

Term	Title	About the unit	Song Bank	Watch and listen	Suggested books to explore
Autumn 1	Let's be friends!	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>Let's be friends</i></li> <li>• <i>Pass the secret round</i></li> <li>• <i>The high 5 chant</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Let's be friends!</i> Lyric video</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> Video</li> <li>• <i>Let's be friends!</i> Action video</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>
Autumn 2	Travel and movement	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 my walking song</i></li> <li>• <i>Get on the train</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>This 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>• <i>Emporer Penguins migrating</i> - National Geographic Video</li> <li>• <i>Soar with migrating birds</i> - National Geographic Video</li> <li>• <i>How would it feel?</i> - Listening sample</li> <li>• <i>Red, red scooter</i> - Listening sample</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>

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Spring 1	This is me	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.	<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> </ul>	<ul style="list-style-type: none"> <li><i>Assumptions of gender roles!</i> Video</li> <li><i>We're all amazing</i> Lyric video</li> <li><i>We're all amazing</i> Live musician video</li> <li><i>Yes I can!</i> Lyric video</li> <li><i>This is me, I am 3</i> Demonstration video</li> <li><i>Questions</i> - Demonstration video</li> <li><i>Meet the musician... Rosie on handpan</i> Video</li> <li><i>Don Quixote</i> by Carlos Acosta Video</li> <li><i>A day in the life of a child in urban Kenya</i> BBC video</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 &amp; 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>
Spring 2	Animal tea party	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> .	<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> </ul>	<ul style="list-style-type: none"> <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>Our animal songs</i> Playlist</li> <li><i>Twinkle, twinkle little star</i> by Zosia on cello Video</li> <li>Makaton signs for bake and cake Video</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>

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Summer 1	I've got feelings	<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> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduction to the unit</i> Video</li> <li>• <i>Happy happy happy</i> Lyric video</li> <li>• <i>Happy happy happy</i> Makaton demonstration</li> <li>• <i>I've got feelings</i> Lyric video</li> <li>• <i>A stormy soundscape</i> Body percussion video</li> <li>• <i>A stormy soundscape</i> With instruments video</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> Video</li> <li>• <i>Meet the musician... Rosanna on the flute!</i> Video</li> <li>• <i>Inside out: guessing the feeling</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> </ul>
Summer 2	Let's jam!	<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 the 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>Let's Jam!</i></li> <li>• <i>Shake and stop</i></li> <li>• <i>Who's in the band?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Let's jam</i> - Musician video</li> <li>• <i>Meet the musician - Raph on trombone</i> - Video</li> <li>• <i>Meet the musician - Rosie on cajon</i> - Video</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Little people big dreams: Aretha Franklin and Stevie Wonder</i> (Maria Isabel Sanchez Vegara &amp; Amy Blackwell)</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</i> (MS Engle)</li> <li>• <i>The story of the orchestra</i> (Levine &amp; Hamilton)</li> <li>• <i>Trombone Shorty</i> by Troy Andres and Bryan Collier</li> </ul>

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Autumn 1	3	I've got a grumpy face	<ul style="list-style-type: none"> <li>• Timbre</li> <li>• Beat</li> <li>• Pitch contour</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Make up new words and actions about different emotions and feelings.</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>	<ul style="list-style-type: none"> <li>• <i>I've got a grumpy face</i></li> <li>• <i>Happy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Happy</i> (Pharrell Williams)</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> (Tchaikovsky)</li> </ul>
	3	The sorcerer's apprentice	<ul style="list-style-type: none"> <li>• Musical storytelling</li> <li>• Louder/quieter</li> <li>• Faster/slower</li> <li>• Higher/lower</li> <li>• Timbre</li> </ul>	<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, mark making, writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alice the camel</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The sorcerer's apprentice</i> (Dukas)</li> <li>• Percussion instruments for kids</li> <li>• BBC Young Musician 2020 Percussion final</li> <li>• <i>Fantasia</i> (Disney animation)</li> </ul>
Autumn 2	3	Witch, witch	<ul style="list-style-type: none"> <li>• Call-and-response</li> <li>• Pitch (la-so-mi-do)</li> <li>• Timbre</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <i>Witch, witch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Witch, witch</i> teaching video.</li> </ul>
	3	Row, row, row your boat	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Pitch (step/leap)</li> <li>• Timbre</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <i>Row, row, row your boat</i></li> <li>• <i>The transport song</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rowing a boat video</li> <li>• <i>Row, row, row your boat</i></li> <li>• <i>The transport song</i></li> </ul>

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Spring 1	3	Birdspotting: Cuckoo polka	<ul style="list-style-type: none"> <li>Active listening</li> <li>Beat</li> <li>Pitch (so-mi)</li> <li>Vocal play</li> </ul>	<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>		<ul style="list-style-type: none"> <li><i>The blue Danube</i> (Strauss)</li> <li>Various bird song video clips</li> <li>Video clip of the cuckoo echo song</li> <li><i>Cuckoo polka</i> (Strauss)</li> <li><i>The lark ascending</i> (Vaughan Williams)</li> </ul>
	3	Shake my sillies out	<ul style="list-style-type: none"> <li>Timbre</li> <li>Pitch (higher/lower)</li> <li>Tempo (faster/slower)</li> <li>Beat</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music and show the beat with actions.</li> <li>Sing an action song with changes in speed.</li> <li>Play along with percussion instruments.</li> <li>Create a sound story using instruments to represent different animal sounds/movements.</li> <li>Perform the story as a class</li> </ul>	<ul style="list-style-type: none"> <li><i>Shake my sillies out</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The beat sharing game</i> Video</li> <li>Instrument naming activity</li> <li><i>Hippobottymus</i> (Steve Smallman &amp; Ada Grey)</li> </ul>
