

| 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"> • <i>Hello, let's go!</i> • <i>Let's be friends</i> • <i>Pass the secret round</i> • <i>The high 5 chant</i> | <ul style="list-style-type: none"> • <i>Let's be friends!</i> Lyric video • <i>Meet the musician... Jessie on clarinet!</i> - Video • <i>Let's be friends!</i> Action video | <ul style="list-style-type: none"> • <i>Lost and found</i> by Oliver Jeffers • <i>Be a friend</i> by Salina Yoon • <i>Stick and stone</i> by Beth Ferry • <i>Superworm</i> by Julia Donaldson • <i>Elmer's friends</i> by David McKee • <i>Duck and penguin are not friends</i> by Julia Woolf • <i>Puffin Peter</i> by Petr Horáček • <i>Will you be my friend?</i> by Mollie Potter |
| 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"> • <i>How did you get to school today?</i> • <i>This my walking song</i> • <i>Get on the train</i> | <ul style="list-style-type: none"> • <i>This my walking song</i> - Live video • <i>Get on the train</i> - Lyric video • <i>Get on the train</i> - Virtual jam video • <i>Meet the musician - Beka on violin</i> - Video • <i>Emporer Penguins migrating</i> - National Geographic • <i>Soar with migrating birds</i> - National Geographic • <i>How would it feel?</i> - Listening sample • <i>Red, red scooter</i> - Listening sample | <ul style="list-style-type: none"> • <i>Night monkey, day monkey</i> by Julia Donaldson • <i>The train ride</i> by June Crebbin • <i>Hiking day</i> by Anne Rockwell • <i>From my window</i> by Otávio Júnior • <i>Lost and found</i> by Oliver Jeffers • <i>Everywhere, wonder</i> by Matthew Swanson • <i>Some dogs do</i> by Jez Alborough • <i>Rosa rides her scooter</i> - by Jessica Spanyol |

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| Spring 1 | This is me | <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"> <i>I say hello like this</i> <i>The family song</i> <i>Yes I can!</i> <i>We're all amazing</i> <i>This is me, I am 3</i> | <ul style="list-style-type: none"> <i>Assumptions of gender roles!</i> - Video <i>We're all amazing</i> - Lyric video <i>We're all amazing</i> - Live musician video <i>Yes I can!</i> - Lyric video <i>This is me, I am 3</i> - Demonstration video <i>Questions</i> - Demonstration video <i>Meet the musician - Rosie on handpan</i> - Video <i>Don Quixote</i> by Carlos Acosta - Video <i>A day in the life of a child in urban Kenya</i> - BBC video | <ul style="list-style-type: none"> <i>What we'll build</i> by Oliver Jeffers <i>And tango makes three</i> by Justin Richardson and Peter Parnell <i>The family book</i> by Todd Parr <i>The great big book of families</i> by Mary Hoffman <i>The Smeds and the Smoos</i> by Julia Donaldson <i>All are welcome</i> by Alexandra Penfold <i>Julian is a mermaid</i> by Jessica Love <i>From the stars in the sky to the fish in the sea</i> by Kai Cheng Thom <i>Red: A crayon's story</i> by Michael Hall <i>Pink is for boys</i> by Robb Pearlman <i>The rainbow fish</i> by Marcus Pfister <i>All people are beautiful</i> by Vincent Kelly |
| Spring 2 | Animal tea party | <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"> <i>I see animals!</i> <i>Animal circle time</i> <i>Bake, bake, bake</i> <i>Animal tea party</i> <i>Bang my drum</i> | <ul style="list-style-type: none"> <i>Animal tea party</i> - Lyric video <i>Animal rhythms</i> - Activity video <i>Animal rhythms</i> - Rhythmic backing track <i>Bang my drum</i> - Lyric video <i>Our animal songs</i> - Playlist <i>Twinkle, twinkle little star</i> - by cellist Zosia - Video Makaton signs for bake and cake - Video | <ul style="list-style-type: none"> <i>The story orchestra, Carnival of the animals</i> by Katy Flint <i>Magnificent creatures: Animals on the move!</i> by Anna Wright <i>Animal music</i> by Julia Donaldson <i>Animal opposites</i> by Petr Horáček <i>The tiger who came to tea</i> by Judith Kerr <i>Chocolate cake</i> by Michael Rosen <i>Mini rabbit not lost</i> by John Bond |

