Rosetta Tharpe &amp; the Sims-Wheeler Orchestra).</li> <li>• <i>This little light of mine</i> (Soweto Gospel Choir).</li> <li>• <i>What kind of man is this?</i> (Ray Charles &amp; the Voices of Jubilation Choir 2006).</li> <li>• <i>I wanna sing scat</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I say a little prayer</i> (Aretha Franklin).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• <i>Every praise</i> (Hezekiah Walker).</li> <li>• <i>Didn't it rain</i> (Sister Rosetta Tharpe).</li> <li>• <i>Shackles (Praise you)</i> (Mary Mary).</li> </ul>
<p><i>My fantasy football team</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Beat, rhythm, rondo, rhythm notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.</li> <li>• Perform a whole-class 'rondo' made up of playing and singing.</li> <li>• Sing a stepping melody accurately, and with clear articulation and diction.</li> <li>• Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).</li> </ul>	<p><b>Song Bank:</b> <i>My fantasy football team</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Stepping durations 2</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• 'Main theme' from <i>Superman</i> (John Williams).</li> <li>• 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman).</li> <li>• <i>Flower</i> (Moby).</li> </ul>

# Lower KS2 - Year B, Term 2

Title No. lessons	About the unit	Musical material
<p><i>The doot doot song</i> (Classroom percussion) - 6 lessons</p>	<p><b>Focus:</b> Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• 'Doodle' with voices over the chords in the song.</li> <li>• Sing swung rhythms lightly and accurately.</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> <li>• Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> </ul>	<p><b>Song Bank:</b> <i>The doot doot song</i>; <i>Warm-up and stomp canon</i>; <i>I wanna sing scat</i>; <i>Siren</i>; <i>Bogapilla</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Quick technique: Moving chords Marimba exercise (KPpercussion).</li> <li>• <i>I wanna sing scat</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Jolene</i> (Dolly Parton).</li> <li>• <i>Blowin' in the wind</i> (Bob Dylan).</li> <li>• <i>Gone</i> (Ben Harper &amp; Jack Johnson).</li> <li>• <i>Where did you sleep last night?</i> (Huddie William Ledbetter/Lead Belly).</li> </ul>
<p><i>Fanfare for the common man</i> - 3 lessons</p>	<p><b>Focus:</b> Fanfare, timbre, dynamics, texture, silence.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</li> <li>• Compose a fanfare using a small set of notes, and short, repeated rhythms.</li> <li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>Nanuma</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Extract from <i>Fanfare for the common man</i> (Aaron Copland).</li> <li>• <i>Introduction to timpani</i> video (Andy Smith, Philharmonia Orchestra).</li> <li>• <i>Introduction to percussion</i> video (David Corkhill, Philharmonia Orchestra).</li> <li>• 'Main theme' from <i>Superman</i> (John Williams).</li> </ul>
<p><i>Spain</i> - 3 lessons</p>	<p><b>Focus:</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> <li>• Structure musical ideas into compositions.</li> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Habanera</i> (Emmanuel Chabrier).</li> </ul>

# Lower KS2 - Year B, Term 3

Title No. lessons	About the unit	Musical material
<b>Global pentatonics</b> - <b>3 lessons</b>	<p><b>Focus:</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic melody.</li> <li>• Improvise and create pentatonic patterns.</li> <li>• Use notation to represent musical ideas.</li> <li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> </ul>	<p><b>Song Bank:</b> <i>Siren; Canoe song; Cowboy song.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Everywhere we go</i> (Silly Songs for Kids 4).</li> <li>• <i>Skye boat song</i> (Alastair McDonald).</li> <li>• <i>Om Namah Shivaya</i> (Dr. Nisha Dhuri).</li> <li>• <i>Busy weaving</i> (Weishan Liu).</li> <li>• <i>Desert blues</i> (Alhousseini Anivolla &amp; Girum Mezmur).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• Howard Goodall on pentatonic music from <i>How music works</i>.</li> <li>• C Pentatonic scale training basic backing track (Guitar Practice).</li> </ul>
<b>The horse in motion</b> - <b>3 lessons</b>	<p><b>Focus:</b> 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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create ostinatos.</li> <li>• Layer up different rhythms.</li> <li>• Create and follow a score.</li> <li>• Watch a film and analyse it in a musical context.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The horse in motion</i> (Eadweard Muybridge).</li> </ul>
<b>Favourite song (Classroom percussion)</b> - <b>6 lessons</b>	<p><b>Focus:</b> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music.</li> <li>• Understand triads and play C, F, G major, and A minor.</li> <li>• Play an instrumental part as part of a whole-class performance.</li> <li>• Sing a part in a partner song, rhythmically and from memory.</li> <li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li> </ul>	<p><b>Song Bank:</b> <i>Favourite song; Rain on the green grass; I wanna sing scat.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• I wanna sing scat progression snapshot 3 videos (Sing Up).</li> <li>• <i>I will wait</i> (Mumford &amp; Sons).</li> <li>• <i>The times they are a-changin'</i> (Bob Dylan).</li> <li>• <i>The times they are a-changin'</i> (The Byrds).</li> <li>• <i>Dylan Goes Electric</i> – Background context for teachers (Decades TV Network).</li> </ul>

