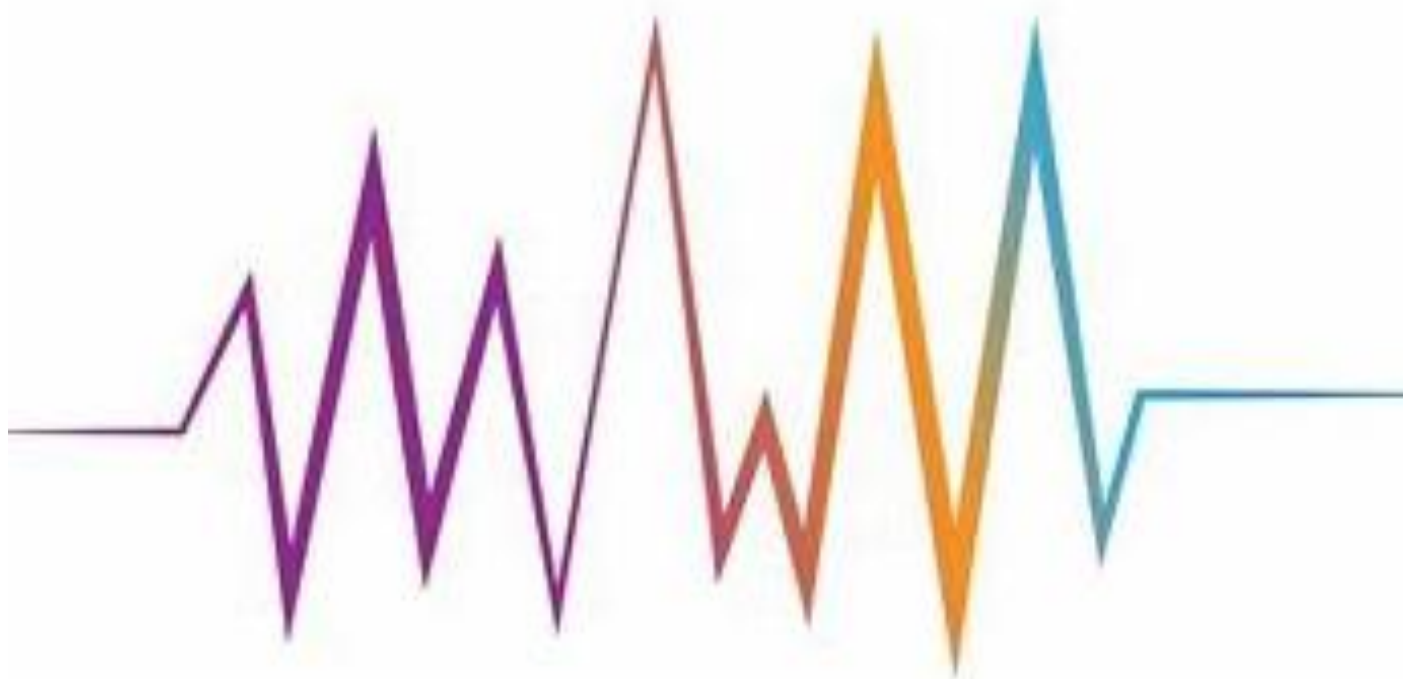




 **EQUALS TRUST** 



Music Curriculum

# **Music Curriculum Statement:**



## **Intent – What do we want for our children as Musicians?**

*'A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.'*

- Department of Education, National Curriculum

At Crossdale, we believe that every child should be given the opportunity to unlock their full musical potential and be inspired to discover a love for music through singing and composing as well as an enthusiasm towards performing both inside and outside of school. Crossdale's music curriculum is centered around a music-based scheme called 'Sing Up' in which the children are exposed to a range of songs and are able to learn how to play a variety of different instruments. Music lessons at Crossdale enable children to experience a high-quality education which contributes to developing their understanding of the most fundamental elements of music: beat, rhythm, and pitch. This program itself includes a kaleidoscope of sound knowledge and activities to not only help support educators deliver a sequence of lessons with confidence but as a whole to motivate and excite children about the art of musicianship in a fun and enjoyable way.

## **At Crossdale, we aim to:**

Support the development of the skills and knowledge which enable pupils to:

- feel motivated and inspired to learn to play a musical instrument
- become actively engaged in all music lessons
- be encouraged to take an ownership of their learning through discovery and exploration
- impart key foundations of musical knowledge
- create memorable and practical musical experiences
- increase confidence for musicianship
- enjoy a multi-sensory approach to learning
- encourage a musical culture around school

## Implementation – How will we carry out our vision?

The music curriculum is taught through the Sing Up Planning scheme, which is in line with the National Curriculum. We will implement our vision by teaching through a multi-sensory approach which aims to musically motivate and inspire the children of Crossdale. We believe all children should be provided with the opportunity to express their thoughts and feelings through music exploration and discovery. Sing Up is an excellent program which instils this approach.

Teachers are able to freely adjust and adapt lessons to appropriately suit the needs of their classes, but the scheme provides a strong, progressive basis of what is expected for them to learn. Each class is expected to teach one music lesson weekly, in accordance to each year group's long-term curriculum plan which is also dependent on the time of the year. This equates to forty-five minutes (KS1) and one hour (KS2) of music lessons every week which is taught by the class teacher. Sing Up consists of three termly units of work, each containing six lessons. Every lesson has a main musical theme to follow.

### Progressive 'Snapshot':

#### KS1

|   |   |   |   |
|---|---|---|---|
| <b>Year 1</b><br><br>Song:<br><i>Rain is falling down</i><br><br>Units:<br>1. Menu song<br>2. Football<br>3. Come dance with me | <b>Aim:</b> Year 1 children develop pitch matching skills singing a song that moves in step (mi-re-do song). They can demonstrate keeping a beat as they sing and clap the rhythm. They are happy to sing independently and with a partner. |   |   |
|   | <b>September</b><br><br><b>Objective:</b> Echo (copycat) sing following a leader, show the shape of the pitch with actions, and sing using mi-re-do.  | <b>February</b><br><br><b>Objective:</b> Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. | <b>June</b><br><br><b>Objective:</b> Echo sing a line independently with teacher leading, then move on to pair singing in echo format.      |
| <b>Year 2</b><br><br>Song:<br><i>Hi lo chicka lo</i><br><br>Units:<br>1. Tony Chestnut<br>2. Grandma rap<br>3. Tańczymy labada  | <b>Aim:</b> Year 2 children can sing a song with larger intervals ('jumps' between notes) with accurate pitch. They can feel the beat and demonstrate it with actions and confidently clap the rhythm of the song.                          |   |   |
|   | <b>September</b><br><br><b>Objective:</b> Sing the song and mark the beat with actions.   | <b>February</b><br><br><b>Objective:</b> Learn a clapping game that shows the rhythm.   | <b>June</b><br><br><b>Objective:</b> Children make up body percussion sounds to the rhythm of the melody, and accompany themselves singing. |

