

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
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've got a grumpy face</li> <li>• Happy</li> </ul>	<ul style="list-style-type: none"> <li>• Happy (Pharrell Williams)</li> <li>• 'The Imperial march' from Star wars (John Williams)</li> <li>• 'Dance of the sugar plum fairy' from The nutcracker (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>• Alice the camel</li> </ul>	<ul style="list-style-type: none"> <li>• The sorcerer's apprentice (Dukas)</li> <li>• Percussion instruments for kids</li> <li>• BBC Young Musician 2020 Percussion final</li> <li>• Fantasia (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>• Witch, witch</li> </ul>	<ul style="list-style-type: none"> <li>• Witch, witch 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>• Row, row, row your boat</li> <li>• The transport song</li> </ul>	<ul style="list-style-type: none"> <li>• Rowing a boat video</li> <li>• Row, row, row your boat</li> <li>• The transport song</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>The blue Danube (Strauss)</li> <li>Various bird song video clips</li> <li>Video clip of the cuckoo echo song</li> <li>Cuckoo polka (Strauss)</li> <li>The lark ascending (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>Shake my sillies out</li> </ul>	<ul style="list-style-type: none"> <li>The beat sharing game Video</li> <li>Instrument naming activity</li> <li>Hippobottomus (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>Up and down</li> <li>Hickory, dickory, dickory</li> </ul>	<ul style="list-style-type: none"> <li>Rain is falling down Video</li> <li>Pitch pencils activity Video</li> <li>The lark ascending (Vaughan Williams)</li> <li>Flight of the bumblebee (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>Five fine bumble bees</li> </ul>	<ul style="list-style-type: none"> <li>'Overture' to The wasps (Vaughan Williams)</li> <li>Bumblebee warm up video</li> <li>Bees collecting pollen video</li> <li>Mad about minibeasts (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>• Down there under the sea</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside sounds with instruments Video.</li> <li>• Miroirs III - Une barque sur l'océan (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>• Pass the secret round</li> <li>• Bang my drum</li> </ul>	<ul style="list-style-type: none"> <li>• It's oh so quiet (Bjork)</li> <li>• Symphony No. 5, 1st movement (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>• Slap clap clap</li> </ul>	<ul style="list-style-type: none"> <li>• 'Once upon a dream' from Sleeping Beauty</li> <li>• Mull of Kintyre (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>• Bow, bow, bow Belinda</li> </ul>	<ul style="list-style-type: none"> <li>• Bow, bow, bow Belinda 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>Menu song</li> <li>Rain is falling down</li> </ul>	<ul style="list-style-type: none"> <li>'Be our guest' from Beauty and the Beast</li> <li>'Food glorious food' from Oliver!</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>The grand old Duke of York</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 Aquarium, reflecting the character of the music through movement.</li> </ul>	<ul style="list-style-type: none"> <li>Little April shower</li> <li>Baby beluga</li> <li>Song of the fish</li> <li>Down there under the sea</li> <li>Jellyfish</li> </ul>	<ul style="list-style-type: none"> <li>'Aquarium' from Carnival of the animals 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>The king is in the castle</li> </ul>	<ul style="list-style-type: none"> <li>Peter and the wolf 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>Football</li> </ul>	<ul style="list-style-type: none"> <li>Don't clap this one back</li> <li>Cuckoo interval</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>Sailor, sailor on the sea</li> </ul>	<ul style="list-style-type: none"> <li>'Dawn' from Sea interludes 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>Bogapilla</li> <li>Plasticine person</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>Who stole my chickens and my hens?</li> <li>Aiken drum</li> <li>I do like to be beside the seaside</li> <li>If you're happy and you know it</li> <li>Oats and beans and barley grow</li> </ul>	<ul style="list-style-type: none"> <li>As I was walking down the street</li> </ul>



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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>Nautilus by Anna Meredith</li> <li>Tremble 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>Skin and bones</li> <li>Three little mice</li> <li>What do you want to eat, little mouse?</li> <li>The old grey cat</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>As I was walking down the street</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>Come dance with me</li> </ul>	<ul style="list-style-type: none"> <li>'Under the sea' from The little mermaid by Anna Meredith</li> </ul>



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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>• Tony Chestnut</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to be my baby 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' and 'Aviary' from Carnival of the animals 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>• Little April Shower</li> <li>• Baby beluga</li> <li>• Song of the fish</li> <li>• Down there under the sea</li> <li>• Jellyfish</li> </ul>	<ul style="list-style-type: none"> <li>• 'Aquarium' from Carnival of the animals 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>• Creepy castle</li> </ul>	<ul style="list-style-type: none"> <li>• Toccata and Fugue in D minor BWV 565 by J.S. Bach</li> </ul>