# Upper KS2 - Year B, Term 1

Title No. lessons	About the unit	Musical material
<b>Hey, Mr Miller</b> - <b>6 lessons</b>	<p><b>Focus:</b> Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, Mr Miller; Siren; Throw, catch; Scales and arpeggios.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>In the mood</i> (Glenn Miller Orchestra).</li> <li>• <i>Chattanooga choo choo</i> (Glenn Miller Orchestra).</li> <li>• <i>Hooked on swing</i> (Larry Elgart &amp; his Manhattan Swing Orchestra).</li> <li>• <i>Throw catch</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>It don't mean a thing (if it ain't got that swing)</i> (Ella Fitzgerald &amp; Duke Ellington).</li> <li>• <i>Basic swing groove for drums</i> video.</li> <li>• <i>St Louis blues</i> (Ella Fitzgerald).</li> <li>• <i>God bless the child</i> (Billie Holliday &amp; Count Basie).</li> </ul>
<b>Shadows</b> - <b>3 lessons</b>	<p><b>Focus:</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the influences on an artist by comparing pieces of music from different genres.</li> <li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li> <li>• Create a shadow movement piece in response to music.</li> </ul>	<p><b>Song Bank:</b> <i>Good riddance (Time of your life); What do I know?</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Shatter me</i> (Lindsey Stirling &amp; Lzzy Hale).</li> <li>• Lindsey's appearance on <i>America's Got Talent</i>.</li> <li>• <i>Shadows</i> (Lindsey Stirling).</li> <li>• <i>Fire on the mountain</i> (Hillary Klug).</li> <li>• David Guetta mix 2022.</li> <li>• Avicii greatest hits mix 2021.</li> <li>• <i>Boulevard of broken dreams</i> (Green Day).</li> <li>• <i>Boulevard of broken dreams</i> (Lindsey Stirling).</li> <li>• <i>Roundtable rival – Behind the scenes</i> (Lindsey Stirling).</li> <li>• Tokio Myers – <i>Britain's Got Talent</i> audition.</li> <li>• <i>Interstellar theme</i> (Hans Zimmer).</li> <li>• <i>Human</i> (Rag'n'Bone Man).</li> <li>• <i>Attraction Juniors – Britain's Got Talent</i> audition.</li> </ul>
<b>Composing for protest!</b> - <b>3 lessons</b>	<p><b>Focus:</b> 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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create their own song lyrics.</li> <li>• Fit their lyrics to a pulse, creating a chant.</li> <li>• Write a melody and sing it.</li> <li>• Structure their ideas into a complete song.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, my name is Joe.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Songs of sunrise</i> – No. 3 'March of the women' (Ethel Smyth).</li> </ul>

# Upper KS2 - Year B, Term 2

Title No. lessons	About the unit	Musical material
<p><i>Dona nobis pacem</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> 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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li> <li>• Sing a round accurately and in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>	<p><b>Song Bank:</b> <i>Dona nobis pacem; Siren; Throw, catch.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up).</li> <li>• <i>Myleene's Music Klass: The one where we look at monophonic, polyphonic, &amp; homophonic textures.</i></li> <li>• <i>Dona nobis pacem</i> (arr. Hal Hopson).</li> <li>• <i>Jubilate Deo</i> (Giovanni Gabrieli).</li> <li>• <i>O Euchar in Leta Via</i> (Hildegard von Bingen).</li> <li>• <i>If ye love me</i> (Thomas Tallis).</li> <li>• <i>Ronde ('La Morisque' from Dansereye 1551)</i> (Tielman Susato).</li> <li>• <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).</li> </ul>
<p><i>Ain't gonna let nobody</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise over the chords C minor and G7.</li> <li>• Sing accurately in three parts.</li> <li>• Play chords on tuned percussion, ukulele, keyboard, or apps.</li> <li>• Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</li> </ul>	<p><b>Song Bank:</b> <i>Ain't gonna let nobody; Rubber chicken.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Ain't gonna let nobody</i> videos (<i>Improvising on C minor and Improvised conversations</i>) (Sing Up).</li> <li>• <i>Beatboxing warm-up and Learn the song arrangement</i> videos (Sing Up).</li> <li>• <i>Ain't gonna let nobody turn me around</i> (2018 MLK Celebration Chorus &amp; Cleveland Orchestra).</li> <li>• <i>Ain't gonna let nobody turn me around</i> (The Freedom Singers).</li> <li>• <i>Ain't gonna let nobody turn me around</i> (Blind Willie McTell).</li> <li>• <i>Don't let nobody turn you around</i> (Albertina Walker).</li> <li>• <i>Ain't gonna let nobody</i> teaching video (Imani Uzuri, Carnegie Hall)</li> </ul>

# Upper KS2 - Year B, Term 3

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

# KS1 - Instrumental units

Title No. lessons	Musical learning	Musical material
<p><i>TIME</i></p> <p>-</p> <p>12 lessons</p>	<p><b>Focus:</b> Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Hold beaters and instruments correctly, achieving a good tone from the instruments.</li> <li>• Play the triangle, tambourine, and clave rhythms over a steady beat.</li> <li>• Sing and play a C major scale.</li> <li>• Play parts 1 and 2 of <i>TIME</i> (tuned percussion).</li> <li>• Participate in an ensemble performance.</li> </ul>	<p><b>Song Bank:</b> <i>TIME</i> by Lily May, <i>The clock song</i> by Steve Grocott, <i>Scales and arpeggios</i> by Richard Sherman; Robert B. Sherman.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'The clock store' (Walt Disney <i>Symphony</i> cartoon).</li> <li>• <i>Use your words: Palindromes, Pitch pencils</i> video from Sing Up's Developing Musicianship Toolkit.</li> </ul>