Spring 2	3	Up and down	<ul style="list-style-type: none"> <li>Pitch contour (rising and falling)</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Up and down</i></li> <li><i>Hickory, dickory, dock</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rain is falling down</i> Video</li> <li><i>Pitch pencils activity</i> Video</li> <li><i>The lark ascending</i> (Vaughan Williams)</li> <li><i>Flight of the bumblebee</i> (Rimsky Korsakov)</li> </ul>
	3	Five fine bumble bees	<ul style="list-style-type: none"> <li>Timbre</li> <li>Tempo</li> <li>Structure (call-and-response)</li> <li>Active listening</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Five fine bumble bees</i></li> </ul>	<ul style="list-style-type: none"> <li>'Overture' to <i>The wasps</i> (Vaughan Williams)</li> <li>Bumblebee warm up video</li> <li>Bees collecting pollen video</li> <li><i>Mad about minibeasts</i> (Giles Andreas)</li> <li>Animal sounds in other languages</li> </ul>

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Summer 1	3	Down there under the sea	<ul style="list-style-type: none"> <li>• Timbre</li> <li>• Structure</li> <li>• Active listening</li> <li>• Tune moving in step</li> <li>• Soundscape</li> </ul>	<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 a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments.</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Down there under the sea</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Seaside sounds with instruments</i> Video.</li> <li>• <i>Miroirs III - Une barque sur l'océan</i> (Ravel)</li> <li>• Video of sea life swimming in an aquarium</li> </ul>
	3	It's oh so quiet!	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Timbre</li> <li>• Musical storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>• Play different instruments with control.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pass the secret round</i></li> <li>• <i>Bang my drum</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's oh so quiet</i> (Bjork)</li> <li>• <i>Symphony No. 5, 1st movement</i> (Beethoven)</li> </ul>
Summer 2	3	Slap clap clap	<ul style="list-style-type: none"> <li>• Music in 3-time</li> <li>• Beat</li> </ul>	<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>• Play a range of percussion instruments (replacing the action words with playing words).</li> <li>• Find the beat in a partner clapping game.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Slap clap clap</i></li> </ul>	<ul style="list-style-type: none"> <li>• 'Once upon a dream' from <i>Sleeping Beauty</i></li> <li>• <i>Mull of Kintyre</i> (Paul McCartney &amp; Wings)</li> </ul>
	3	Bow, bow, bow Belinda	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Active listening</li> <li>• Accompaniment</li> </ul>	<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, marking the pulse on tuned or untuned percussion.</li> <li>• Listen to examples of other folk songs from North America.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bow, bow, bow Belinda</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bow, bow, bow Belinda</i> Teaching video</li> </ul>

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Autumn 1	6	Menu song	<ul style="list-style-type: none"> <li>Active listening (movement)</li> <li>Beat</li> <li>Progression snapshot 1</li> </ul>	<ul style="list-style-type: none"> <li>Create 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>	<ul style="list-style-type: none"> <li><i>Menu song</i></li> <li><i>Rain is falling down</i></li> </ul>	<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> </ul>
Autumn 2	3	Colonel Hathi's march	<ul style="list-style-type: none"> <li>Beat</li> <li>March</li> <li>Timbre</li> <li>Music from a film</li> </ul>	<ul style="list-style-type: none"> <li>Compose music to march to using percussion.</li> <li>Respond to musical characteristics through movement.</li> <li>Describe the features of a march using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><i>The grand old Duke of York</i></li> </ul>	<ul style="list-style-type: none"> <li>Tuba, glockenspiel, piccolo clip</li> <li>Royal Marines Massed bands</li> <li>'Colonel Hathi's March'</li> </ul>
	3	Magical musical aquarium	<ul style="list-style-type: none"> <li>Timbre</li> <li>Pitch</li> <li>Structure</li> <li>Graphic symbols</li> <li>Classical music</li> </ul>	<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 <i>Aquarium</i>, reflecting the character of the music through movement.</li> </ul>	<ul style="list-style-type: none"> <li><i>Little April shower</i></li> <li><i>Baby beluga</i></li> <li><i>Song of the fish</i></li> <li><i>Down there under the sea</i></li> <li><i>Jellyfish</i></li> </ul>	<ul style="list-style-type: none"> <li>'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns</li> <li>Sing Up percussion guide</li> </ul>
Autumn 2 - Optional	6	The king is in the castle	<ul style="list-style-type: none"> <li>Structure</li> <li>Timbre</li> <li>Pitch</li> <li>Dynamics</li> <li>Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Explore using timbre, dynamics and pitch to tell a story.</li> <li>Change 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>	<ul style="list-style-type: none"> <li><i>The king is in the castle</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Peter and the wolf</i> by Sergei Prokofiev</li> </ul>

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Spring 1	6	Football	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Ostinato</li> <li>• Pitched/unpitched patterns</li> <li>• Mi-ri-do</li> <li>• Progression snapshot 2</li> </ul>	<ul style="list-style-type: none"> <li>• Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using 'so' and mi-re-do.</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Football</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't clap this one back</i></li> <li>• <i>Cuckoo interval</i></li> </ul>
Spring 2	3	'Dawn' from Sea Interludes	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Active listening (singing game, musical signals, movement)</li> <li>• 20th century classical music</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a simple singing game.</li> <li>• Listen actively by responding to musical signals and musical themes using movement.</li> <li>• Create a musical movement picture.</li> <li>• Move and rock to music to develop a sense of beat.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sailor, sailor on the sea</i></li> </ul>	<ul style="list-style-type: none"> <li>• 'Dawn' from <i>Sea interludes</i> by Benjamin Britten</li> </ul>
	3	Musical conversations	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Timbre</li> <li>• Graphic score</li> </ul>	<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 simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bogapilla</i></li> <li>• <i>Plasticine person</i></li> </ul>	