## Lower KS2

|  |  |   |  |
|--|--|---|--|
| <b>Year 3</b><br><br>Song:<br><i>Tongo</i><br><br>Units:<br>1. I've been to Harlem<br>2. Latin dance<br>(Classroom percussion)<br>3. Fly with the stars<br>(Classroom percussion)                      | <b>Aim:</b> Year 3 children begin to develop the skills of singing in harmony by holding a note while another part sings. Children will sing smoothly and gently, and accompany themselves with a drone. |   |  |
|  | <b>September</b><br><br><b>Objective:</b> Sing a call-and-response song in groups, holding long notes confidently.   | <b>February</b><br><br><b>Objective:</b> Working in small groups, sing a call-and-response song with an invented drone accompaniment. | <b>June</b><br><br><b>Objective:</b> Sing solo or in a pair in call-and-response with a drone accompaniment. |
| <b>Year 4</b><br><br>Song:<br><i>I wanna sing scat</i><br><br>Units:<br>1. This little light of mine<br>2. The doot doot song<br>(Classroom percussion)<br>3. Favourite song<br>(Classroom percussion) | <b>Aim:</b> Year 4 children are able to sing a part with accurate pitch and rhythm in a partner song (a contrapuntal texture) and adopt a rhythmic movement or accompaniment.                            |   |  |
|  | <b>September</b><br><br><b>Objective:</b> Sing Part 1 of a partner song rhythmically.  | <b>February</b><br><br><b>Objective:</b> Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.    | <b>June</b><br><br><b>Objective:</b> Sing a part in a partner song, rhythmically and from memory.            |

## Upper KS2

|   |   |   |   |
|---|---|---|---|
| <b>Year 5</b><br><br>Song:<br><i>Hey, ho! Nobody home</i><br><br>Units:<br>1. What shall we do with the drunken sailor?<br>2. Madina tun nabi<br>3. Kisne banaaya | <b>Aim:</b> Year 5 children are able to sing a part in a round with a pitched ostinato, and perform with a sense of ensemble.                                   |   |   |
|   | <b>September</b><br><br><b>Objective:</b> Sing in unison while playing an instrumental beat (untuned).  | <b>February</b><br><br><b>Objective:</b> Sing in a round in two parts and accompany themselves with a beat (untuned). | <b>June</b><br><br><b>Objective:</b> Sing in a four-part round accompanied with a pitched ostinato. |
| <b>Year 6</b><br><br>Song:<br><i>Throw, catch</i><br><br>Units:<br>1. Hey, Mr Miller<br>2. Dona nobis pacem<br>3. Ame sau vala tara bal                           | <b>Aim:</b> Year 6 children can hold a part in three-part harmony, while dancing in time with the music and each other. Children sing with a sense of ensemble. |   |   |
|   | <b>September</b><br><br><b>Objective:</b> Learn the melody and dance steps. Combine singing and dancing.  | <b>February</b><br><br><b>Objective:</b> Sing the chorus in two-part harmony with dancing on the beat.                | <b>June</b><br><br><b>Objective:</b> Sing the chorus in three-part harmony with dancing.            |

## **Planning:**

- All music planning comes from the Sing Up Planning Scheme which is in line with the National Curriculum.
- All planning identifies clear learning intentions, outcomes, key knowledge, questions and vocabulary with opportunities for spaced retrieval.
- All planning should be uploaded onto 'All Staff' at the start of every half-term and communicated to class teachers.
- Wider provision and enrichment opportunities are carefully planned and detailed on planning overviews across the academic year in order to inspire and motivate the children to become confident in performing musically.
- Each term, there are a variety of topics for each year group to follow with assigned links to videos, songs and singing starters.
- Every lesson follows a detailed and structured plan for the teacher to feel supported to apply.
- Planning throughout the academic year is carefully considered in-line with singing events, performances and assemblies.
- Singing assemblies (Tuesdays) and annual events are thoroughly planned and included within the whole-school assembly rota to ensure songs are learned in time for events and performances.

## **Inclusion:**

Our staff will set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned and adjusted so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Equality targets and SEND policy: [Crossdale Drive School - Policies and other information \(crossdaleschool.com\)](https://www.crossdaleschool.com/policies-and-other-information)

Singing offers children many opportunities to develop their confidence and self-belief, particularly if they feel they are able to express themselves musically yet, tend to struggle in other areas of education and or general life. Singing has the ability to enable children to explore their creativity and identity as well as feel in control of their own learning experiences through musical composition. Furthermore, musical performances ensure children can socially and positively interact with each other, thus supports their communicative skills and enhances teamwork.

***“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”***

- **Plato**

## **Impact – How will we assess what the children know, remember and understand?**

Teachers will monitor the impact of their teaching using Assessment for Learning (AfL) throughout lessons which will show:

- Our children will have a secure understanding, knowledge as well as the skills to compose music and play musical instruments with confidence.
- Children are able to understand more and remember more about the importance of their identity, ability to be creative and work cooperatively as a team through musical expression and exploration.
- They progress well throughout each year group and meet the National Curriculum objectives.

The Subject Leader(s) will monitor the way their subject is taught throughout the school by looking at the intent implementation and impact using:

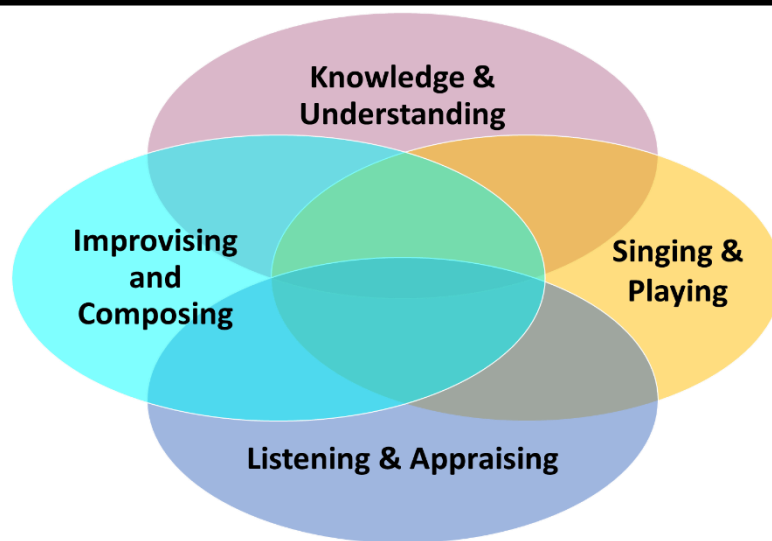
- Planning scrutiny to evaluate the impact of what is known and remembered.
- Pupil Interviews & Learning Walks; assess what is known and remembered?
- External & internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD.

The Subject Leader(s) will responsibly organise and uphold resources, storage and management. All the monitoring information is used by the Subject Leader(s) to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Development Plan

# Elements of our Music Curriculum



**These elements do not stand as isolated parts; A deep musical understanding is a combination of all or a number of them.**

## Knowledge and Understanding

*(Factual)*

Musicians develop a knowledge and understanding of:

- 1) The practical and technical nature of music: controlling sound through voice and instruments, understanding the way music is recorded– staff, notation, symbols.
- 2) The theoretical and constructive nature of music : inter related dimensions of music, composing and improvising.
- 3) The expressive nature of music: the genres of music., the performance of music, the ability to debate and discuss music and its impact on the listener.