# Lower KS2 - Instrumental units

Title No. lessons	Musical learning	Musical material
<p><i>Latin dance</i></p> <p>-</p> <p>6 - 12 lessons</p>	<p><b>Focus:</b> Holding, strumming and picking the ukulele, tapping percussively on the body of the ukulele. Chords A minor and F major, compose a short piece for ukulele using different techniques, salsa and Cuban music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> <li>• Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</li> <li>• Play a part on ukulele and play as part of a whole-class performance.</li> <li>• Improvise percussive drum rhythms to play on the body of the ukulele.</li> <li>• Compose a short piece for ukulele, demonstrating the skills learnt</li> </ul>	<p><b>Song Bank:</b> <i>Latin dance</i> by Dan Almond.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Salsa tutorial by Spotty Dotty.</li> <li>• Amazing ukulele drumbeat technique.</li> <li>• <i>Despacito</i> (Strictly come dancing version).</li> <li>• Learn about Cuban music in Miss Jessica's world.</li> <li>• <i>Chan chan</i>.</li> <li>• <i>Quimbara</i>.</li> <li>• <i>El Manisero</i>.</li> </ul>
<p><i>Fly with the stars</i></p> <p>-</p> <p>6 - 12 lessons</p>	<p><b>Focus:</b> Notes A, E and C, chords A minor, C major, up and down strum, picking notes, mi-re-do, improvise, question-and-answer, phrase, durations used for strumming: crotchet, quavers, minim, semibreve.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Play a part on a ukulele as part of a whole-class performance.</li> <li>• Improvise ('doodle') on-the-spot phrases using mi-re-do (m-r-d) over a one-chord groove.</li> <li>• Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d.</li> <li>• Compose rising and falling question-and-answer phrases using m-r-d.</li> </ul>	<p><b>Song Bank:</b> <i>Fly with the stars</i> by Dan Almond.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Ukulele teaching videos: Ukulele call-and-response, Ukulele warm-up 2.</li> <li>• Developing musicianship videos: Feeling the shape of a melody using a body ladder m-r-d, Inner hearing using a body ladder m-r-d notes.</li> <li>• Pitch copy back game m-r-d, TEDX talk by Taimane Gardner.</li> </ul>
<p><i>The doot doot song</i></p> <p>-</p> <p>6 - 12 lessons</p>	<p><b>Focus:</b> Practise holding and strumming the ukulele, chords A minor, F and C major, notes A, E, F and C, strumming (down strum, up strum), beat, improvise, durations: semibreve, minim, crotchet and quavers, off beat, song structure (intro, verse, chorus, middle 8), call-and-response, acoustic pop.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> <li>• Sing swung rhythms lightly and accurately.</li> <li>• Improvise ('doodle') with voices and ukulele over a single chord/chord pattern.</li> <li>• Play a part on ukulele as part of a whole-class performance.</li> </ul>	<p><b>Song Bank:</b> <i>The doot doot song</i> by Dan Almond.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Bogapilla</i> by Lin Marsh.</li> <li>• <i>Warm-up and stomp canon</i> by Jo McNally.</li> <li>• <i>Somewhere over the rainbow</i> by Harold Arlen.</li> <li>• Amazing ukelele drumbeat technique.</li> <li>• <i>Where did you sleep last night?</i> by Lead Belly.</li> <li>• <i>Jolene</i> by Dolly Parton.</li> <li>• <i>Blowin' in the wind</i> by Bob Dylan.</li> <li>• <i>Gone</i> by Jack Johnson.</li> </ul>