Spring 2 - Optional	6	Who stole my chickens and my hens?	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Rests</li> <li>• Rhythm patterns</li> <li>• Higher/lower</li> </ul>	<ul style="list-style-type: none"> <li>• Make up 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>• Copy short rhythm patterns by ear.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who stole my chickens and my hens?</i></li> <li>• <i>Aiken drum</i></li> <li>• <i>I do like to be beside the seaside</i></li> <li>• <i>If you're happy and you know it</i></li> <li>• <i>Oats and beans and barley grow</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>As I was walking down the street</i></li> </ul>



Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Dancing and drawing to Nautilus	<ul style="list-style-type: none"> <li>Active listening (musical signals, internalising beat, draw to music, movement/ actions)</li> <li>Electronic music</li> </ul>	<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>		<ul style="list-style-type: none"> <li><i>Nautilus</i> by Anna Meredith</li> <li><i>Tremble</i> by Scottish Ballet</li> </ul>
	3	Cat and mouse	<ul style="list-style-type: none"> <li>Mood</li> <li>Tempo</li> <li>Dynamics</li> <li>Rhythm</li> <li>Dot notation</li> </ul>	<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> <li>Notice how a change of pitch is used to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li><i>Skin and bones</i></li> <li><i>Three little mice</i></li> <li><i>What do you want to eat, little mouse?</i></li> <li><i>The old grey cat</i></li> </ul>	
Summer 2	6	As I was walking down the street	<ul style="list-style-type: none"> <li>Beat</li> <li>March</li> <li>Jig</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song that includes a time change from march to a jig.</li> <li>Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.</li> <li>Listen to a jig and move in time to the music.</li> </ul>	<ul style="list-style-type: none"> <li><i>As I was walking down the street</i></li> </ul>	
Summer 2 -Optional	6	Come dance with me	<ul style="list-style-type: none"> <li>Call-and-response</li> <li>Tuned percussion skills</li> <li>Rhythm and syllables</li> <li>Pitch</li> <li>Progression snap shot 3</li> </ul>	<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 mallet hold.</li> <li>Listen and copy call-and-response patterns on voices and instruments.</li> </ul>	<ul style="list-style-type: none"> <li><i>Come dance with me</i></li> </ul>	<ul style="list-style-type: none"> <li>'Under the sea' from <i>The little mermaid</i> by Anna Meredith</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	Tony Chestnut	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Echo</li> <li>• Progression snapshot 1</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Play the song's melody on a tuned percussion instrument.</li> <li>• Sing with good diction to emphasise word play.</li> <li>• Listen to, recognise, and play echoing phrases by ear.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tony Chestnut</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I want you to be my baby</i> by Louis Jordan</li> </ul>
Autumn 2	3	Carnival of the Animals	<ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Pitch</li> <li>• Classical music</li> </ul>	<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) i.e. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement.</li> </ul>		<ul style="list-style-type: none"> <li>• 'Aquarium'</li> <li>• 'Fossils'</li> <li>• 'The swan'</li> <li>• 'The elephant'</li> <li>• and 'Aviary' from <i>Carnival of the animals</i> by Saint-Saëns</li> </ul>
	3	Magical musical aquarium (New Unit Aug 2022)	<ul style="list-style-type: none"> <li>• Timbre</li> <li>• Pitch</li> <li>• Structure</li> <li>• Graphic symbol</li> <li>• Classical music</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <i>Little April Shower</i></li> <li>• <i>Baby beluga</i></li> <li>• <i>Song of the fish</i></li> <li>• <i>Down there under the sea</i></li> <li>• <i>Jellyfish</i></li> </ul>	<ul style="list-style-type: none"> <li>• 'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns</li> </ul>
Autumn 2 - Optional	6	Creepy castle	<ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Graphic score</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sequence of sounds in response to a given stimulus.</li> <li>• Sing small intervals accurately and confidently, and vary dynamic contrast.</li> <li>• Play a piece following a graphic score.</li> <li>• Listen to music in a minor key, recognising small steps in the music.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creepy castle</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tocatta and Fugue in D minor BWV 565</i> by J.S. Bach</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	Grandma rap	<ul style="list-style-type: none"> <li>Duration (crotchet, quavers, crotchet rest)</li> <li>Unison</li> <li>Round</li> <li>Progression snapshot 2</li> </ul>	<ul style="list-style-type: none"> <li>Compose 4-beat patterns.</li> <li>Chant rhythmically and perform in unison and in a round.</li> <li>Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.</li> <li>Learn a clapping game to <i>Hi lo chicka lo</i></li> <li>Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<ul style="list-style-type: none"> <li><i>Grandma rap</i></li> <li><i>Hip-Hop backing track</i></li> <li><i>Supercalifragilistic-expialidocious</i></li> </ul>	<ul style="list-style-type: none"> <li>BEAT section of Sing Up Music Developing Musicianship resource</li> <li><i>Grandma rap warm-up</i> video</li> </ul>
Spring 2	3	Orawa	<ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Structure (repetition).</li> <li>20th century classical music</li> </ul>	<ul style="list-style-type: none"> <li>Structure short musical ideas to form a larger piece.</li> <li>Perform composed pieces for an audience.</li> <li>Listen with attention to detail and recall sounds and patterns.</li> </ul>		<ul style="list-style-type: none"> <li><i>Orawa</i> by Wojciech Kilar</li> </ul>
	3	Musical conversations (New Unit January 2023)	<ul style="list-style-type: none"> <li>Question-and-answer</li> <li>Timbre</li> <li>Graphic score</li> </ul>	<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 simple graphic scores.</li> <li>Recognise how graphic symbols can represent sound.</li> </ul>	<ul style="list-style-type: none"> <li><i>Bogapilla</i></li> <li><i>Plasticine Person</i></li> </ul>	<ul style="list-style-type: none"> <li>'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns</li> <li>Sing Up percussion guide</li> </ul>