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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"> • <i>How are you?</i> • <i>Happy happy happy</i> • <i>I've got feelings</i> | <ul style="list-style-type: none"> • <i>Introduction to the unit</i> - Video • <i>Happy happy happy</i> - Lyric video • <i>Happy happy happy</i> - Makaton demonstration • <i>I've got feelings</i> - Lyric video • <i>A stormy soundscape</i> - Body percussion video • <i>A stormy soundscape</i> - With instruments video • <i>Meet the musician - Jessie on clarinet!</i> - Video • <i>Meet the musician - Rosanna on the flute!</i> - Video • <i>Inside Out: Guessing the feeling</i> - Video • <i>Musical feelings listening track</i> | <ul style="list-style-type: none"> • <i>Dogger</i> by Shirley Hughes • <i>Lost and found</i> by Oliver Jeffers • <i>Are you my mother?</i> by P. D. Eastman • <i>The day the crayons quit</i> by Oliver Jeffers • <i>Rainbow fish</i> by Marcus Pfister • <i>Ruby's worry</i> by Tom Percival • <i>Ravi's roar!</i> by Tom Percival |
| 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"> • <i>Tap your name</i> • <i>Let's Jam!</i> • <i>Shake and stop</i> • <i>Who's in the band?</i> | <ul style="list-style-type: none"> • <i>Let's jam</i> - Musician video • <i>Meet the musician - Raph on trombone</i> - Video • <i>Meet the musician - Rosie on cajon</i> - Video | <ul style="list-style-type: none"> • <i>Little people big dreams: Aretha Franklin</i> by Maria Isabel Sanchez Vegara and Amy Blackwell • <i>Little people big dreams: Stevie Wonder</i> by Maria Isabel Sanchez Vegara and Melissa Lee Johnson • <i>Ella queen of jazz</i> by Helen Hancocks • <i>Where are all the instruments?</i> by Nathan Holder |

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| Autumn 1 | 3 | I've got a grumpy face | <ul style="list-style-type: none"> • Timbre • Beat • Pitch contour | <ul style="list-style-type: none"> • Explore making sound with voices and percussion instruments to create different feelings and moods. • Make up new words and actions about different emotions and feelings. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. | <ul style="list-style-type: none"> • <i>I've got a grumpy face</i> • <i>Happy</i> | <ul style="list-style-type: none"> • <i>Happy</i> by Pharrell Williams • <i>The Imperial march</i> by John Williams • <i>Dance of the sugar plum fairy</i> by Pyotr Ilyich Tchaikovsky |
| | 3 | The sorcerer's apprentice | <ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre | <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, mark making, writing. | <ul style="list-style-type: none"> • <i>Alice the camel</i> | <ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> by Paul Dukas. • <i>Fantasia</i> - Disney animation: part 1,2, and 3 |
| Autumn 2 | 3 | Witch, witch | <ul style="list-style-type: none"> • Call-and-response • Pitch (la-so-mi-do) • Timbre | <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. | <ul style="list-style-type: none"> • <i>Witch, witch</i> | <ul style="list-style-type: none"> • <i>Witch, witch</i> teaching video. • <i>The sorcerer's apprentice</i> by Paul Dukas |
| | 3 | Row, row, row your boat | <ul style="list-style-type: none"> • Beat • Pitch (step/leap) • Timbre | <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. | <ul style="list-style-type: none"> • <i>Row, row, row your boat</i> • <i>The transport song</i> | <ul style="list-style-type: none"> • 'En bateau' from <i>Petite Suite</i> by Claude Debussy • <i>Saltwater</i> by Chicane |