# Lower KS2 - Instrumental units

Title No. lessons	Musical learning	Musical material
<b>Favourite song</b> - 6 - 12 lesson	<p><b>Focus:</b> Notes C, A, G and E, chords A minor, F major, C major and G major, durations used for strumming crotchet, quavers, minim, semibreve, semiquavers, 3/4 and 4/4 time signature, folk and folk-rock styles.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music.</li> <li>• Listen and identify similarities and differences between folk and folk-rock styles.</li> <li>• Play a part on ukulele as part of a whole-class performance.</li> <li>• Compose a short piece for ukulele using major and minor chords, and a range of playing techniques.</li> </ul>	<p><b>Song Bank:</b> <i>Favourite song</i> by Dan Almond.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Wiggle jiggle.</i></li> <li>• <i>Plasticine person.</i></li> <li>• <i>1, 121.</i></li> <li>• <i>I will wait.</i></li> <li>• <i>The times they are a-changin'.</i></li> <li>• <i>Strawberry fair/Canticle.</i></li> <li>• <i>Bohemian rhapsody.</i></li> </ul>
<b>Mangrove twilight</b> - 12 lessons	<p><b>Focus:</b> Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn a range of tuned percussion techniques: right/left sticking, playing two-note chords.</li> <li>• Clap and play a clave rhythm.</li> <li>• Learn to play two parts from <i>Mangrove twilight</i>.</li> <li>• Improvise in a call-and-response format.</li> <li>• Take part in an ensemble performance of <i>Mangrove twilight</i>.</li> </ul>	<p><b>Song Bank:</b> <i>Mangrove twilight</i>, <i>Four white horses</i>, <i>My voice is really funky</i>, <i>Big Sing Up mamba</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up Music – Play percussion: <i>Mangrove twilight</i> teaching videos</li> <li>• <i>Calypso queen</i> by Alan Thomas, Drew Gonsalves, and Manu Chao. Performed by Calypso Rose.</li> <li>• <i>Pan in 'A' minor</i> by Lord Kitchener. Performed by Lord Kitchener.</li> <li>• <i>Same boat</i> by Drew Gonsalves, Iván Durán, Mc Cartha Lewis, Patrice Bart-Williams. Performed by Calypso Rose (feat. Kobo Town and Patrice). Guts and iZem remix.</li> <li>• <i>Four white horses</i> teaching video (Sing Up).</li> <li>• Call- and-response masterclass (Does It Swing)</li> <li>• <i>Splanky</i> by Neal Hefti.</li> <li>• Traditional women's music from Ghana: Ewe, Fanti, Ashanti, and Dagomba. Female singing and handclapping recorded in Tamale. Various artists.</li> <li>• <i>Watina</i> by Andy Palacio, Drew Gonsalves, Iván Durán, Mc Cartha Lewis.</li> </ul>
<b>Ripples</b> - 12 lessons	<p><b>Focus:</b> Tuned percussion techniques: ascending and descending (with two beaters), stepping in thirds, playing two-note chords, making connections between music played and how it is written down, listening to music representative of water, creating sound pictures.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore creating timbre effects on tuned percussion instruments.</li> <li>• Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing.</li> <li>• Create sound pictures in response to images.</li> <li>• Learn to play 2 or 3 parts fluently from Ripples.</li> <li>• Create their own composition inspired by water.</li> <li>• Take part in an ensemble performance of their compositions and of Ripples.</li> </ul>	<p><b>Song Bank:</b> <i>Ripples</i> by Lily May.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Japura River' and 'Xingu river' from <i>Águas da Amazônia</i> by Philip Glass.</li> <li>• <i>H2drop</i> by Nuno Brito.</li> <li>• 'Vltava' from <i>Má vlast</i> by Bedrich Smetana.</li> <li>• <i>Orinoco flow</i> by Enya and Roma Ryan.</li> </ul>

# Lower KS2 - Instrumental units

Title No. lessons	About the unit	Musical material
<p><i>Enchanted forest</i></p> <p>-</p> <p>12 lessons</p>	<p><b>Focus:</b> Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Hold the recorder correctly, control the sound, and start each note clearly with 'doo'.</li> <li>• Play notes B A G clearly.</li> <li>• Start and stop playing at the same time.</li> <li>• Perform the chant, keeping a steady beat.</li> <li>• Improvise on one or more notes using word rhythms.</li> <li>• Create owl sounds using the head joint of the recorder.</li> <li>• Play as part of an ensemble, in smaller and larger groups, including singing and playing.</li> <li>• Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics.</li> <li>• Play one of the recorder parts for <i>Enchanted forest</i>.</li> <li>• Listen with concentration and use descriptive words to talk about pieces of music.</li> <li>• Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.</li> </ul>	<p><b>Song Bank:</b> <i>Enchanted forest</i> by Emma Coulthard.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Cooley's reel</i> Traditional Irish.</li> <li>• <i>Robin (The hooded man)</i> by Ciaran Brennan/Clannad.</li> <li>• <i>Trotto</i> Anon. 14th century Italian.</li> <li>• Tawny owls hooting in the night forest return.</li> <li>• <i>The wagtail and the cuckoo</i> by Asger Lund Christiansen.</li> <li>• <i>Wild wood</i> by Tim Coker.</li> <li>• <i>Bransle</i> by Pierre Phalèse.</li> <li>• Improvisation on <i>Conde Claros</i> by Francisco Salinas.</li> <li>• <i>Tico Tico no Fubá</i> by Zequinha de Abreu.</li> </ul>
<p><i>Monsters, monsters!</i></p> <p>-</p> <p>12 lessons</p>	<p><b>Focus:</b> Recorder technique (holding, blowing 'doo', sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation.</li> <li>• Learn how to play the notes B A G C D and low E on the recorder.</li> <li>• Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds.</li> <li>• Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters.</li> <li>• Learn to play at least two sections in <i>Monsters, monsters!</i></li> <li>• Use graphic notation to organise monster character sounds into a compositional structure.</li> <li>• Play as part of an ensemble, in smaller and larger groups, including singing and playing.</li> <li>• Sing the <i>Monsters, monsters!</i> song from memory, expressing the meaning of the words through actions and gestures.</li> <li>• Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.</li> </ul>	<p><b>Song Bank:</b> <i>Monsters, monsters!</i> by Miriam Monaghan.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Recorder revolution!</i> by Toby Young.</li> <li>• <i>Salterello</i> (Anon).</li> <li>• <i>Libertango</i> by Astor Piazzolla.</li> <li>• <i>Concerto 'per flautino'</i> by Antonio Vivaldi.</li> <li>• Main theme to <i>The Mandalorian</i> by Ludwig Göransson.</li> <li>• <i>Music for a bird</i> by Hans Martin Linde.</li> </ul>