Spring 2 - Optional	6	Mini-beasts	<ul style="list-style-type: none"> <li>Timbre</li> <li>Pitch (chord)</li> <li>Internalising beat and phrase</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Minibeasts</i></li> <li><i>Hey, hey</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The wasps overture</i> by Nikolai Rimsky-Korsakov</li> <li><i>Flight of the bumblebee</i> by Ralph Vaughan Williams</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Swing-a-long with Shostakovich	<ul style="list-style-type: none"> <li>2- and 3-time</li> <li>Beat</li> <li>Beat groupings</li> <li>20th century classical music</li> </ul>	<ul style="list-style-type: none"> <li>Create action patterns in 2- and 3- time.</li> <li>Mark the beat by tapping, clapping and swinging to the music.</li> <li>Listen and move, stepping a variety of rhythm patterns and indentify them in familiar songs.</li> <li>Move freely and creatively to music using a prop.</li> </ul>	<ul style="list-style-type: none"> <li><i>Swing-along</i></li> <li><i>One man went to mow</i></li> <li><i>One finger, one thumb</i></li> <li><i>Giggle song</i></li> <li><i>Oranges and lemons</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Jazz suite No. 2 - 6 'Waltz II'</i> by Dmitri Shostakovich</li> <li><i>Jazz suite No. 1 - 2 'Polka'</i> by Dmitri Shostakovich</li> </ul>
	3	Cat and mouse (New Unit March 2023)	<ul style="list-style-type: none"> <li>Mood</li> <li>Tempo</li> <li>Dynamics</li> <li>Rhythm</li> <li>Dot notation</li> </ul>	<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> <li>Notice how a change of pitch is used to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li><i>Skin and bones</i></li> <li><i>Three little mice</i></li> <li><i>What do you want to eat, little mouse?</i></li> <li><i>The old grey cat</i></li> </ul>	<ul style="list-style-type: none"> <li>Performance of <i>Three little mice</i></li> <li>Expression, pitch and tempo video</li> <li>Rhythm, beat and pitch video</li> </ul>
Summer 1 - Optional	6	The rockpool rock	<ul style="list-style-type: none"> <li>2-part singing</li> <li>Rock 'n' roll</li> <li>Structure</li> <li>Timbre</li> </ul>	<ul style="list-style-type: none"> <li>Learn an interlocking spoken part and perform a song in two parts.</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>	<ul style="list-style-type: none"> <li><i>Rockpool rock</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Tutti frutti</i> by Little Richard</li> <li><i>Johnny B. Goode</i> by Chuck Berry</li> <li><i>Hound dog</i> by Elvis Presley</li> <li><i>Rock around the clock</i> by Bill Haley and The Comets</li> </ul>
Summer 2	6	Tączymy labada	<ul style="list-style-type: none"> <li>Duration (crotchet, quavers, crotchet rest)</li> <li>Chords</li> <li>Progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>Compose rhythm patterns to accompany the song.</li> <li>Sing confidently in another language and play a cumulative game with spoken call-and-response sections.</li> <li>Play an accompaniment on tuned percussion.</li> <li>Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li><i>Tączymy labada</i></li> <li><i>Płynie statek</i></li> </ul>	

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	I've been to Harlem	<ul style="list-style-type: none"> <li>Pitch shape</li> <li>Ostinato</li> <li>Round</li> <li>Pentatonic</li> <li>Call-and-response</li> <li>Progression snapshot 1</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>I've been to Harlem</i></li> <li><i>Tongo</i></li> <li><i>Siren</i></li> <li><i>Born to be wild</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Cup rhythms</i> - Video.</li> <li><i>Peer Gynt Suite No. 1</i> by Edvard Grieg</li> <li>Progression snapshot videos</li> </ul>
Autumn 2	3	Nao chariya de/ Mingulay boat song	<ul style="list-style-type: none"> <li>Bengali/Scottish folk songs</li> <li>Comparing songs from across the world</li> <li>Instruments</li> <li>Beat</li> <li>Tempo</li> <li>3/4, 4/4</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Skye boat song</i></li> <li><i>Under the lemon tree</i></li> <li><i>Roll the old chariot along</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Mingulay boat song</i> by The Corries; by Coda.</li> <li><i>Nao chariya de</i> by Abbasudin Ahmed; by Koushik</li> <li><i>Skye boat song</i> by Alastair McDonald</li> </ul>
	3	Sound symmetry	<ul style="list-style-type: none"> <li>Symmetry and pattern in melody</li> <li>Ternary form</li> <li>Melody</li> <li>Accompaniment</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Rubber chicken</i></li> <li><i>Plasticine person</i></li> <li><i>Dr Knickerbocker ek, dho, teen!</i></li> <li><i>1, 121</i></li> <li><i>Twinkle, twinkle little star</i></li> </ul>	
Autumn 2 - Optional	6	Chilled-out clap rap	<ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Crotchet</li> <li>Crotchet rest</li> <li>Paired quavers</li> <li>Notes C-D-E</li> <li>Tempo</li> <li>Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.</li> <li>Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.</li> <li>Rap accurately &amp; rhythmically with dynamic contrast.</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>	<ul style="list-style-type: none"> <li><i>Chilled-out clap rap</i></li> <li><i>Blinded by your grace (Part 2)</i></li> </ul>	

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	Latin dance	<ul style="list-style-type: none"> <li>Salsa</li> <li>Beat</li> <li>Clave rhythm</li> <li>Timbre</li> <li>Chords</li> <li>Rhythm pattern</li> <li>Progression snapshot 2</li> </ul>	<ul style="list-style-type: none"> <li>Compose a 4-beat rhythm pattern to play during the instrumental sections.</li> <li>Sing syncopated rhythms and recognise a verse, chorus structure.</li> <li>Play a one note part contributing to chords accompanying the verses.</li> <li>Listen to music from Cuba and describe features using music vocabulary.</li> <li>Invent a drone accompaniment for a song.</li> <li>Accompany themselves singing a call-and-response song with a drone.</li> </ul>	<ul style="list-style-type: none"> <li>Latin dance</li> <li>Plasticine person</li> <li>Tongo</li> </ul>	<ul style="list-style-type: none"> <li>Salsa tutorial for kids by Spotty Dotty</li> <li>Despacito (salsa)</li> <li>Learn about Cuban music in Miss Jessica's World</li> <li>El manisero</li> <li>Chan, chan</li> <li>Quimbara</li> </ul>
			Spring 2	3	'March' from The nutcracker	<ul style="list-style-type: none"> <li>Rondo structure</li> <li>Beat</li> <li>Higher/lower</li> <li>Staccato</li> <li>Call-and-response</li> <li>Ballet music from the Romantic period.</li> </ul>