**Substantive Music Knowledge**  
(The who, what, when, why, how of music)

**Specific Vocabulary**  
(The language and terminology of music)

## Musicianship

*Application of practical knowledge*

## Singing & Playing

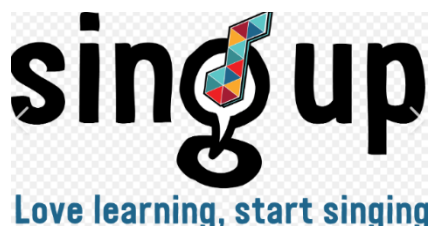
## Listening & Appraising

## Improvising & Composing



## Wider Provision and Enrichment opportunities:

At Crossdale, we aim to provide our pupils with a variety of enrichment opportunities which enhance their musicianship and confidence:



### Sing Up

At Crossdale, we use Sing Up as our multi-sensory approach to teaching Music.

### Rockley Music

On Wednesdays, Rockley Music provide lessons to children who are keen to learn



### School Choir

We are proud to have our very own school choir which practices every Tuesday during lunchtime in preparation to perform at annual music events which either Crossdale primary host or attend.



### Singing Assemblies

Each week, we carry out a whole-school singing assembly. This sense of togetherness and enthusiasm for singing is a great opportunity for all year groups to learn new songs and rehearse for annual shows and events.



### Inspire

On Fridays, Mrs Grebby is Crossdale's Woodwind teacher and educates many of our pupils on how to play either the clarinet, saxophone or flute.



### Music Academy Nottingham

At Crossdale, we have a range of external providers which offer music lessons to those who are wanting to learn how to play a musical instrument. On Tuesdays, Music Academy Nottingham teach piano, keyboard, guitar, ukulele and violin.



### Young Voices

We are so excited to take our very own choir to Young Voices each year. This event allows many schools to come together as one large choir and share their love for singing. Parents are invited to come and watch their child be a part of such a spectacle event.

### Equals Trust Choir Performance

As a trust, we are extremely keen to showcase each school's talented choir and put on our own version of 'Young Voices' to share our love for singing together.



### School Productions

Every year, Crossdale puts on a Christmas and End of Year Summer production for all year groups to partake in. We love coming together as a school to perform as one and put on an event for our loved ones.

### Crossdale's Music Evening

In the summer term, we love celebrating musical arts and so we take the opportunity in putting on a music evening for our children to share their musical abilities or groovy dance moves.



## Unit Overview

|            | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------|---|---|--|---|--|--|
| EYFS       | <u>Drip fed into the terms:</u><br>I've got a grumpy face<br>Focus: beat, actions<br>3 Lessons<br><br>Row, row, row your boat<br>Focus: beat<br>3 Lessons |   | <u>Drip fed into the terms:</u><br>Cuckoo Polka<br>Focus: active listening<br>3 Lessons<br><br>Five, fine bumble bees<br>Focus: call and response<br>3 Lessons |   | <u>Drip fed into the terms:</u><br>Down there under the sea<br>Focus: movement<br>3 Lessons<br><br>Bow, bow, bow Belinda<br>Focus: Beat<br>3 Lessons |  |
| Year One   | Menu Song<br>Focus:<br>Listening,<br>movement<br><br>First 3 lessons  | Menu Song<br>Focus:<br>Listening,<br>movement<br><br>Last 3 lessons | Football<br>Focus: Beat<br><br>First 3 lessons   | Football<br>Focus: Beat<br><br>Last 3 lessons                                       |  | Come Dance<br>with Me<br>Focus: Call<br>and response<br><br>6 Lessons                |
| Year Two   | Tony Chestnut<br>Focus: Beat,<br>rhythm<br><br>First 3 Lessons  | Tony Chestnut<br>Focus: Beat,<br>rhythm<br><br>Last 3 Lessons       | Grandma Rap<br>Focus: Duration<br><br>First 3 Lessons  | Grandma Rap<br>Focus: Duration<br><br>Last 3 Lessons                                |  | Tanczy my<br>Labada<br>Focus: Singing<br><br>6 Lessons                               |
| Year Three | I've been to<br>Harlem<br>Focus: Pitch<br><br>First 3 Lessons   | I've been to<br>Harlem<br>Focus: Pitch<br><br>Last 3 Lessons        |  | Latin Dance<br>(Classroom<br>Percussion)<br>Focus: Beat,<br>rhythm<br><br>6 Lessons |  | Fly with the<br>Stars<br>(Classroom<br>Percussion)<br>Focus: Chords<br><br>6 Lessons |
| Year Four  | Whole Class Music Tuition – Aspire, NCC (1 hour weekly)   |   |  |   |  |  |
| Year Five  |   |   | Madina Tun<br>Nabi<br>Focus:<br>Improvisation<br><br>First 3 Lessons   | Madina Tun<br>Nabi<br>Focus:<br>Improvisation<br><br>Last 3 Lessons                 |  | Kisne Banaaya<br>Focus:<br>Composition<br><br>6 Lessons                              |
| Year Six   |   | Hey Mr Miller<br>Focus:<br>Syncopation<br><br>6 lessons             |  | Dona Nobis<br>Pacem<br>Focus: Texture<br><br>6 lessons                              |  | Ame Sau Vala<br>Tara Bal<br>Focus: Rhythm<br><br>6 lessons                           |

### **Trips and visits:**

|              | Autumn 1                                   | Autumn 2   | Spring 1                                       | Spring 2                                   | Summer 1                                   | Summer 2  |
|--------------|--|--|--|--|--|---|
| WHOLE SCHOOL | Class Assemblies<br><br>Singing Assemblies | Class Assemblies<br><br>Singing Assemblies<br><br>Christmas Production | Class Assemblies<br><br>Singing Assemblies     | Class Assemblies<br><br>Singing Assemblies | Class Assemblies<br><br>Singing Assemblies | Class Assemblies<br><br>Singing Assemblies<br><br>End of Year Summer Production<br><br>Year 6 Leaver's Assembly |
| School Choir |  |  | Young Voices<br><br>Equals Trust Choir Evening |  | Crossdale's Music Evening                  |   |