# Lower KS2 - Instrumental units

Title No. lessons	About the unit	Musical material
<p><i>Earthlight</i> - 12 lessons</p>	<p><b>Focus:</b> Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand and know how to play low E, low D, F#, and C# (even though the low notes E and D may not sound fully yet).</li> <li>• Improvise using notes from the pentatonic scale.</li> <li>• Create a sound picture based on an image, using recorder, voices, and classroom percussion.</li> <li>• Play with a secure technique, using both hands, with the recorder well-balanced.</li> <li>• Play as part of an ensemble, in smaller and larger groups.</li> <li>• Learn to play two or more parts of <i>Earthlight</i>.</li> <li>• Sing the vocal line in <i>Earthlight</i> from memory, with legato phrasing and using dynamics to express the meaning of the words.</li> <li>• Listen to and be inspired by a wide variety of recorder music, showing that the recorder is an exciting and versatile instrument capable of performing as a solo instrument and within ensembles, in a wide range of genres and musical styles.</li> </ul>	<p><b>Song Bank:</b> <i>Earthlight</i> by Miriam Monaghan and Emma Coulthard.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Winter' from <i>The four seasons</i> by Antonio Vivaldi.</li> <li>• 'Mercury' and 'Saturn' from <i>Kepler's planets</i> by Miriam Monaghan.</li> <li>• <i>Skye boat song</i> – traditional Scottish.</li> <li>• <i>Fantasy for recorder and string quartet</i> by Malcolm Arnold.</li> <li>• 'Lullaby' and 'Elves dance' from <i>Five lyric pieces</i> by Edvard Grieg.</li> <li>• <i>Seascape</i> by Fausto Romitelli.</li> <li>• <i>Ernesto's rhumba</i> by Tali Rubinstein.</li> <li>• 'Shoot out' from <i>The fantastic Mr Fox</i> by Alexandre Desplat.</li> <li>• 'The boar' from <i>The lost king</i> by Alexandre Desplat.</li> </ul>

# Upper KS2 - Instrumental units

Title No. lessons	Musical learning	Musical material
<p><i>Rosewood gratitude</i> - 12 lessons</p>	<p><b>Focus:</b> 'Son' clave rhythm, tuned percussion techniques (stepping, bounce, R/L hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of music written for the balafon.</li> <li>• Recognise patterns from <i>Rosewood gratitude</i> written in staff notation.</li> <li>• Play three patterns from <i>Rosewood gratitude</i> fluently and by ear.</li> <li>• Create their own arrangement of <i>Rosewood gratitude</i>.</li> <li>• Take part in an ensemble performance of <i>Rosewood gratitude</i>.</li> </ul>	<p><b>Song Bank:</b> <i>Rosewood gratitude</i> by Lily May</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Piano Sonata No. 16 in C, 'Allegro'</i> (K.545) by Wolfgang Amadeus Mozart</li> <li>• <i>Pipeline</i> by Bob Spickard and Brian Carman</li> <li>• <i>Down flat</i> by Kelvin Brown</li> <li>• <i>Manhanga kutapira</i> ('Sweet pumpkins') Traditional Zimbabwean</li> <li>• <i>Rachid Ouiguini</i> by Toumani and Sidiki Diabaté</li> <li>• <i>Gambia</i> by Sona Jobarteh</li> </ul>
<p><i>Calypso solèy levé</i> - 12 lessons</p>	<p><b>Focus:</b> Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise melodic phrases in Section C using G major pentatonic (G-A-B-D-E).</li> <li>• Hold beaters and instruments correctly, achieving a good tone from the instruments.</li> <li>• Play the calypso clave rhythm on a hand drum using both hands.</li> <li>• Play the 'break' ('Carnival! Hey! Calypso go!') rhythm in tight unison.</li> <li>• Be able to play two or more tuned parts in a whole-class performance of <i>Calypso solèy levé</i>.</li> </ul>	<p><b>Song Bank:</b> <i>Calypso solèy levé</i> by Lily May.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Under the sea</i> by Howard Ashman and Alan Menken.</li> <li>• <i>Emmanuel Road</i> (trad. Jamaican).</li> <li>• <i>Carnival tabanca</i> by Bunji Garlin.</li> <li>• 'Will you be there' (theme from <i>Free Willy</i>) by Michael Jackson.</li> </ul>