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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 Hi lo chicka lo</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>Grandma rap</li> <li>Hip-Hop backing track</li> <li>Supercalifragilistic-expialidocious</li> </ul>	<ul style="list-style-type: none"> <li>BEAT section of Sing Up Music Developing Musicianship resource</li> <li>Grandma rap warm-up 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>
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>Bogapilla</li> <li>Plasticine Person</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>Minibeasts</li> <li>Hey, hey</li> </ul>	<ul style="list-style-type: none"> <li>The wasps overture by Nikolai Rimsky-Korsakov</li> <li>Flight of the bumblebee by Ralph Vaughan Williams</li> </ul>



Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Swing-along 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>Swing-along</li> <li>One man went to mow</li> <li>One finger, one thumb</li> <li>Giggle song</li> <li>Oranges and lemons</li> </ul>	<ul style="list-style-type: none"> <li>Jazz suite No. 2 - 6 'Waltz II' by Dmitri Shostakovich</li> <li>Jazz suite No. 1- 2 'Polka' 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>Skin and bones</li> <li>Three little mice</li> <li>What do you want to eat, little mouse?</li> <li>The old grey cat</li> </ul>	<ul style="list-style-type: none"> <li>Performance of Three little mice</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>Rockpool rock</li> </ul>	<ul style="list-style-type: none"> <li>Tutti frutti by Little Richard</li> <li>Johnny B. Goode by Chuck Berry</li> <li>Hound dog by Elvis Presley</li> <li>Rock around the clock by Bill Haley and The Comets</li> </ul>
Summer 2	6	Tanczymy 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>Tanczymy labada</li> <li>Płynie statek</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've been to Harlem</li> <li>Tongo</li> <li>Siren</li> <li>Born to be wild</li> </ul>	<ul style="list-style-type: none"> <li>Cup rhythms - Video.</li> <li>Peer Gynt Suite No. 1 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>Skye boat song</li> <li>Under the lemon tree</li> <li>Roll the old chariot along</li> </ul>	<ul style="list-style-type: none"> <li>Mingulay boat song by The Corries; by Coda.</li> <li>Nao chariya de by Abbasudin Ahmed; by Koushik</li> <li>Skye boat song 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>Rubber chicken</li> <li>Plasticine person</li> <li>Dr Knickerbocker ek, dho, teen!</li> <li>1, 121</li> <li>Twinkle, twinkle little star</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>Chilled-out clap rap</li> <li>Blinded by your grace (Part 2)</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>	<ul style="list-style-type: none"> <li>Develop active listening skills by responding to musical themes through movement.</li> <li>Understand the structure of rondo form (A-B-A-C-A).</li> <li>Develop a sense of beat and rhythmic pattern through movement.</li> <li>Experience call-and-response patterns through moving with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>As I was walking down the street</li> <li>Feet feet</li> </ul>	<ul style="list-style-type: none"> <li>'March' from The nutcracker performed by New York City Ballet - Video</li> <li>Animated video of rondo form</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>	<ul style="list-style-type: none"> <li>Geographical fugue - Video</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>Musical ricercata by György Ligeti</li> <li>In C by Terry Riley</li> <li>Drummers part IV 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>Rubber chicken</li> </ul>	<ul style="list-style-type: none"> <li>Rubber chicken</li> <li>Fanfarra (Cabua-le-le) by Sérgio Mendes</li> <li>Magalenha by Sergio Mendes</li> <li>Estação Primeira de Mangueira – Samba school.</li> <li>Fanfare for the common man 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>Fly with the stars</li> <li>Rain is falling down</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>This little light of mine</li> <li>Siren</li> <li>Joyful, joyful</li> <li>I wanna sing scat</li> </ul>	<ul style="list-style-type: none"> <li>This little light of mine by Sister Rosetta Tharpe and Soweto Gospel Choir</li> <li>The power of the pentatonic 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> </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>Boom chicka boom</li> <li>Hot potato!</li> </ul>	<ul style="list-style-type: none"> <li>The Pink Panther theme</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>Ecstatic orange</li> <li>A colour symphony - I. Purple</li> <li>Rhapsody in blue</li> <li>Green plastic, pink oil and water</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>My fantasy football team</li> </ul>	<ul style="list-style-type: none"> <li>Stepping durations 2</li> <li>'Main theme' from Superman</li> <li>'Colonel Hathi's march' from The jungle book</li> <li>Flower 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>The doot doot song</li> <li>Warm-up and stomp canon</li> <li>Bogapilla</li> </ul>	<ul style="list-style-type: none"> <li>Somewhere over the rainbow by Harold Arnold and Yip Harburg</li> <li>Where did you sleep last night? by Lead Belly</li> <li>Jolene by Dolly Parton</li> <li>Blowin' in the wind by Bob Dylan</li> <li>Gone 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>
Spring 2	3	From a railway carriage (New Unit January 2023)				<ul style="list-style-type: none"> <li>Structure (rep-etition, round, pattern)</li> <li>Texture (layers, unison)</li> <li>Timbre</li> <li>Beat</li> </ul>