### **Whole school/choir overview of songs:**

Throughout the year, the songs we sing, either as a whole school during singing assemblies or in choir, are carefully thought out and chosen in accordance to themes, celebrations that time of year or relevance to the National Curriculum. Each week, all year groups (Reception class to be dripped in little and often) meet as a school on a Tuesday afternoon so we can share the love of singing and music. At that time, we learn new songs and the support from the school choir when they are asked to lead a song they have previously learnt. The structure of the songs for each half term are as follows:

| Half Term / Celebrations            | Songs to be taught (singing assembly) and core drip list songs for any assembly   | Choir   |
|-------------------------------------|---|---|
| Autumn 1<br><br>Harvest             | Back to school again<br>Give it all you've got<br>Take That – Just Sing<br>Seed in a Meadow<br>Let's Harvest<br>Thank your lucky stars – sing up<br>Harvest Rock and Roll – Sing up<br>Across the fields – Sing up<br>Cauliflowers Fluffy – Sing Up | For Armistice Day – In Flander's Fields<br><br>YV and Christmas concert<br><br>*Like a candle<br>*The holly and the ivy<br>*Ed Sheeran and Elton John                                 |
| Autumn 2<br><br>Diwali<br>Christmas | Come and join the celebration...<br>Traditional Christmas songs / ones to fit in with Christmas concert<br>*Shepherd's Song<br>*Midnight<br>*We wish you a merry Christmas  | YV and Christmas concert<br><br>*Like a candle<br>*The holly and the ivy<br>*Ed Sheeran and Elton John  |
| Spring 1<br><br>NY and Chinese NY   | Teach in singing assembly:<br>Dragon song – Streets (for Chinese NY)<br>Disney song – A whole new world<br><br>Drip songs:<br>Song from Peter Pan summer production 2022 (last one)<br>Sing from your heart (YV 2023)                               | Options:<br>Christina Perry – A thousand years<br>Jason Mraz – I'm yours<br>Smash Mouth – Get your game on/ All stars<br>Lady Gaga – Shallow<br><br>Equals Trust songs when released: |

|                              |  |   |
|------------------------------|--|---|
|                              | I am a seed in a meadow (song from 2022 singing concert)<br>Rockstar (YV 2023)<br>Give it all you've got<br>Avicci – The Days  |   |
| Spring 2<br>Easter           | Celebrate (Out of the Ark – Easter CD)<br>Disney Song<br>Easter Jubilation<br>Sing out an Easter song  | Sing your worries away<br><br>Easter song –<br>He's alive, he's alive, he has risen...?   |
| Summer 1<br>Platinum Jubilee | TEACH: Free song – 'To the sound of trumpets' – out of the ark<br><a href="https://www.outoftheark.co.uk/landings/coronation-song/">https://www.outoftheark.co.uk/landings/coronation-song/</a><br>Learn national anthem (link to BV)<br>The Greatest Showman – this is me<br>Disney song?<br><br>Out of the ark – Songs for every occasion – This Day<br><br>Songs for every singing school – We are one<br><br>DRIP songs: Song from Peter Pan – panto style one (last track)<br>Today – OOTA – Songs for every assembly<br>Together – OOTA – Songs for every assembly | <u>Musicals / movies theme?</u><br><br>(Dear Evan Hanson) You will be found –<br><a href="https://www.youtube.com/watch?v=R83hecEr8bY">https://www.youtube.com/watch?v=R83hecEr8bY</a><br><br>(Prince of Egypt) When you believe –<br><a href="https://www.youtube.com/watch?v=P7VLUI1Kdnk&amp;list=RDQMlYymBTSSyp8&amp;index=6">https://www.youtube.com/watch?v=P7VLUI1Kdnk&amp;list=RDQMlYymBTSSyp8&amp;index=6</a><br><br><a href="https://www.youtube.com/watch?v=2ipTO0vF0">https://www.youtube.com/watch?v=2ipTO0vF0</a> (sing along but no lyrics – print these out)<br><br><a href="https://www.youtube.com/watch?v=gXq-14lV79s">https://www.youtube.com/watch?v=gXq-14lV79s</a> – Cold Play – sing along (Fix you)<br><br><a href="https://www.youtube.com/watch?v=96JDkl2tBhI">https://www.youtube.com/watch?v=96JDkl2tBhI</a> – Matilda – When I grow up<br><br><a href="https://www.youtube.com/watch?v=dExxFRTwBsw">https://www.youtube.com/watch?v=dExxFRTwBsw</a> – naughty from Matilda the musical |

|   |   |   |
|---|---|---|
|   | Songs from EQT 2023 concert – Count on Me (Bruno Mars)<br>What a wonderful world – Louis Armstrong<br>Shine – Take That<br>Eye of the tiger | Other ideas:<br>Africa?<br>Diamonds (Rihanna)?<br>Cold Play – Fix You<br>Disney song?<br>Secret Love Song – Little Mix<br>Demons – Imagine Dragons<br>Titanium – David Guetta<br><br>*Consider a date for a summer performance for choir to showcase songs? |
| Summer 2<br>Euro football<br>Summer production<br>Leavers | Songs linked to production<br>Moving on<br>Peter Pan song – panto style one from the end of the show  | Wave your flag<br>Power in Me   |

# Music Overview

## Sing Up Music - Units at a glance (1-year teaching cycle)



|           | A  |                                 | B  |                                      |
|-----------|--|---------------------------------|--|--------------------------------------|
|           | 6 weeks                                    |                                 | 6 weeks                                    |                                      |
|           | 3 weeks                                    | 3 weeks                         | 3 weeks                                    | 3 weeks                              |
| Term 1    |  |                                 |  |                                      |
| Nursery   | Let's be friends                           |                                 | Travel and movement                        |                                      |
| Reception | I've got a grumpy face                     | The sorcerer's apprentice       | Witch, witch                               | Row, row, row your boat              |
| Year 1    | Menu song*                                 |                                 | Colonel Hathi's march                      | Magical musical aquarium             |
| Year 2    | Tony Chestnut*                             |                                 | Carnival of the animals                    | Composing music inspired by birdsong |
| Year 3    | I've been to Harlem*                       |                                 | Nao chariya de/Mingulay boat song          | Sound symmetry                       |
| Year 4    | This little light of mine*                 |                                 | 'Theme' from The Pink Panther              | Composing with colour                |
| Year 5    | What shall we do with the drunken sailor?* |                                 | Why we sing                                | Introduction to songwriting          |
| Year 6    | Hey, Mr Miller*                            |                                 | Shadows                                    | Composing for protest!               |
| Term 2    |  |                                 |  |                                      |
| Nursery   | This is me                                 |                                 | Animal tea party                           |                                      |
| Reception | Bird spotting: Cuckoo polka                | Shake my sillies out            | Up and down                                | Five fine bumble bees                |
| Year 1    | Football*                                  |                                 | 'Dawn' from Sea interludes                 | Musical conversations                |
| Year 2    | Grandma rap*                               |                                 | Orawa                                      | Trains                               |
| Year 3    | Latin dance (Classroom percussion)*        |                                 | 'March' from The nutcracker                | From a railway carriage              |
| Year 4    | The doot doot song (Classroom percussion)* |                                 | Fanfare for the common man                 | Spain                                |
| Year 5    | Madina tun nabi*                           |                                 | Building a groove                          | Época                                |
| Year 6    | Dona nobis pacem*                          |                                 | You to me are everything                   | Twinkle variations                   |
| Term 3    |  |                                 |  |                                      |
| Nursery   | I've got feelings                          |                                 | Let's jam!                                 |                                      |
| Reception | Down there under the sea                   | It's oh so quiet                | Slap clap clap                             | Bow, bow, bow Belinda                |
| Year 1    | Dancing and drawing to Nautilus            | Cat and mouse                   | Come dance with me*                        |                                      |
| Year 2    | Swing-a-long with Shostakovich             | Charlie Chaplin                 | Tańczymy labada *                          |                                      |
| Year 3    | Just three notes                           | Samba with Sérgio               | Fly with the stars (Classroom percussion)* |                                      |
| Year 4    | Global pentatonics                         | The horse in motion             | Favourite song (Classroom percussion)*     |                                      |
| Year 5    | Balinese gamelan                           | Composing in ternary form       | Kisne banaaya*                             |                                      |
| Year 6    | Race!                                      | Exploring identity through song | Ame sau vala tara bal*                     |                                      |

## Sing Up Music - Instrumental units

All instrumental units last for a whole term (12 lessons of c.50 minutes) and are interchangeable with a term of units listed above - either from Term 2 or Term 3. Using an instrumental unit will help you get better coverage of the Model Music Curriculum in relation to instrumental playing/performance and reading notation. There is more information on how to build in an instrumental unit to your scheme for music in our Sing Up Music Implementation guide.