# KS1 - Optional units

Title No. lessons	Musical learning	Musical material
<p><b>'Dawn' from <i>Sea interludes</i></b> - <b>3 lessons</b></p>	<p><b>Focus:</b> Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing a simple singing game, adding actions to show a developing sense of beat.</li> <li>• Listen actively by responding to musical signals and musical themes using appropriate movement.</li> <li>• Create a musical movement picture.</li> </ul>	<p><b>Song Bank:</b> <i>Down by the bay.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• 'Dawn' from <i>Sea interludes</i> (Benjamin Britten).</li> <li>• <i>Sailor, sailor on the sea</i>.</li> </ul>
<p><b><i>The king is in the castle</i></b> - <b>6 lessons</b></p>	<p><b>Focus:</b> Structure, timbre, pitch, dynamics, rhyme.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore using sound quality (timbre), dynamics, and pitch to tell a story.</li> <li>• Change their voice to suit different characters while performing appropriate actions.</li> <li>• Play contrasting accompaniments to reinforce the verse structure.</li> <li>• Identify a simple song structure and rhyme pattern.</li> </ul>	<p><b>Song Bank:</b> <i>The king is in the castle; Jelly on a plate.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Peter and the wolf</i> (Sergei Prokofiev).</li> <li>• <i>The arrival of the Queen of Sheba</i> (George Frederic Handel).</li> <li>• 'Hail to the Princess Aurora' from Disney's <i>Sleeping Beauty</i> (Pyotr Ilyich Tchaikovsky, adapted by Bruns/Adair).</li> <li>• The sovereign's procession – from the coronation of Queen Elizabeth II in 1953.</li> <li>• <i>Sorcerer's apprentice</i> video Disney animated film version – <i>Fantasia</i>. (Part 1 &amp; 2).</li> </ul>
<p><b><i>As I was walking down the street</i></b> - <b>6 lessons</b></p>	<p><b>Focus:</b> Beat, march, jig.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose new words for the greeting section of the song.</li> <li>• Sing a song that includes a time change from march to a jig.</li> <li>• Play untuned percussion instruments and use movement to show the beat changing.</li> <li>• Perform a song and dance simultaneously.</li> <li>• Listen to a jig and move in time to the music.</li> </ul>	<p><b>Song Bank:</b> <i>As I was walking down the street.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Fundamental movement skills: How to gallop sideways (PE with Mr T).</li> <li>• <i>Kesh jig/Lanigan's ball</i> (Paul Young).</li> <li>• Learn to Irish dance - video of young American dancers dancing to The two-hand jig. (Cairde for the Irish in France St Patrick's Event 2021).</li> <li>• Irish jig medley: <i>Geese in the bog/The wind that shakes the barley</i> (Waxies Dargle).</li> <li>• Scottish country dancing display – <i>The Rubislaw jig, Craig Mhor, and Tappie Toorie</i>. (Reel Club's 75th birthday party (2021)).</li> </ul>
<p><b>Composing music inspired by birdsong</b> - <b>3 lessons</b></p>	<p><b>Focus:</b> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Follow signals given by a conductor/leader.</li> <li>• Structure compositional ideas into a bigger piece.</li> <li>• Improvise solos using instruments.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Skylark – singing and chirping birds in the spring sky (Wildlife World).</li> <li>• <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi).</li> <li>• <i>Oiseaux exotiques</i> (Olivier Messiaen).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>

# KS1 - Optional units

Title No. lessons	Musical learning	Musical material
<b>Orawa</b> - 3 lessons	<p><b>Focus:</b> Beat, rhythm, repetition, structure, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Sing and play, performing composed pieces for an audience.</li> <li>• Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</li> </ul>	<p><b>Song Bank:</b> <i>H. E. L. L. O.; Baby one, two, three; Plynie statek</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Orawa</i> (Wojciech Kilar).</li> </ul>
<b>Trains</b> - 3 lessons	<p><b>Focus:</b> 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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand duration and rhythm notation.</li> <li>• Structure musical ideas into a whole-class composition.</li> <li>• Learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>• Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>.</li> <li>• Follow signals from a conductor.</li> <li>• Listen to and analyse four pieces of music inspired by travel/vehicles.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Short ride in a fast machine</i> (John Adams).</li> <li>• <i>The little train of Caipira</i> (Heitor Villa-Lobos).</li> <li>• Main theme from <i>633 Squadron</i> (Ron Goodwin)</li> <li>• <i>The wagon passes (Nursery suite V)</i> (Edward Elgar).</li> </ul>
<b>Creepy castle</b> - 6 lessons	<p><b>Focus:</b> Timbre, tempo, dynamics, graphic score, minor key, intervals.</p> <p><b>Objectives:</b></p> <p>Improvise and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently, and vary dynamic contrast.</p> <ul style="list-style-type: none"> <li>• Play a piece, following a graphic score.</li> <li>• Listen to and appraise music in a minor key, recognising small steps in the music.</li> </ul>	<p><b>Song Bank:</b> <i>Siren; Skin and bones; Creepy castle.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Teaching video with Makaton</i></li> <li>• <i>Ideas for teaching KS1</i></li> <li>• <i>Witch, witch</i></li> <li>• <i>Tocatta and fugue in D minor</i> (J.S. Bach).</li> <li>• Dynamics video (Mr Greg's Musical Madness).</li> <li>• Guess the Halloween sound quiz (Little Dreamers Education).</li> <li>• <i>Stripsody</i> (Luciano Berio).</li> </ul>
<b>Minibeasts</b> - 6 lessons	<p><b>Focus:</b> Timbre, pitch (chord), internalising beat and phrase.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose an accompaniment using tuned percussion, playing chords and, creating sound effects.</li> <li>• Sing clearly articulated words, smoothly, and together in time.</li> <li>• Match voices accurately in a singing game.</li> <li>• Listen to the music and create a 'minibeast'-inspired dance.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, hey; Minibeasts.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Brain games – rhythms</i></li> <li>• <i>Matching pitch – with voices video</i> from Sing Up's Developing musicianship toolkit.</li> <li>• Video of the game, using the song <i>Hey, hey</i>.</li> <li>• <i>Flight of the bumblebee</i> (Nikolai Rimsky-Korsakov).</li> <li>• <i>The wasps overture</i> (Ralph Vaughan Williams).</li> <li>• <i>Who we are</i> (Kerry Andrew).</li> <li>• Ambient sounds: Night time in the mountains – frogs, crickets, cicadas, and other insects.</li> </ul>