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| Spring 1 | 3 | Birdspotting: Cuckoo polka | <ul style="list-style-type: none"> Active listening Beat Pitch (so-mi) Vocal play | <ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Perform actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music. | <ul style="list-style-type: none"> <i>Dabbling ducks</i> | <ul style="list-style-type: none"> <i>The Blue Danube</i> by Johann Strauss II Various bird song video clips Video clip of the cuckoo echo song <i>Cuckoo polka</i> by Johan Strauss II <i>The lark ascending</i> by Ralph Vaughan Williams |
| | 3 | Shake my sillies out | <ul style="list-style-type: none"> Timbre Pitch (higher/lower) Tempo (faster/slower) Beat | <ul style="list-style-type: none"> Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low. Adapt to the changing speed of a song, marking the beat with actions. Play a rhythmic accompaniment on percussion instruments. | <ul style="list-style-type: none"> <i>Shake my sillies out</i> <i>Jelly on a plate</i> | <ul style="list-style-type: none"> <i>The beat sharing game</i> - Developing Musicianship Toolkit Instrument naming activity <i>Hippobottymus</i> by Steve Smallman and Ada Grey |
| Spring 2 | 3 | Up and down | <ul style="list-style-type: none"> Pitch contour (rising and falling) | <ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch. | <ul style="list-style-type: none"> <i>Up and down</i> <i>Hickory, dickory, dock</i> | <ul style="list-style-type: none"> <i>Rain is falling down</i> - Developing Musicianship Toolkit <i>Pitch pencils activity</i> - Developing Musicianship Toolkit <i>The lark ascending</i> <i>Flight of the bumblebee</i> |
| | 3 | Five fine bumble bees | <ul style="list-style-type: none"> Timbre Tempo Structure (call-and-response) Active listening | <ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance. | <ul style="list-style-type: none"> <i>Five fine bumble bees</i> | <ul style="list-style-type: none"> <i>Five fine bumble bees</i> <i>Overture to the wasps</i> by Ralph Vaughan Williams Bumblebee warm up video Bees collecting pollen video <i>Mad About Minibeasts</i> by Giles Andreas Animal sounds in other languages |

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

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| Autumn 1 | 6 | Menu song | <ul style="list-style-type: none"> Active listening (movement) Beat Progression snapshot 1 | <ul style="list-style-type: none"> Create a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do. Listen and move in time to the song. | <ul style="list-style-type: none"> <i>Menu song</i> <i>Rain is falling down</i> | <ul style="list-style-type: none"> 'Be our guest' from <i>Beauty and the Beast</i> 'Food glorious food' from <i>Oliver!</i> |
| | | | Autumn 2 | 3 | Colonel Hathi's march | <ul style="list-style-type: none"> Beat March Timbre Music from a film |
| 3 | Magical musical aquarium | <ul style="list-style-type: none"> Timbre Pitch Structure Graphic symbols Classical music | | | <ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen to <i>Aquarium</i>, reflecting the character of the music through movement. | <ul style="list-style-type: none"> <i>Hey, hey</i> <i>Down there under the sea</i> |

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| Spring 1 | 6 | Football | <ul style="list-style-type: none"> • Beat • Ostinato • Pitched/unpitched patterns • Mi-ri-do • Progression snapshot 2 | <ul style="list-style-type: none"> • Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using 'so' and mi-re-do. • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Recognise the difference between a pattern with notes (pitched) and without (unpitched). | <ul style="list-style-type: none"> • <i>Football</i> • <i>Rain is falling down</i> | <ul style="list-style-type: none"> • <i>Don't clap this one back</i> • <i>Cuckoo interval</i> • <i>Rain is falling down</i> - Teaching videos |
| Spring 2 | 6 | Who stole my chickens and my hens? | <ul style="list-style-type: none"> • Beat • Rests • Rhythm patterns • Higher/lower | <ul style="list-style-type: none"> • Make up new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Copy short rhythm patterns by ear. | <ul style="list-style-type: none"> • <i>Who stole my chickens and my hens?</i> • <i>Aiken drum</i> • <i>I do like to be beside the seaside</i> • <i>If you're happy and you know it</i> • <i>Ring a ring o' roses</i> • <i>Oats and beans and barley grow</i> • <i>As I was walking down the street</i> | <ul style="list-style-type: none"> • <i>As I was walking down the street</i> |

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| Summer 1 | 3 | Dancing and drawing to Nautilus | <ul style="list-style-type: none"> Active listening (musical signals, internalising beat, draw to music, movement/ actions) Electronic music | <ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. | | <ul style="list-style-type: none"> <i>Nautilus</i> by Anna Meredith <i>Tremble</i> by Scottish Ballet |
| | 3 | Cat and mouse | <ul style="list-style-type: none"> Mood Tempo Dynamics Rhythm Dot notation | <ul style="list-style-type: none"> Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. Notice how a change of pitch is used to create an effect. | <ul style="list-style-type: none"> <i>Skin and bones</i> <i>Three little mice</i> <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i> | <ul style="list-style-type: none"> <i>Three little mice</i> - Performance video Expression, pitch and tempo - Video Rhythm, beat and pitch - Video |
| Summer 2 | 6 | Come dance with me | <ul style="list-style-type: none"> Call-and-response Tuned percussion skills Rhythm and syllables Pitch Progression snapshot 3 | <ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. Listen and copy call-and-response patterns on voices and instruments. | <ul style="list-style-type: none"> <i>Come dance with me</i> <i>Rain is falling down</i> | <ul style="list-style-type: none"> 'Under the sea' from <i>The little mermaid</i> by Anna Meredith <i>Rain is falling down</i> - Teaching videos |