### Play ukulele

12 weeks

|        |                           |
|--------|---------------------------|
| Year 3 | <i>Latin dance</i>        |
| Year 4 | <i>The doot doot song</i> |
| Year 5 | <i>Fly with the stars</i> |
| Year 6 | <i>Favourite song</i>     |

### Play percussion

12 weeks

|        |                           |
|--------|---------------------------|
| Year 2 | <i>TIME</i>               |
| Year 3 | <i>Mangrove twilight</i>  |
| Year 4 | <i>Ripples</i>            |
| Year 5 | <i>Rosewood gratitude</i> |
| Year 6 | <i>Calypso solèy levé</i> |

# Improvise and Compose - Term 1

| Reception   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|---|--|---|--|---|---|---|
| Make up new words and actions about different emotions and feelings.                                | Participate in creating a dramatic group performance using kitchen-themed props.                             | Improvise rhythms along to a backing track using the note C or G.           | Compose a pentatonic ostinato.   | Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). | Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.             | Compose a syncopated melody using the notes of the C major scale. |
| Explore making sound with voices and percussion instruments to create different feelings and moods. | Compose music to march to using tuned and untuned percussion.  | Compose call-and-response music.  | Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. | Improvise and compose, creating atmospheric music for a scene with a given set of instruments.        | Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. | Create their own song lyrics.                                     |
| Explore storytelling elements in the music and create a class story inspired by the piece.          | Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. | Select instruments and compose music to reflect an animal's character.      |  | Create short sounds inspired by colours and shapes.   | Create fragments of songs that can be developed into fully fledged songs.                                   | Fit their lyrics to a pulse, creating a chant.                    |
| Make up a simple accompaniment using percussion instruments.  |  | Invent simple patterns using voices, body percussion, and then instruments. |  | Structure musical ideas into a composition.   |   | Write a melody and sing it.                                       |
| Make up new lyrics and vocal sounds for different kinds of transport.                               |  | Follow signals given by a conductor/leader.                                 |  | Create and read graphic scores.   |   | Structure their ideas into a complete song.                       |
|   |  | Structure compositional ideas into a bigger piece.                          |  |   |   |   |
|   |  | Improvise solos using instruments.  |  |   |   |   |



# Improvise and Compose - Term 2

| Reception  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
|--|--|--|--|---|--|--|
| Explore the range and capabilities of voices through vocal play.                       | Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).          | Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. | Compose a 4-beat rhythm pattern to play during instrumental sections of a song.              | 'Doodle' with voices over the chords in the song.   | Improvise freely over a drone.   | Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.         |
| Create a sound story using instruments to represent different animal sounds/movements. | Compose musical sound effects and short sequences of sounds in response to a stimulus. | Improvise and compose, structuring short musical ideas to form a larger piece.       | Working in small groups, sing a call-and-response song with an invented drone accompaniment. | Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. | Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. | Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. |
| Make up new lyrics and accompanying actions.   | Improvise question-and-answer conversations using percussion instruments.              | Begin to understand duration and rhythm notation.                                    | Explore ways to create word-based pieces of music.   | Compose a fanfare using a small set of notes and short, repeated rhythms.                               | Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.            | Learn some simple choreography to accompany a disco song.                                      |
| Improvise a vocal/physical soundscape about minibeasts.                                |  | Structure musical ideas into a whole-class composition.                              | Explore ways to communicate atmosphere and effect.   | Invent a melody.  | Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.          | Create variations using a wide variety of composing techniques.                                |
|  |  |  |  | Fit two patterns together.  |  | Improvise on top of a repeating bassline.  |
|  |  |  |  | Structure musical ideas into their own compositions.  |  |  |

# Improvise and Compose - Term 3

| Reception  | Year 1  | Year 2   | Year 3  | Year 4                                    | Year 5  | Year 6  |
|--|---|--|---|---|---|---|
| Develop a song by composing new words and adding movements and props.  | Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. | Create action patterns in 2- and 3-time.         | Invent simple patterns using rhythms and notes C-D-E.       | Compose a pentatonic melody.              | Compose a kecak vocal piece as part of a group.   | Create an accompaniment.                                      |
| Improvise music with different instruments, following a conductor.   | Attempt to record compositions with stick and other notations.                                    | Compose a soundtrack to a clip of a silent film. | Compose music, structuring short ideas into a bigger piece. | Improvise and create pentatonic patterns. | Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. | Create an extended melody with four distinct phrases.         |
| Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i> . | Create musical phrases from new word rhythms that children invent.                                | Understand and use notes of different duration.  | Notate, read, and follow a 'score'.                         | Use notation to represent musical ideas.  | Notate their ideas to form a simple score to play from.   | Experiment with harmony.                                      |
| Compose a 3-beat body percussion pattern and perform it to a steady beat.                                      |   | Understand and use notes of different pitch.     |   | Create ostinatos.                         | Compose a simple accompaniment using tuned instruments.   | Structure their ideas into a full soundtrack.                 |
| Invent and perform actions for new verses.   |   | Understand and use dynamics.                     |   | Layer up different rhythms.               | Create and perform their own class arrangement.   | Create a rhythmic piece for drums and percussion instruments. |
|  |   |  |   | Create and follow a score.                |   |   |

# Sing and Play - Term 1

| Reception  | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|---|--|--|---|---|
| Sing with a sense of pitch, following the shape of the melody with their voices. | Sing a cumulative song from memory, remembering the order of the verses.   | Play the melody on a tuned percussion instrument. | Sing a call-and-response song in groups, holding long notes confidently. | Sing in a Gospel style with expression and dynamics.                               | Sing a sea shanty expressively, with accurate pitch and a strong beat.        | Sing a syncopated melody accurately and in tune.                            |
| Mark the beat of the song with actions.  | Play classroom instruments on the beat.  | Sing with good diction.                           | Play melodic and rhythmic accompaniments to a song.                      | Play a bass part and rhythm ostinato along with <i>This little light of mine</i> . | Play bass notes, chords, or rhythms to accompany singing.                     | Sing and play a class arrangement of the song with a good sense of ensemble |
| Use the voice to adopt different roles and characters.                           | Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. |   | Sing by improvising simple melodies and rhythms.                         | Sing Part 1 of a partner song rhythmically.  | Sing in unison while playing an instrumental beat (untuned).                  |   |
| Match the pitch of a 4-note (la-so-mi-do) call-and-response song.                | Sing a unison song rhythmically and in tune.   |   |  |  | Keep the beat playing a 'cup' game.   |   |
| Sing a tune with 'stepping' and 'leaping' notes.                                 | Play percussion instruments expressively, representing the character of their composition.                           |   |  |  | Develop and practise techniques for singing and performing in a Gospel style. |   |
| Play a steady beat on percussion instruments.                                    |  |   |  |  |   |   |