# Lower KS2 - Optional units

Title No. lessons	Musical learning	Musical material
<b><i>Nao chariya de/Mingulay boat song</i></b> - 3 lessons	<p><b>Focus:</b> Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop an understanding and appreciation of music from different musical traditions.</li> <li>• 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.</li> <li>• Understand that a folk song is music that belongs to the people of a particular place.</li> </ul>	<p><b>Song Bank:</b> <i>Skye boat song; Under the lemon tree; Roll the old chariot along.</i></p> <p><b>Watch/Listen/Move</b></p> <ul style="list-style-type: none"> <li>• <i>Skye boat song</i> (Alastair McDonald).</li> <li>• <i>Mingulay boat song</i> (Coda).</li> <li>• <i>Mingulay boat song</i> (The Corries).</li> <li>• <i>Nao chariya de</i> (Abbasudin Ahmed).</li> <li>• <i>Nao chariya de</i> (Koushik &amp; friends).</li> </ul>
<b>Sound symmetry</b> - 3 lessons	<p><b>Focus:</b> Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</li> <li>• Sing by improvising simple melodies and rhythms.</li> <li>• Identify how the pitch and melody of a song has been developed using symmetry.</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken; Plasticine person; Dr Knickerbocker ek, dho, teen!; 1, 121; Twinkle, twinkle, little star.</i></p>
<b>Theme' from <i>The Pink Panther</i></b> - 3 lessons	<p><b>Focus:</b> Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</li> <li>• Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</li> <li>• Talk about the effect of particular instrument sounds (timbre).</li> </ul>	<p><b>Song Bank:</b> <i>Boom chicka boom; Hot potato!</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The Pink Panther theme</i> (Henry Mancini).</li> <li>• How cartoon sounds effects are made (<i>Tom and Jerry</i>) (Josh Harmon).</li> <li>• Hacks for creating movie &amp; cartoon sound effects (Gamer world).</li> <li>• How cartoon sounds are made (<i>The Flintstones</i>) (Josh Harmon).</li> </ul>
<b>Composing with colour</b> - 3 lessons	<p><b>Focus:</b> Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores.</li> <li>• Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Ecstatic orange</i> (Michael Torke).</li> <li>• <i>A colour symphony – I. Purple 'Andante maestoso'</i> (Arthur Bliss).</li> <li>• <i>Rhapsody in blue</i> (George Gershwin).</li> <li>• <i>Green plastic, pink oil and water</i> (Rachel Leach).</li> </ul>

# Upper KS2 - Optional units

Title No. lessons	Musical learning	Musical material
<b>Balinese gamelan</b> - <b>3 lessons</b>	<p><b>Focus:</b> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a kecak piece as part of a group.</li> <li>• Sing/chant a part within a kecak performance.</li> <li>• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>• Listen and match vocal and instrumental sounds to each other, and to notation.</li> </ul>	<p><b>Song Bank:</b> <i>Hip hop songwriting backing track.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Cremation ceremony beleganjur procession in Ubud, Bali – Part 2</li> <li>• Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools).</li> <li>• Kotekan lesung.</li> <li>• Kecak monkey chant.</li> <li>• ‘The Hindu story of Rama and Sita’ from <i>Religions of the world</i> (BBC Teach).</li> </ul>
<b>Composing in ternary form</b> - <b>3 lessons</b>	<p><b>Focus:</b> Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</li> <li>• Notate ideas to form a simple score to play from.</li> <li>• Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> <li>• Understand and recognise ternary form.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Empress of the pagodas</i> (Laideronette) (Maurice Ravel).</li> </ul>