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| Autumn 1 | 6 | I've been to Harlem | <ul style="list-style-type: none"> Pitch shape Ostinato Round Pentatonic Call-and-response Progression snapshot 1 | <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. | <ul style="list-style-type: none"> <i>I've been to Harlem</i> <i>Tongo</i> <i>Siren</i> <i>Born to be wild</i> | <ul style="list-style-type: none"> <i>Cup rhythms</i> - Video <i>Peer Gynt Suite No. 1</i> by Edvard Grieg <i>Tongo</i> - Teaching videos |
| Autumn 2 | 6 | Chilled-out clap rap | <ul style="list-style-type: none"> Beat Rhythm Tempo Dynamics | <ul style="list-style-type: none"> Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer clapping patterns to tuned instruments and, as a group, create a layered piece of music. Rap accurately & rhythmically with dynamic contrast. Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes. | <ul style="list-style-type: none"> <i>Chilled-out clap rap</i> <i>Blinded by your grace (Part 2)</i> | <ul style="list-style-type: none"> <i>Clapping music</i> by Steve Reich <i>Don't clap this one back</i> - Teaching video <i>Boom snap clap</i> - Teaching video |

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| Spring 1 | 6 | Latin dance | <ul style="list-style-type: none"> Salsa Beat Clave rhythm Timbre Chords Rhythm pattern | <ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during the instrumental sections. Sing syncopated rhythms and recognise a verse, chorus structure. Play a one-note part contributing to chords accompanying the song. Listen to a range of Cuban pieces and describe features using music vocabulary. Invent a drone accompaniment for a song. Accompany themselves singing a call-and-response song with a drone. | <ul style="list-style-type: none"> Latin dance Plasticine person | <ul style="list-style-type: none"> Salsa tutorial for kids by Spotty Dotty Despacito (salsa) performed by Aston Merrygold and Janette Manrara Learn about Cuban music in Miss Jessica's World - Video |
| Spring 2 | 3 | 'March' from The nutcracker | <ul style="list-style-type: none"> Rondo structure Beat Higher/lower Staccato Call-and-response Ballet music from the Romantic period. | <ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. | <ul style="list-style-type: none"> As I was walking down the street Feet, feet | <ul style="list-style-type: none"> 'March' from <i>The nutcracker</i> performed by New York City Ballet - Video Animated video of rondo form |
| | 3 | From a railway carriage | <ul style="list-style-type: none"> Structure (repetition, round, pattern) Texture (layers, unison) Timbre Beat Classical music | <ul style="list-style-type: none"> Improvise and explore a variety of ways in which words can be used to create music. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect. Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it. | <ul style="list-style-type: none"> Boom chicka boom Shabuya Bungalow Map rap Popocatépetl | <ul style="list-style-type: none"> Geographical fugue - Video Night mail by Benjamin Britten |

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| Summer 1 | 3 | Just 3 notes | <ul style="list-style-type: none"> Pitch (C-D-E) Rhythm patterns Structure Minimalism Dot notation | <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. | | <ul style="list-style-type: none"> <i>Musical ricercata</i> by György Ligeti <i>In C</i> by Terry Riley <i>Drumming part IV</i> by Steve Reich |
| | 3 | Samba with Sérgio | <ul style="list-style-type: none"> Call-and-response Samba batucada Beat Rhythm Music and community Rhythm notation | <ul style="list-style-type: none"> Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music. Talk about what has been learnt about Brazil and Carnival i.e. Samba batucada instruments; 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. | <ul style="list-style-type: none"> <i>Rubber chicken</i> <i>Beat-boxing warm-up</i> | <ul style="list-style-type: none"> <i>Rubber chicken</i> <i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes <i>Magalenha</i> by Sergio Mendes <i>Estação Primeira de Mangueira</i> – Samba school. <i>Fanfare for the common man</i> by Aaron Copland, performed by the São Paulo Symphony Orchestra. |
| Summer 2 | 6 | Fly with the stars | <ul style="list-style-type: none"> Rhythm Crotchet, quavers, semi-quavers Pitch (C-D-E/do-re-mi) Dot notation Progression snapshot 3 | <ul style="list-style-type: none"> Improvise ('doodle') on-the-spot phrases using A minor and C major triads. Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d). Sing the syncopated melody confidently and with a sense of style. 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. Create rhythmic accompaniments based around arpeggios and crotchet/quaver durations. | <ul style="list-style-type: none"> <i>Fly with the stars</i> <i>Tongo</i> | <ul style="list-style-type: none"> Feeling the shape of a melody using a body ladder (m-r-d) Inner-hearing using a body ladder (m-r-d) Pitch copy back game m-r-d |