# Sing and Play - Term 2

| Reception   | Year 1   | Year 2   | Year 3  | Year 4                                     | Year 5  | Year 6  |
|---|--|--|---|--|---|---|
| Develop a sense of beat by performing actions to music.   | Chant together rhythmically, marking rests accurately.   | Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.   | Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure. | Sing swung rhythms lightly and accurately. | Sing a song in two parts with expression and an understanding of its origins. | Sing a round accurately and in a <i>legato</i> style.       |
| Sing an action song with changes in speed.  | Play a simple ostinato on untuned percussion.  | Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. | Play a one-note part, contributing to the chords accompanying the verses.                 |  | Sing a round and accompany themselves with a beat.                            | Sing a chorus in two-part harmony with dancing on the beat. |
| Play along with percussion instruments.   | Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. | Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.   | Learn a part on tuned percussion and play as part of a whole-class performance.           |  | Play a drone and chords to accompany singing.                                 | Decipher a graphic score.                                   |
| Perform the story as a class.   | Sing a simple singing game, adding actions to show a developing sense of beat.   | Sing and play, performing composed pieces for an audience.   | Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. |  |   | Play <i>Twinkle, twinkle, little star</i> .                 |
| Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. | Create, interpret, and perform simple graphic scores.  | Learn a simple rhythm pattern and perform it with tempo and volume changes.  | Play repeating rhythmic patterns.   |  |   |   |
| Sing in call-and-response and change voices to make a buzzing sound.                                |  | Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .                          | Count musically.  |  |   |   |
| Play an accompaniment using tuned and untuned percussion, and recognise                             |  | Follow signals from a conductor.   |   |  |   |   |
|   |  |  |   |  |   |   |

# Sing and Play - Term 3

| Reception   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
|---|---|--|--|--|---|--|
| Sing a song that uses a call-and-response structure.  | Perform actions to music, reinforcing a sense of beat.  | Demonstrate an internalised sense of pulse through singing games.                              | Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. | Sing with expression and a sense of the style of the music.                | Sing/chant a part within a kecak vocal performance.         | Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing. |
| Play sea sound effects on percussion instruments.   | Sing and chant songs and rhymes expressively.   | Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. | Perform vocal percussion as part of a group.   | Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing. | Sing and play the melody of <i>Kis nay banaayaa</i> .       |  |
| With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). | Sing either part of a call-and-response song.   | Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.         | Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.                       | Play an instrumental part as part of a whole-class performance.            | Sing in a 4-part round accompanied with a pitched ostinato. |  |
| Play different instruments with control.  | Play the response sections on tuned percussion using the correct beater hold.                     |  | Sing solo or in a pair in call-and-response style.   | Sing a part in a partner song, rhythmically and from memory.               |   |  |
| Explore dynamics with their voices and instruments.   | Echo sing a line independently with teacher leading, then move on to pair singing in echo format. |  |  |  |   |  |
| Sing a melody in waltz time and perform the actions.  |   |  |  |  |   |  |
| Transfer actions to sounds played on percussion instruments.                                  |   |  |  |  |   |  |
| Sing a song while performing a sequence of dance steps.                                       |   |  |  |  |   |  |
| Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.              |   |  |  |  |   |  |



# Listen and Appraise - Term 1

| Reception   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|---|--|--|---|---|
| Identify and describe contrasts in tempo and dynamics.                    | Listen and move in time to the song.   | Recognise and play echoing phrases by ear.  | Listen and identify where notes in the melody of the song go down and up.  | Listen and move in time to songs in a Gospel style.  | Talk about the purpose of sea shanties and describe some of the features using music vocabulary.  | Listen to historical recordings of big band swing, and describe features of the music using music vocabulary. |
| Begin to use musical terms (louder/quieter, faster/slower, higher/lower). | Respond to musical characteristics through movement.   | Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.  | Begin to develop an understanding and appreciation of music from different musical traditions.   | Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).          | Recognise individual instruments and voices by ear.   | Explore the influences on an artist by comparing pieces of music from different genres.                       |
| Respond to music in a range of ways (e.g. movement, talking, writing).    | Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). | Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).   | 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. | Talk about the effect of particular instrument sounds (timbre).  | Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.   | Identify features of timbre, instrumentation, and expression in an extract of recorded music.                 |
|   | Listen to 'Aquarium', reflecting the character of the music through movement.  | Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. | Understand that a folk song is music that belongs to the people of a particular place.   | Understand that instruments can be used individually and in combination to create different effects of timbre and texture. | Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) | Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.              |
|   |  |   | Identify how the pitch and melody of a song has been developed using symmetry.   |  | Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.  | Create a shadow movement piece in response to music.  |
|   |  |   |  |  | Understand techniques for creating a song, and develop a greater understanding of the songwriting process.  |   |



# Listen and Appraise - Term 2

| Reception   | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|---|---|---|--|---|---|---|
| Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). | Recognise the difference between a pattern with notes (pitched) and without (unpitched).        | Show the following durations with actions: 'walk' (crotchets) and 'jogging' (quavers).  | Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. | Listen and identify similarities and differences between acoustic guitar styles.                                    | Listen and copy back simple rhythmic and melodic patterns.  | Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). |
| Enjoy moving freely and expressively to music.  | Listen actively by responding to musical signals and musical themes using appropriate movement. | Listen and appraise, with focus and attention to detail, recalling sounds and patterns. | Develop active listening skills by responding to musical themes through movement.                                      | Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. | Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.   | Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.    |
| Listen to music and show the beat with actions.   | Create a musical movement picture.  | Listen to and analyse four pieces of music inspired by travel/vehicles.                 | Understand the structure of rondo form (A-B-A-C-A).  |   | Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. |   |
| Use appropriate hand actions to mark a changing pitch.  | Recognise how graphic symbols can represent sound.  |   | Develop a sense of beat and rhythmic pattern through movement.   |   | Demonstrate an understanding of the history of Argentine Tango.   |   |
| Listen to a piece of classical music and respond through dance.                                 |   |   | Experience call-and-response patterns through moving with a partner.   |   |   |   |
|   |   |   | Listen and compare how different composers have approached creating word-based compositions.                           |   |   |   |