3	From a railway carriage	<ul style="list-style-type: none"> <li>Structure (repetition, round, pattern)</li> <li>Texture (layers, unison)</li> <li>timbre</li> <li>Beat</li> <li>Classical music</li> </ul>			<ul style="list-style-type: none"> <li>Improvise and explore a variety of ways in which words can be used to create music.</li> <li>Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.</li> <li>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</li> </ul>	<ul style="list-style-type: none"> <li>Boom chicka boom</li> <li>Shabuya</li> <li>Bungalow</li> <li>Map rap</li> <li>Popocatépetl</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Just 3 notes	<ul style="list-style-type: none"> <li>Pitch (C-D-E)</li> <li>Rhythm patterns</li> <li>Structure</li> <li>Minimalism</li> <li>Dot notation</li> </ul>	<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, and follow a 'score'.</li> <li>Recognise and copy rhythms and pitches C-D-E.</li> </ul>		<ul style="list-style-type: none"> <li><i>Musical ricercata</i> by György Ligeti</li> <li><i>In C</i> by Terry Riley</li> <li><i>Drummers part IV</i> by Steve Reich</li> </ul>
	3	Samba with Sérgio	<ul style="list-style-type: none"> <li>Call-and-response</li> <li>Samba batucada</li> <li>Beat</li> <li>Rhythm</li> <li>Music and community</li> <li>Rhythm notation</li> </ul>	<ul style="list-style-type: none"> <li>Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.</li> <li>Perform vocal percussion as part of a group.</li> <li>Move in time with the beat of music.</li> <li>Talk about what has been learnt about Brazil and Carnival i.e. Samba batucada instruments and playing in call-and-response, samba schools, 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>	<ul style="list-style-type: none"> <li><i>Rubber chicken</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rubber chicken</i></li> <li><i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes</li> <li><i>Magalenha</i> by Sergio Mendes</li> <li><i>Estação Primeira de Mangueira</i> – Samba school.</li> <li><i>Fanfare for the common man</i> by Aaron Copland, performed by the São Paulo Symphony Orchestra.</li> </ul>
Summer 2	6	Fly with the stars	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Crotchet, quavers, semi-quavers</li> <li>Pitch (C-D-E/ do-re-mi)</li> <li>Dot notation</li> <li>Progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>Improvise ('doodle') on-the-spot phrases using A minor and C major triads.</li> <li>Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d).</li> <li>Sing the syncopated melody confidently and with a sense of style.</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>Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fly with the stars</i></li> <li><i>Rain is falling down</i></li> </ul>	<ul style="list-style-type: none"> <li>Feeling the shape of a melody using a body ladder (m-r-d)</li> <li>Inner-hearing using a body ladder (m-r-d)</li> <li>Pitch copy back game m-r-d</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	This little light of mine	<ul style="list-style-type: none"> <li>Pentatonic scale</li> <li>Gospel music</li> <li>Off-beat</li> <li>Rhythm</li> <li>Call-and-response</li> <li>Progression snapshot 1</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using the voice on the notes of the pentatonic scale.</li> <li>Sing in a gospel style with expression and dynamics.</li> <li>Play a bass part and rhythm ostinato along with the song.</li> <li>Listen and move in time to songs in a Gospel style.</li> <li>Sing part 1 of a partner song rhythmically.</li> </ul>	<ul style="list-style-type: none"> <li><i>This little light of mine</i></li> <li><i>Siren</i></li> <li><i>Joyful, joyful</i></li> <li><i>I wanna sing scat</i></li> </ul>	<ul style="list-style-type: none"> <li><i>This little light of mine</i> by Sister Rosetta Tharpe and Soweto Gospel Choir</li> <li><i>The power of the pentatonic</i> by Bobby McFerrin</li> <li>Progression snapshot videos</li> </ul>
Autumn 2	3	The Pink Panther theme	<ul style="list-style-type: none"> <li>Timbre</li> <li>Tempo</li> <li>Rhythm</li> <li>Dynamics</li> <li>Atmosphere</li> <li>Music from a film</li> </ul>	<ul style="list-style-type: none"> <li>Create atmospheric music for a scene with a given set of instruments.</li> <li>Recognise 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>	<ul style="list-style-type: none"> <li><i>Boom chicka boom</i></li> <li><i>Hot potato!</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Pink Panther theme</i></li> <li>How cartoon sound effects are made</li> </ul>
	3	Composing with colour	<ul style="list-style-type: none"> <li>Creating music inspired by colour and art</li> <li>Timbre</li> <li>Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Create short sounds inspired by colours and shapes</li> <li>Structure their ideas into a composition</li> <li>Create and read graphic scores</li> <li>Understand timbre and texture</li> </ul>		<ul style="list-style-type: none"> <li><i>Ecstatic orange</i></li> <li><i>A colour symphony - I. Purple</i></li> <li><i>Rhapsody in blue</i></li> <li><i>Green plastic, pink oil and water</i></li> </ul>
Autumn 2 - Optional	6	My fantasy football team	<ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Rondo</li> <li>Rhythm notation</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform a whole-class 'rondo' with pupil composed melodic patterns.</li> <li>Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests and minims.</li> <li>Sing a stepping melody with clear articulation and diction.</li> <li>Move to music marking the pulse with action durations: walk (crotchets), jogging (quavers) and stride (minims).</li> </ul>	<ul style="list-style-type: none"> <li><i>My fantasy football team</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Stepping durations 2</i></li> <li>'Main theme' from <i>Superman</i></li> <li>'Colonel Hathi's march' from <i>The jungle book</i></li> <li><i>Flower</i> by Moby</li> </ul>



Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	The doot doot song	<ul style="list-style-type: none"> <li>Chords</li> <li>Structure</li> <li>Ensemble playing and singing</li> <li>Acoustic guitar music</li> <li>Progression snapshot 2</li> </ul>	<ul style="list-style-type: none"> <li>Improvise ('doodle') with voices and instruments over a chord pattern.</li> <li>Sing swung rhythms lightly and accurately.</li> <li>Learn a part on an instrument 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>	<ul style="list-style-type: none"> <li><i>The doot doot song</i></li> <li><i>Warm-up and stomp canon</i></li> <li><i>Bogapilla</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Somewhere over the rainbow</i> by Harold Arnold and Yip Harburg</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>
			Spring 2	3	Fanfare for the common man	<ul style="list-style-type: none"> <li>Fanfare</li> <li>Timbre</li> <li>Dynamics</li> <li>Texture</li> <li>Silence</li> </ul>