# Upper KS2 - Optional units

Title No. lessons	Musical learning	Musical material
<p><i>Keep the home fires burning</i> - 3 lessons</p>	<p><b>Focus:</b> Music from WWI, fanfare, C major triad, rhythm, crotchet, quaver, dotted quaver/semiquaver, minim, semiquaver durations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the notes C-E-G (C major triad) to compose a fanfare melody.</li> <li>• Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly.</li> <li>• Play <i>Home fires fanfare</i> as a class from the score.</li> <li>• Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions.</li> <li>• Develop knowledge and understanding of the history, and social context of music associated with the First World War.</li> </ul>	<p><b>Song Bank:</b> <i>1, 121; Keep the home fires burning; Siren; Supercalifragilisticexpialidocious.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'The soldiers' march' from <i>The nutcracker</i> (Tchaikovsky).</li> <li>• Activity videos from Sing Up's Developing musicianship toolkit:</li> <li>• <i>Twice as fast, four times as fast</i> and <i>Twice as slow, four times as slow</i></li> <li>• 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman &amp; Sherman).</li> <li>• <i>The Pink Panther Theme</i> (Henry Mancini).</li> <li>• <i>Humoresque</i> (Op. 101) (Antonín Dvořák).</li> <li>• <i>The typewriter</i> (Leroy Anderson).</li> <li>• <i>The last post</i> (Bands of HM Royal Marines).</li> <li>• <i>Canon in D major</i> (Pachelbel).</li> <li>• 'Soldiers' march' from <i>Album for the young</i> (op. 68) (Robert Schumann).</li> <li>• <i>Keep the home fires burning</i> (Ivor Novello &amp; Lena Guilbert Ford).</li> <li>• Sir Roger Norrington talks about <i>Symphony No. 3 'Pastoral'</i> by Ralph Vaughan Williams.</li> <li>• <i>Symphony No. 3 'Pastoral'</i> (Ralph Vaughan Williams).</li> <li>• <i>In Flanders fields</i> (John McCrae, read by Cerys Matthews).</li> <li>• The story behind John McCrae's <i>In Flanders fields</i> (The British Legion).</li> <li>• <i>Dulce et decorum est</i> (Wilfred Owen, read by Christopher Eccleston).</li> </ul>
<p><i>Three little birds</i> - 3 lessons</p>	<p><b>Focus:</b> Reggae, riffs, offbeat, chords, major triads D, bassline, unison, harmony.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing the verse in unison and the chorus in harmony.</li> <li>• Know what a triad is and how to play one.</li> <li>• Play the chords D and G major, following a score of the chorus.</li> <li>• Organise and rehearse for a performance.</li> <li>• Play the melodic riff (or melody of the chorus) by ear.</li> <li>• Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</li> </ul>	<p><b>Song Bank:</b> <i>Three little birds; 1, 121.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Three little birds</i> (Bob Marley &amp; The Wailers).</li> <li>• <i>Buffalo soldier</i> (Bob Marley and The Wailers).</li> <li>• <i>Redemption song</i> (Bob Marley and The Wailers).</li> <li>• <i>One step beyond</i> (Prince Buster).</li> <li>• <i>You've made me so very happy</i> (Alton Ellis).</li> </ul>

# Upper KS2 - Optional units

Title No. lessons	Musical learning	Musical material
<p><i>Touch the sky</i> - 6 lessons</p>	<p><b>Focus:</b> To recognise features of Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a pentatonic scale, to sing in two parts with dynamic contrast and expression.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise extended melodies using the pentatonic scale.</li> <li>• Sing accurately in two parts, with dynamic contrast and expression.</li> <li>• Play the drone, bass note, or chord for a chorus of <i>Skye boat song</i>.</li> <li>• Identify some of the features of traditional Scottish music that have influenced the composition of the song <i>Touch the sky</i>.</li> </ul>	<p><b>Song Bank:</b> <i>My bonnie lies over the ocean; Poverty knock; Touch the sky; Siren; Sing a new song</i> (Mixed voices); <i>Four white horses; On your marks, get set, go ...; A young Austrian; Skye boat song</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Brave</i> official trailer.</li> <li>• Jessica Burton – Finalist of BBC Scotland Young Traditional Musician for 2020 performing on clarsach (Scottish Gaelic ‘harp’).</li> <li>• <i>Torsa</i> (Lau).</li> <li>• <i>Scotland the brave</i> performed by pipers and drummers.</li> <li>• Traditional Scottish ceilidh dancing video (HotScotch ceilidh band).</li> <li>• <i>Four white horses</i> – clapping game demonstration.</li> <li>• Alexander Levack – Winner of BBC Scotland Young Traditional Musician for 2020 performing on whistle and pipes.</li> <li>• <i>Hùg air a’ Bhonaid Mhòir</i> (Julie Fowlis).</li> <li>• <i>Skye boat song</i> (Ella Roberts).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• <i>Touch the sky</i> (Julie Fowlis, Eamon Doorley, Duncan Chisholm).</li> </ul>
<p><i>Nobody knows</i> (The Lumineers) - 6 lessons</p>	<p><b>Focus:</b> Songwriting, melody, lyrics, chords, expression.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• In groups, compose a short song on the theme of leavers.</li> <li>• Create an arrangement of a song considering the texture and structure.</li> <li>• Perform expressively as part of group, and make a recording of their songs.</li> </ul>	<p><b>Song Bank:</b> <i>Nobody knows</i> (The Lumineers); <i>Bogapilla; Blinded by your grace (Part 2)</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Play ukulele warm-up 2</i> video (Sing Up).</li> </ul>
<p><i>Rap foundations</i> - 6 lessons</p>	<p><b>Focus:</b> Perfect, imperfect, and internal rhyming, writing ‘bars’, flow, expression, and energy in performing rap, cyphers, collaboration in performance.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise and evaluate rhyme, rhythm, and flow in rap examples, identifying how artists use structure and expression.</li> <li>• Create original rap lyrics using rhyme schemes and rhythmic patterns, experimenting with flow, imagery, and collaboration.</li> <li>• Deliver short rap performances with clarity, confidence, and expression, demonstrating timing, stage presence, and collaborative performance.</li> </ul>	<p><b>Song Bank:</b> <i>Study hard; Work in the booth; Rule of 4; Energy; One time</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Rap foundations: Lesson 1 – Rhymes in rap</i>.</li> <li>• <i>Rap foundations: Lesson 2 – Flow fundamentals</i>.</li> <li>• <i>Rap foundations: Lesson 3 – Rule of 4</i>.</li> <li>• <i>Rap foundations: Lesson 4 – Energy and expression</i>.</li> <li>• <i>Rap foundations: Lesson 5 – Collaboration</i>.</li> <li>• <i>The spit game</i>.</li> <li>• <i>Rap foundations: Rapper interview with Tate</i>.</li> </ul>