# Listen and Appraise - Term 3

| Reception   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|---|--|--|---|---|
| Listen to a range of sea-related pieces of music and respond with movement.   | Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. | Listen actively and mark the beat by tapping, clapping, and swinging to the music.  | Recognise and copy rhythms and pitches C-D-E.  | Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. | Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.                            | Identify ways songwriters convey meaning: through lyrics, the music, and the performance.                                 |
| 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. | Develop awareness of duration and the ability to move slowly to music.   | Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').   | Move in time with the beat of the music.   | Watch a film and analyse it in a musical context.  | Listen and match vocal and instrumental sounds to each other, and to notation.  | Understand different ways that rhymes work in songs.  |
| Listen actively to music in 3/4 time.   | Create art work, drawing freely and imaginatively in response to a piece of music.                                 | Understand and explain how beats can be grouped into patterns and identify them in familiar songs.                            | Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). | Identify similarities and differences between pieces of music in a folk/folk-rock style.                           | Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. | Identify different elements of a song's structure.  |
| Find the beat and perform a clapping game with a partner.   | Listen and copy rhythm patterns.   | Move freely and creatively to music using a prop.   | Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.  |  | Understand and recognise ternary form.  | Understand the concept of identity and how you can express that in songs.   |
| Listen to and talk about folk songs from North America.   | Listen and copy call-and-response patterns on voices and instruments.  | Listen and match the beat of others and recorded music, adapting speed accordingly.   |  |  |   | Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. |
|   |  | Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. |  |  |   | Demonstrate coordination and keeping a steady beat by dancing to bhangra music.   |

# Music Termly Overview



## Reception - Term 1

| Title<br>No. lessons                             | Musical learning  | Musical material   |
|--|---|--|
| <i>I've got a grumpy face</i><br>-<br>3 lessons  | <b>Focus:</b> Timbre, beat, pitch contour.<br><br><b>Objectives:</b> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> | <b>Song Bank:</b> <i>I've got a grumpy face</i> .<br><br><b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• 'Mars' from <i>The planets suite</i> (Gustav Holst).</li> <li>• 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams).</li> <li>• 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg).</li> <li>• 'The imperial march' from <i>Star wars</i> (John Williams).</li> <li>• 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).</li> </ul> |
| <i>Row, row, row your boat</i><br>-<br>3 lessons | <b>Focus:</b> Beat, pitch (step/leap), timbre.<br><br><b>Objectives:</b> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>   | <b>Song Bank:</b> <i>Row, row, row your boat</i> ; <i>The transport song</i> .<br><br><b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• <i>Rowing a boat</i> video.</li> <li>• A short clip demonstrating rowing actions.</li> <li>• <i>Row, row, row your boat</i> animation (Super Simple Songs).</li> </ul>  |

# Reception - Term 2

| Title<br>No. lessons  | Musical learning  | Musical material   |
|---|---|--|
| <b>Bird spotting:<br/>Cuckoo polka</b><br>-<br><b>3 lessons</b> | <p><b>Focus:</b> Active listening, beat, pitch (so-mi), vocal play.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul>                                | <p><b>Song Bank:</b> <i>Dabbling ducks.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Video clips of different bird song (Wildlife World):             <ul style="list-style-type: none"> <li>• Tawny owl, Black grouse, Whooper swans, &amp; Common quail.</li> </ul> </li> <li>• <i>The blue Danube</i> (Johann Strauss II).</li> <li>• <i>Cuckoo polka</i> (Johann Strauss II).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>   |
| <b>Five fine<br/>bumble bees</b><br>-<br><b>3 lessons</b>       | <p><b>Focus:</b> Timbre, tempo, structure (call-and-response), active listening.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul> | <p><b>Song Bank:</b> <i>Five fine bumble bees.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Bumblebee warm-up video – Spring vocal exploration (Track Tribe).</li> <li>• <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel).</li> <li>• <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, &amp; Paul Lincke).</li> <li>• <i>La cucaracha</i> ('The cockroach') (The Mariachis).</li> <li>• 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams).</li> <li>• Close up video of bees collecting pollen from flowers to make honey by Flow Hive.</li> <li>• <i>Mad about minibeasts</i> video (Giles Andreae &amp; David Wojtowycz. Storyvision Studios UK).</li> </ul> |



# Reception - Term 3



| Title<br>No. lessons                                     | Musical learning  | Musical material  |
|--|---|---|
| <b><i>Down there under the sea</i></b><br>-<br>3 lessons | <b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.<br><br><b>Objectives:</b> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> | <b>Song Bank:</b> <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i><br><br><b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR).</li> <li>• <i>Miroirs III – Une barque sur l'océan</i> (Maurice Ravel).</li> <li>• Video of sea life swimming in an aquarium (Georgia Aquarium).</li> </ul> |
| <b><i>Bow, bow, bow Belinda</i></b><br>-<br>3 lessons    | <b>Focus:</b> Beat, active listening, instrumental accompaniment.<br><br><b>Objectives:</b> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America.</li> </ul>  | <b>Song Bank:</b> <i>Bow, bow, bow Belinda, Siren.</i><br><br><b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• Video of children singing and playing <i>In and out the dusty bluebells</i>.</li> <li>• <i>Shenandoah</i> (Traditional, version by Tom Roush).</li> </ul>  |

# Year 1 - Term 1



| Title<br>No. lessons               | Musical learning  | Musical material   |
|------------------------------------|---|--|
| <i>Menu song</i><br>-<br>6 lessons | <p><b>Focus:</b> Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>Sing a cumulative song from memory, remembering the order of the verses.</li> <li>Play classroom instruments on the beat.</li> <li>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>Listen and move in time to the song.</li> </ul> | <p><b>Song Bank:</b> <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Be our guest' from <i>Beauty and the Beast</i></li> <li>'Food, glorious food' from <i>Oliver!</i></li> <li><i>The herring song</i> (Traditional arr. Chris Haslam).</li> <li><i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).</li> </ul> |

# Year 1 - Term 2



| Title<br>No. lessons              | Musical learning  | Musical material  |
|-----------------------------------|---|---|
| <i>Football</i><br>-<br>6 lessons | <p><b>Focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>Chant together rhythmically, marking rests accurately.</li> <li>Play a simple ostinato on untuned percussion.</li> <li>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul> | <p><b>Song Bank:</b> <i>Tap your name</i>; <i>Football</i>; <i>Rain is falling down</i>; <i>My fantasy football team</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li><i>Don't clap this one back</i>.</li> <li><i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit.</li> <li><i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).</li> </ul> |



# Year 1 - Term 3



*Come dance  
with me*  
-  
6 lessons

**Focus:** Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.

**Objectives:**

- Create musical phrases from new word rhythms that children invent.
- Sing either part of a call-and-response song.
- Play the response sections on tuned percussion using the correct beater hold.
- Echo sing a line independently with teacher leading, then move on to pair singing in echo format.
- Copy call-and-response patterns with voices and instruments.

**Song Bank:** *Come dance with me; Hip hop songwriting backing track; Walk and stop.*

**Watch/Listen/Move:**

- Sing Up's Developing musicianship toolkit videos:
  - *Playing with pitch pencils.*
  - *Copy my actions.*
  - *Let's copy your actions!*
  - *Walk and stop.*
- *Rain is falling down* progression snapshot 3 videos (Sing Up).