3	From a railway carriage (New Unit January 2023)	<ul style="list-style-type: none"> <li>Structure (repetition, round, pattern)</li> <li>Texture (layers, unison)</li> <li>Timbre</li> <li>Beat</li> </ul>				<ul style="list-style-type: none"> <li>Improvise and explore a variety of ways in which words can be used to create music.</li> <li>Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.</li> <li>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Global pentatonics	<ul style="list-style-type: none"> <li>Pentatonic scale</li> <li>Different musical traditions and cultures</li> <li>Graphic/dot notation</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using a pentatonic scale.</li> <li>Create accompaniment patterns to a pentatonic song.</li> <li>Use graphic and staff notation to represent musical ideas.</li> <li>Compare and understand that the pentatonic scale features in lots of musical traditions and cultures.</li> </ul>	<ul style="list-style-type: none"> <li><i>Siren</i></li> <li><i>Canoe song</i></li> <li><i>Cowboy song</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Everywhere we go, Skye boat song, Om Namah Shivaya, Busy weaving, Desert blues</i></li> <li>Meet the band</li> <li>Bobby McFerrin demonstrates the power of pentatonic</li> <li>Howard Goodall on the pentatonic scale</li> <li><i>C pentatonic scale</i> backing track</li> </ul>
	3	Just 3 notes	<ul style="list-style-type: none"> <li>Pitch (C-D-E)</li> <li>rhythm patterns</li> <li>structure</li> <li>dot notation</li> </ul>	<ul style="list-style-type: none"> <li>Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.</li> <li>Compose music, structuring short ideas into a bigger piece.</li> <li>Notate, read, and follow a 'score'.</li> <li>Recognise and copy rhythms and pitches C-D-E.</li> </ul>		<ul style="list-style-type: none"> <li><i>Musical ricercata</i> by György Ligeti</li> <li><i>In C</i> by Terry Riley</li> <li><i>Drummers part IV</i> by Steve Reich</li> </ul>
Summer 2	6	Favourite song	<ul style="list-style-type: none"> <li>Chords</li> <li>Structure</li> <li>Ensemble singing and playing</li> <li>Folk-rock styles</li> <li>Progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>Sing with expression and a sense of the style of the song.</li> <li>Play a part on an instrument as part of a whole-class performance.</li> <li>Identify similarities and differences between folk and folk-rock styles.</li> <li>Sing one of the parts in a partner song, rhythmically and from memory.</li> </ul>	<ul style="list-style-type: none"> <li><i>Favourite song</i></li> <li><i>Wiggle jiggle</i></li> <li><i>Plasticine person</i></li> <li><i>1, 121</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I will wait by</i> Mumford and Sons</li> <li><i>The times they are a-changin</i> performed by Bob Dylan and The Byrds</li> <li><i>Dylan goes electric</i> - Video</li> <li><i>Behind the scenes</i> - Dylan with Butterfield Blues Band</li> <li><i>Wiggle jiggle</i> - Teaching video</li> <li><i>Plasticine person</i> - Teaching video</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	What shall we do with the drunken sailor?	<ul style="list-style-type: none"> <li>Sea shanties</li> <li>Beat</li> <li>Rhythm</li> <li>Chords</li> <li>Dot notation</li> <li>Progression snapshot 1</li> </ul>	<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 with accurate pitch and a strong beat.</li> <li>Play bass notes/chords to accompany singing.</li> <li>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><i>What shall we do with the drunken sailor?</i></li> <li><i>Hey, ho! Nobody home</i></li> </ul>	<ul style="list-style-type: none"> <li><i>BBC 4 Sea Shanties documentary</i></li> <li><i>Drunken sailor - TikTok Mashup 2021</i></li> <li><i>What shall we do with the drunken sailor? - Teaching video</i></li> <li><i>Rubber chicken</i></li> <li><i>Siren</i></li> <li>Progression snapshot videos</li> </ul>
Autumn 2	3	Why we sing	<ul style="list-style-type: none"> <li>Gospel music</li> <li>Structure</li> <li>Texture</li> <li>Vocal decoration</li> </ul>	<ul style="list-style-type: none"> <li>Recognise by ear, individual instruments and voices.</li> <li>Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><i>Let's start to sing</i></li> <li><i>Tongue twisters</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Wade in the water</i> by Sweet Honey in the Rock, <i>Climbing higher Mountains</i> by Aretha Franklin, <i>Why we sing</i> by Kirk Franklin and The Family</li> <li><i>Why we sing</i> lyric video.</li> <li><i>Wade in the water</i> by The Spirituals</li> </ul>
	3	Introduction to songwriting	<ul style="list-style-type: none"> <li>Structure (Verse/ chorus)</li> <li>Hook</li> <li>Lyric writing</li> <li>Melody</li> </ul>	<ul style="list-style-type: none"> <li>'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.</li> <li>Create fragments of songs that could be developed.</li> <li>Identify the structure of songs and analyse songs to appreciate the role of metaphor.</li> <li>Develop understanding of song writing techniques.</li> </ul>	<ul style="list-style-type: none"> <li><i>Great day</i></li> <li><i>Firework</i></li> <li><i>Someone you loved</i></li> <li><i>Songwriting backing tracks</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Throw, catch</i></li> <li><i>Song pieces.</i></li> <li><i>Say my name</i></li> <li><i>Le freak</i></li> <li><i>Smalltown boy</i></li> </ul>
Autumn 2 - Optional	6	Keep the home fires burning	<ul style="list-style-type: none"> <li>Music from WWI</li> <li>Fanfare</li> <li>Triad</li> <li>Rhythm</li> <li>Dot notation</li> </ul>	<ul style="list-style-type: none"> <li>Compose a WWI inspired fanfare (using C-E-G)</li> <li>Sing with expression, appreciating the song's history and purpose, perform for an audience.</li> <li>Play the <i>Home fires fanfare</i> from the score.</li> <li>Recognise durations.</li> <li>Develop knowledge and understanding of the history, and social context of music associated with the first World War.</li> </ul>	<ul style="list-style-type: none"> <li><i>1, 121</i></li> <li><i>Keep the home fires burning</i></li> <li><i>Siren</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Pink Panther theme</i> by Henry Mancini, <i>The typewriter</i> by Leroy Anderson, <i>March</i> by Tchaikovsky</li> <li><i>The last past</i></li> <li><i>Keep the home fires burning</i> by John McCormack</li> <li>Roger Norrington talking about</li> <li><i>Pastoral Symphony</i> by Williams</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	Madina tun nabi	<ul style="list-style-type: none"> <li>Nasheed (islamic song)</li> <li>Drone</li> <li>Melody</li> <li>Harmony</li> <li>Chords</li> <li>Progression snapshot 2</li> </ul>	<ul style="list-style-type: none"> <li>Use major chords to create a drone accompaniment and improvise freely over a drone.</li> <li>Sing a song in two parts with expression and an understanding of its origins.</li> <li>Listen and copy back simple rhythmic and melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li><i>Madina tun nabi</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Madina tun nabi</i> - Video.</li> <li>Echo exercise audio tracks</li> </ul>