| 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"> • Beat • Rhythm • Pitch • Echo • Progression snapshot 1 | <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Play the song's melody on a tuned percussion instrument. • Sing with good diction to emphasise word play. • Listen to, recognise, and play echoing phrases by ear. | <ul style="list-style-type: none"> • <i>Tony Chestnut</i> • <i>Hi lo chicka lo</i> | <ul style="list-style-type: none"> • <i>I want you to be my baby</i> by Louis Jordan • <i>Hi lo chicka lo</i> - Teaching videos |
| Autumn 2 | 3 | Carnival of the Animals | <ul style="list-style-type: none"> • Timbre • Tempo • Dynamics • Pitch • Classical music | <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. | <ul style="list-style-type: none"> • I once saw an elephant | <ul style="list-style-type: none"> • 'Aquarium' 'Fossils' 'The swan' 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> by Saint-Saëns |
| | 3 | Musical conversations | <ul style="list-style-type: none"> • Question-and-answer • Timbre • Graphic score | <ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret and perform simple graphic scores. • Recognise how graphic symbols can represent sound. | <ul style="list-style-type: none"> • <i>Plasticine Person</i> | <ul style="list-style-type: none"> • Duelling banjos from <i>Deliverance</i> • Sing Up percussion guide |

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|----------|----------------|--------------------------------|--|--|--|---|
| Spring 1 | 6 | Grandma rap | <ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Unison Round Progression snapshot 2 | <ul style="list-style-type: none"> Compose 4-beat patterns. Chant rhythmically and perform in unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). | <ul style="list-style-type: none"> <i>Grandma rap</i> <i>Hip-Hop backing track</i> <i>Supercalifragilisticexpialidocious</i> <i>Hi lo chicka lo</i> | <ul style="list-style-type: none"> BEAT section of Sing Up Music Developing Musicianship resource <i>Grandma rap warm-up</i> video <i>Hi lo chicka lo</i> - Teaching video |
| Spring 2 | 3 | Swing-a-long with Shostakovich | <ul style="list-style-type: none"> 2- and 3-time Beat Beat groupings 20th century classical music | <ul style="list-style-type: none"> Create action patterns in 2- and 3- time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. Move freely and creatively to music using a prop. | <ul style="list-style-type: none"> <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> | <ul style="list-style-type: none"> <i>Jazz suite No. 2 - 6 'Waltz II'</i> by Dmitri Shostakovich <i>Jazz suite No. 1 - 2 'Polka'</i> by Dmitri Shostakovich |
| | 3 | (New Unit January 2023) | | | | |

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|----------|----------------|-------------------|---|---|--|--|
| Summer 1 | 6 | The rockpool rock | <ul style="list-style-type: none"> 2-part singing Rock 'n' roll Structure Timbre | <ul style="list-style-type: none"> Learn an interlocking spoken part and perform a song in two parts. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music. | <ul style="list-style-type: none"> <i>Rockpool rock</i> | <ul style="list-style-type: none"> <i>Tutti frutti</i> by Little Richard <i>Johnny B. Goode</i> by Chuck Berry <i>Hound dog</i> by Elvis Presley <i>Rock around the clock</i> by Bill Haley and The Comets |
| Summer 2 | 6 | Tanczymy labada | <ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Chords Progression snapshot 3 | <ul style="list-style-type: none"> Compose rhythm patterns to accompany the song. Sing confidently in another language and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. | <ul style="list-style-type: none"> <i>Tanczymy labada</i> <i>Płynie statek</i> <i>Hi lo chicka lo</i> | <ul style="list-style-type: none"> <i>Fantaisie-Impromptu & Nocturne in Db</i> by Chopin 'Moving to the ghetto Oct. 31, 1940', from <i>The Pianist</i> by Wojciech Kilar <i>Scherzo</i> by Marta Ptaszynska <i>Symphony No. 2, 'Copernican'</i> by Henryk Górecki <i>Hi lo chicka lo</i> - Teaching video |