Spring 2	3	Building a groove	<ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Basslines</li> <li>Riffs</li> </ul>	<ul style="list-style-type: none"> <li>Compose groove based pieces understanding how drum grooves and bass lines fit together to create memorable and catchy riffs.</li> <li>Perform in a vocal percussion style.</li> <li>Play drum patterns, basslines and riffs on a variety of instruments as part of a group.</li> <li>Listen and copy drum patterns and riffs.</li> </ul>	<ul style="list-style-type: none"> <li><i>Do your dooty</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Watermelon man</i> by Herbie Hancock</li> <li><i>Potter's House Mass Choir, Tour of the drum kit, Drum groove audio tracks.</i></li> <li><i>Shake it off</i> by Taylor Swift, <i>Back to life</i> by Soul II Soul, <i>Cissy strut</i> by The Meters, <i>Thank you</i> by Sly and The Family Stone, <i>Let's dance</i> by David Bowie</li> </ul>
	3	Época	<ul style="list-style-type: none"> <li>Texture</li> <li>Articulation</li> <li>Rhythm</li> <li>Tango</li> </ul>	<ul style="list-style-type: none"> <li>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>		<ul style="list-style-type: none"> <li><i>Época</i> by Gotan Project</li> <li>Introduction to the sounds of the accordion, cello, drum kit - Video</li> <li>Tango dancing - Video</li> </ul>
Spring 2 - Optional	6	Three little birds	<ul style="list-style-type: none"> <li>Reggae</li> <li>Riffs</li> <li>Chords</li> <li>Bassline</li> <li>Harmony</li> </ul>	<ul style="list-style-type: none"> <li>Improvise rhythms using the chords D and G to create a bassline and chord accompaniment.</li> <li>Sing a chorus in three parts following the score.</li> <li>Play the melodic riff or melody of the chorus by ear.</li> <li>Develop a knowledge and understanding of the origins, history, and social context of Reggae music.</li> </ul>	<ul style="list-style-type: none"> <li><i>Three little birds</i></li> <li><i>1, 121</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Three little birds, Buffalo soldier and Redemption song</i> by Bob Marley and The Wailers</li> <li><i>Three little birds</i> lyric video by Makaton</li> <li><i>One step beyond</i> by Prince Busters All Stars</li> <li><i>You've made me so very happy</i> by Alton Ellis</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Balinese gamelan	<ul style="list-style-type: none"> <li>Gamelan (Bali)</li> <li>Interlocking rhythm</li> <li>Vocal chant</li> <li>Musical cycles</li> </ul>	<ul style="list-style-type: none"> <li>Compose a kecak piece as part of a group.</li> <li>Chant a part within a kecak performance.</li> <li>Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.</li> <li>Listen and match vocal and instrumental parts to grid and dot notation.</li> </ul>		<ul style="list-style-type: none"> <li><i>Gamelan beleganjur</i></li> <li><i>Kecak chant</i></li> <li><i>Interlocking cymbal patterns</i></li> <li><i>Rice-pounding music</i></li> <li><i>Cartoon of the Tale of Rama and Sita</i></li> </ul>
Summer 1	3	Empress of the pagodas	<ul style="list-style-type: none"> <li>Ternary form (ABA)</li> <li>Pentatonic scale</li> <li>Tempo</li> <li>Dynamics</li> <li>20th century orchestral music</li> </ul>	<ul style="list-style-type: none"> <li>Create a piece in ternary form using a pentatonic scale, with accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.</li> <li>Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> </ul>		<ul style="list-style-type: none"> <li><i>Empress of the pagodas (Laideronette)</i> by Maurice Ravel</li> </ul>
	6	Baloo baleerie	<ul style="list-style-type: none"> <li>Lullaby</li> <li>3-time</li> <li>Pentatonic scale</li> <li>Question-and-answer</li> <li>Accompaniment</li> <li>Progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>Compose a melody in 3/4 time, use notes from a pentatonic scale and question-and-answer phrasing.</li> <li>Sing a lullaby with understanding of the song's purpose.</li> <li>Play an accompaniment using percussion.</li> <li>Listen to lullabies from around the world.</li> <li>Understand the differences between 3/4 and 4/4 time signatures.</li> </ul>	<ul style="list-style-type: none"> <li><i>Baloo baleerie</i> (2-part version in E &amp; unison version in F)</li> </ul>	<ul style="list-style-type: none"> <li><i>Dream Angus</i> Scottish lullaby.</li> <li><i>The universal language of lullabies</i> - BBC video</li> <li>The Lullaby Project by Opera North</li> <li><i>Trio Da Kali</i> a lullaby from Mali, Felton <i>Lonnin</i> from England, <i>Galilean lullaby</i> from Palestine, <i>Cantec de leagan</i> by from Romanian</li> <li><i>Lullabies from around the world</i> - Video</li> </ul>
Summer 2 - Optional	6	Kis nay banaayaa	<ul style="list-style-type: none"> <li>A song from India/ Pakistan</li> <li>Soundscape</li> <li>Melody/ harmony</li> <li>Accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Create a soundscape for some of the creatures in the world.</li> <li>Sing unaccompanied in two or three parts.</li> <li>Play a simple accompaniment on tuned instruments.</li> <li>Listen and explore a range of timbres to use in the creation of a soundscape.</li> </ul>	<ul style="list-style-type: none"> <li><i>Kis nay banaayaa</i></li> <li><i>1, 121</i></li> </ul>	<ul style="list-style-type: none"> <li>Song teaching video with Itoya and Chanté</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	Hey, Mr Miller	<ul style="list-style-type: none"> <li>Swing music</li> <li>Syncopation</li> <li>Big band</li> <li>Scat singing</li> <li>Historical context WWII</li> <li>Progression snapshot 1</li> </ul>	<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.</li> <li>Sing and play their own arrangement of the song together in time.</li> <li>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><i>Hey, Mr Miller</i></li> <li><i>Scales and arpeggios</i></li> </ul>	<ul style="list-style-type: none"> <li><i>In the mood</i> by Glenn Miller</li> <li><i>Basic swing groove for drums</i> by Happydrums</li> <li><i>Hooked on swing</i> by Larry Elgart + Manhattan Swing Orchestra, <i>It don't mean a thing (if it ain't got that swing)</i> performed by Duke Ellington and Ella Fitzgerald</li> </ul>
Autumn 2	3	Shadows	<ul style="list-style-type: none"> <li>Artist and their influences</li> <li>Musical comparisons</li> <li><i>Shadows</i> Lindsay Sterling</li> </ul>	<ul style="list-style-type: none"> <li>Explore the influences on an artist.</li> <li>Recognise and 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> </ul>		<ul style="list-style-type: none"> <li>Video clip of <i>Lindsey + America's Got Talent</i>.</li> <li><i>Shadows</i> by Lindsey Stirling</li> <li><i>Fire on the mountain</i> by Hilary Klug, David Guetta x Avicii greatest hits, <i>Boulevard of broken dreams</i> by Green Day</li> <li><i>Behind the scenes</i> - Lindsey Stirling</li> </ul>