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|----------|----------------|---------------------------|---|---|---|--|
| Autumn 1 | 6 | This little light of mine | <ul style="list-style-type: none"> • Pentatonic scale • Gospel music • Off-beat • Rhythm • Call-and-response • Progression snapshot 1 | <ul style="list-style-type: none"> • Improvise using the voice and instruments on the notes of the pentatonic scale. • Sing in a gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with the song. • Listen and move in time to songs in a gospel style. • Sing part 1 of a partner song rhythmically. | <ul style="list-style-type: none"> • <i>This little light of mine</i> • <i>Siren</i> • <i>Joyful, joyful</i> • <i>I wanna sing scat</i> | <ul style="list-style-type: none"> • <i>This little light of mine</i> by Sister Rosetta Tharpe and Soweto Gospel Choir • <i>The power of the pentatonic</i> by Bobby McFerrin • <i>What kind of man is this?</i> by Ray Charles • <i>I wanna sing scat</i> - Teaching videos |
| Autumn 2 | 6 | My fantasy football team | <ul style="list-style-type: none"> • Beat • Rhythm • Rondo • Rhythm notation | <ul style="list-style-type: none"> • Compose and perform a whole-class 'rondo' with pupil-composed melodic patterns. • Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests and minims. • Sing with clear articulation, expression, and actions. • Move to music marking the pulse with action durations: walk (crotchets), jogging (quavers) and stride (minims). | <ul style="list-style-type: none"> • <i>My fantasy football team</i> | <ul style="list-style-type: none"> • Extract 'Theme' from <i>Superman</i> by John Williams • Colonel Hathi's March from <i>The Jungle Book</i> • <i>Flower</i> by Moby |

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| Spring 1 | 6 | The doot doot song | <ul style="list-style-type: none"> Chords Structure Ensemble playing and singing Acoustic guitar music Progression snapshot 2 | <ul style="list-style-type: none"> Improvise ('doodle') with voices and instruments over a chord pattern. Sing swung rhythms lightly and accurately. Learn a part on an instrument and play as part of a whole-class performance. Sing part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Listen and identify similarities and differences between acoustic guitar styles. | <ul style="list-style-type: none"> <i>The doot doot song</i> <i>Warm-up and stomp canon</i> <i>Bogapilla</i> <i>I wanna sing scat</i> | <ul style="list-style-type: none"> <i>Somewhere over the rainbow</i> by Harold Arnold and Yip Harburg <i>Where did you sleep last night?</i> by Lead Belly <i>Jolene</i> by Dolly Parton <i>Blowin' in the wind</i> by Bob Dylan <i>Gone</i> by Jack Johnson |
| | | | Spring 2 | 3 | Fanfare for the common man | <ul style="list-style-type: none"> Fanfare Timbre Dynamics Texture Silence |
| 3 | (New Unit January 2023) | | | | | |

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|----------|----------------|-------------------------|---|--|--|---|
| Summer 1 | 3 | Global pentatonics | <ul style="list-style-type: none"> Pentatonic scale Different musical traditions and cultures Graphic/dot notation | <ul style="list-style-type: none"> Improvise using a pentatonic scale. Create accompaniment patterns to a pentatonic song. Use graphic and staff notation to represent musical ideas. Compare and understand that the pentatonic scale features in lots of musical traditions and cultures. | <ul style="list-style-type: none"> <i>Siren</i> <i>Canoe song</i> <i>Cowboy song</i> | <ul style="list-style-type: none"> <i>Everywhere we go, Skye boat song, Om Namah Shivaya, Busy weaving, Desert blues</i> Meet the band Bobby McFerrin demonstrates the power of pentatonic Howard Goodall on the pentatonic scale <i>C pentatonic scale</i> backing track |
| | 3 | (New Unit January 2023) | | | | |
| Summer 2 | 6 | Favourite song | <ul style="list-style-type: none"> Chords Structure Ensemble singing and playing Folk-rock styles Progression snapshot 3 | <ul style="list-style-type: none"> Sing with expression and a sense of the style of the song. Play a part on an instrument as part of a whole-class performance. Identify similarities and differences between folk and folk-rock styles. Sing one of the parts in a partner song, rhythmically and from memory. | <ul style="list-style-type: none"> <i>Favourite song</i> <i>Wiggle jiggle</i> <i>Plasticine person</i> <i>1, 121</i> <i>I wanna sing scat</i> | <ul style="list-style-type: none"> <i>I will wait by</i> Mumford and Sons <i>The times they are a-changin</i> performed by Bob Dylan and The Byrds <i>Dylan goes electric</i> - Video <i>Behind the scenes</i> - Dylan with Butterfield Blues Band <i>Wiggle jiggle</i> - Teaching video <i>Plasticine person</i> - Teaching video <i>I wanna sing scat</i> - Teaching video |