	3	Composing for protest	<ul style="list-style-type: none"> <li>Composing with non-musical stimulus</li> <li>Lyrics</li> <li>Melody</li> <li>Ostinato</li> <li>Coda</li> </ul>	<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>	<ul style="list-style-type: none"> <li><i>Hey, my name is Joe</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Songs of sunrise - No. 3 March of the women</i></li> <li><i>Hey, my name is Joe</i> - Teaching video</li> </ul>
Autumn 2 - Optional	6	Touch the sky	<ul style="list-style-type: none"> <li>Scottish music</li> <li>3-time</li> <li>Folk instruments</li> <li>Pentatonic scale</li> <li><i>Touch the sky</i></li> </ul>	<ul style="list-style-type: none"> <li>Improvise using the pentatonic scale.</li> <li>Sing accurately in two parts, with dynamic contrast and expression.</li> <li>Play the melody, bass note, or chord for one verse of <i>Skye boat song</i>.</li> <li>Listen to traditional Scottish music identifying influences on <i>Touch the sky</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Touch the sky</i></li> <li><i>Daisy Bell</i></li> <li><i>Skye boat song</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Brave</i> - Official Trailer.</li> <li>Video of Alexander Levack</li> <li><i>Torsa</i> by Lau, <i>Scotland the Brave</i> by pipers at the Canmore Highland Games, <i>Traditional scottish dancing</i> by Hot Scotch Celidh Band, <i>Skye boat song</i> Performed by Ella Roberts</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	Dona nobis pacem	<ul style="list-style-type: none"> <li>3-part round/polyphonic texture), 3/4 time, church music in Latin, progression snapshot 2.</li> </ul>	<ul style="list-style-type: none"> <li>Compose an 8-bar piece in 3-time.</li> <li>Sing a round in a legato style.</li> <li>Listen to a piece of music identifying changes in texture.</li> <li>Listen to music from a mass and talk about features of the music.</li> </ul>	<ul style="list-style-type: none"> <li><i>Dona nobis pacem</i></li> <li><i>Polly-phonic!</i></li> <li><i>Siren</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Beginner singing guide: how to sing vowels</i></li> <li><i>Dona nobis pacem</i> by Hal Hopson</li> <li><i>Siren</i> warm-up with Lin Marsh</li> <li><i>Swooping pitch warm-up</i> with Greg Beardsall.</li> </ul>
Spring 2	3	You to me are everything	<ul style="list-style-type: none"> <li>70'S Soul music</li> <li>Compare cover versions.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> <li>Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li><i>Little April shower</i></li> <li><i>Baby Beluga</i></li> <li><i>Song of the fish</i></li> <li><i>Down there under the sea</i></li> <li><i>Jellyfish</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Video of the original track.</i></li> <li><i>Official lyric video.</i></li> <li><i>Everything- The Real Thing Story</i> BBC iPlayer documentary.</li> <li>Various cover versions</li> </ul>
	3	Building a groove (New Unit January 2023)	<ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm,</li> <li>Basslines</li> <li>Riffs.</li> </ul>	<ul style="list-style-type: none"> <li>Compose groove based pieces understanding how drum grooves and bass lines fit together.</li> <li>Perform in a vocal percussion style.</li> <li>Play drum patterns, basslines and riffs as part of a group.</li> <li>Listen and copy drum patterns and riffs.</li> </ul>	<ul style="list-style-type: none"> <li><i>Do your dooty</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Watermelon man</i> by Herbie Hancock</li> <li><i>Potter's House Mass Choir, Tour of the drum kit., Drum groove audio tracks</i></li> <li><i>Shake it off</i> by Taylor Swift, <i>Back to life</i> by Soul II Soul, <i>Cissy strut</i> by The Meters, <i>Thank you</i> by Sly and The Family Stone, <i>Let's dance</i> by David Bowie</li> </ul>
Spring 2 - Optional	6	Ain't gonna let nobody	<ul style="list-style-type: none"> <li>Civil rights movement</li> <li>Spiritual, gospel, RnB, choral</li> <li>Vocal improvisation</li> <li>Chords C minor and G7</li> </ul>	<ul style="list-style-type: none"> <li>Improvise over chords C minor and G7.</li> <li>Sing in three parts with good ensemble and accurate pitching.</li> <li>Play bass notes and chords to accompany improvised melodies.</li> <li>Develop knowledge and understanding of the origins, history, and social context of the song.</li> </ul>	<ul style="list-style-type: none"> <li><i>Ain't gonna let nobody</i></li> <li><i>Rubber chicken</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Ain't gonna let nobody</i> - Improvising on C minor</li> <li><i>Rubber chicken</i> - Warm-up video</li> <li><i>Beatboxing warm-up</i></li> <li><i>Teaching video featuring Imani Uzuri</i></li> <li>Versions of <i>Ain't gonna let nobody</i> by Blind Willie McTell, The Freedom Singers, Albetina Walker and The Cleveland Orchestra and chorus</li> </ul>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Empress of the pagodas (New Unit February 2023)	<ul style="list-style-type: none"> <li>Structure (Ternary form/ABA)</li> <li>Pentatonic scale</li> <li>Tempo</li> <li>Dynamics</li> <li>20th century orchestral music</li> </ul>	<ul style="list-style-type: none"> <li>Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.</li> <li>Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> </ul>		<ul style="list-style-type: none"> <li><i>Empress of the pagodas (Laideronnette)</i> by Maurice Ravel</li> </ul>
	3	Small town boy				
Summer 2	6	Ame sau vala tara bal	<ul style="list-style-type: none"> <li>Indian music</li> <li>Raag Bhairavi</li> <li>Chaal rhythm</li> <li>Indian musical instruments</li> <li>Indian musical styles: Bhangra, Bollywood, Indian Classical</li> <li>Progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>Create a rhythmic piece for drums and percussion instruments.</li> <li>Sing a melody with attention to phrasing.</li> <li>Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary.</li> <li>Show the beat by dancing to bhangra music.</li> </ul>	<ul style="list-style-type: none"> <li><i>Ame sau vala tara bal</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Raag Bhairavi, Musical instruments of India, Team folk orchestra winner</i></li> <li><i>Tere Mohalle</i> from Besharam</li> <li>Easy bhangra dance,</li> <li><i>Candle light</i> by G. Sidhu - Video</li> </ul>
Summer 2 - Optional	6	Nobody knows (The Lumineers)	<ul style="list-style-type: none"> <li>Songwriting</li> <li>Chords</li> <li>Writing lyrics on theme of 'leavers'</li> </ul>	<ul style="list-style-type: none"> <li>Compose a short song on the theme of leavers.</li> <li>Sing with expression and accuracy of rhythm and pitch.</li> <li>Play chords to accompany the song.</li> <li>Recognise the instruments used in the song and identify the way the texture develops.</li> </ul>	<ul style="list-style-type: none"> <li><i>Nobody knows (The Lumineers)</i></li> <li><i>Bogapilla</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Video performance of the song</i></li> </ul>