# Year 2 - Term 1



| Title<br>No. lessons                   | Musical learning  | Musical material   |
|--|---|--|
| <i>Tony Chestnut</i><br>-<br>6 lessons | <p><b>Focus:</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call-and-response music.</li> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> <li>• Recognise and play echoing phrases by ear.</li> </ul> | <p><b>Song Bank:</b> <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>I want you to be my baby</i> (Louis Jordan &amp; his Tympany Five).</li> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> </ul> |

# Year 2 - Term 2



| Title<br>No. lessons                 | Musical learning   | Musical material  |
|--------------------------------------|--|---|
| <i>Grandma rap</i><br>-<br>6 lessons | <p><b>Focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>• Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create.</li> <li>• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>• Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</li> <li>• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul> | <p><b>Song Bank:</b> <i>Grandma rap; Hip hop songwriting backing track; Supercalifragilisticexpialidocious; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop, Copy my actions, and Stepping durations</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Marble machine</i> (Wintergatan).</li> <li>• <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman &amp; Sherman).</li> </ul> |

# Year 2 - Term 3



## Tańczymy labada

6 lessons

**Focus:** Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.

**Objectives:**

- Demonstrate an internalised sense of pulse through singing games.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.

**Song Bank:** *Tańczymy labada*; *Bassez down*; *Płynie statek*; *Feet, feet*; *Hi lo chicka lo*.

**Watch/Listen/Move:**

- Demonstration of the Krakowiak dance.
- *Follow my feet* and *Walk and freeze* videos from Sing Up's Developing musicianship toolkit.
- *Rondo à la Krakowiak in F major* (Op.14) (Frédéric Chopin).
- *Hi lo chicka lo* progression snapshot 3 videos (Sing Up).
- Polish folk music, performed live (FisBand).
- Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

# Year 3 - Term 1



| Title<br>No. lessons                         | About the unit   | Musical material   |
|--|--|--|
| <i>I've been to Harlem</i><br>-<br>6 lessons | <p><b>Focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul> | <p><b>Song Bank:</b> <i>I've been to Harlem; Tongo; Siren; Born to be wild.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Tongo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I've been to Harlem</i> cup rhythms video.</li> <li>• <i>Peer Gynt Suite No. 1</i> (Morning Mood) (Edvard Grieg).</li> </ul> |

# Year 3 - Term 2



| Title<br>No. lessons  | Musical learning   | Musical material   |
|---|--|--|
| <i>Latin dance (Classroom percussion)</i><br>-<br>6 lessons | <p><b>Focus:</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</li> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul> | <p><b>Song Bank:</b> <i>Latin dance; Plasticine person; Tongo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Salsa tutorial for kids videos (Spotty Dotty).</li> <li>• <i>Tongo</i> progression snapshot 1 &amp; 2 videos (Sing Up).</li> <li>• Learn about Cuban music (Miss Jessica's World).</li> <li>• <i>El Manisero (The Peanut Vendor)</i> (Don Azpiazu &amp; the Havana Casino Orchestral).</li> <li>• <i>Despacito (salsa)</i> performed by Aston Merrygold &amp; Janette Manrara on <i>Strictly Come Dancing</i>.</li> <li>• <i>Chan, chan</i> (Compay Segundo).</li> <li>• <i>Quimbara</i> (Celia Cruz &amp; Tito Puente).</li> </ul> |

# Year 3 - Term 3

## *Fly with the stars* (Classroom percussion)

6 lessons

**Focus:** Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.

**Objectives:**

- Play the chords of *Fly with the stars* on tuned percussion as part of a whole-class performance.
- Sing solo or in a pair in call-and-response style.
- Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.

**Song Bank:** *Fly with the stars*; *This is what it sounds like*;

*Supercalifragilisticexpialidocious*; *Tongo*; *Hip hop songwriting backing track*; *Bobby Shriver*.

**Watch/Listen/Move:**

- *Walk and stop* and *Twice as fast, four times as fast* videos from Sing Up's Developing musicianship toolkit.
- 'Soldiers' march' from *Album for the young* (Op. 68) (Robert Schumann).
- 'Supercalifragilisticexpialidocious' from *Mary Poppins* (Sherman & Sherman).
- *Tongo* progression snapshot 1, 2, & 3 videos (Sing Up)



# Year 5 - Term 2



| Title<br>No. lessons                     | About the unit  | Musical material   |
|--|---|--|
| <b>Madina tun nabi</b><br>-<br>6 lessons | <p><b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul> | <p><b>Song Bank:</b> <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Madinah tun nabi</i> (Aashiq al-Raiuli).</li> <li>• <i>Burda</i> (Moukya ya Sali Mesut Kurtisi).</li> <li>• <i>A is for Allah</i> (Zain Bhikha).</li> <li>• <i>Ya Thabiyat Elban</i> (Youssef Yaseen &amp; Tamas Latamel).</li> <li>• <i>Room 310</i> (Lynn Adibi).</li> <li>• <i>Sastandagdm</i> (Tinariwen).</li> <li>• <i>Hey ha, nobody home</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Nami nami</i> (ODO Ensemble).</li> </ul> |

# Year 5 - Term 3



|  |   |   |
|--|---|---|
| <b>Kisne banaaya</b><br>-<br>6 lessons | <p><b>Focus:</b> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of <i>Kisne banaaya</i>.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul> | <p><b>Song Bank:</b> <i>Kisne banaaya</i>; <i>Kis nay banaayaa</i>; 1, 121; <i>Siren</i>; <i>Hey ha! Nobody home</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Notes and Swar</i> (Riyaz (Bidisha Ghosh)).</li> <li>• <i>Hey, ha! Nobody home</i> progression snapshot 3 videos (Sing Up).</li> </ul> |
|--|---|---|



# Year 6 - Term 1

| Title<br>No. lessons                    | About the unit   | Musical material  |
|---|--|---|
| <i>Hey, Mr Miller</i><br>-<br>6 lessons | <p><b>Focus:</b> Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul> | <p><b>Song Bank:</b> <i>Hey, Mr Miller</i>; <i>Siren</i>; <i>Throw, catch</i>; <i>Scales and arpeggios</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>In the mood</i> (Glenn Miller Orchestra).</li> <li>• <i>Chattanooga choo choo</i> (Glenn Miller Orchestra).</li> <li>• <i>Hooked on swing</i> (Larry Elgart &amp; his Manhattan Swing Orchestra).</li> <li>• <i>Throw catch</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>It don't mean a thing (if it ain't got that swing)</i> (Ella Fitzgerald &amp; Duke Ellington).</li> <li>• <i>Basic swing groove for drums</i> video.</li> <li>• <i>St Louis blues</i> (Ella Fitzgerald).</li> <li>• <i>God bless the child</i> (Billie Holiday &amp; Count Basie).</li> </ul> |

# Year 6 - Term 2

| Title<br>No. lessons                      | About the unit   | Musical material   |
|---|--|--|
| <i>Dona nobis pacem</i><br>-<br>6 lessons | <p><b>Focus:</b> Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li> <li>• Sing a round accurately and in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul> | <p><b>Song Bank:</b> <i>Dona nobis pacem</i>; <i>Siren</i>; <i>Throw, catch</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>How to do a 'balance check' warm-up, How to do a 'vocal revs' warm-up, How to do a 'tip trills' warm-up and Swooping pitch warm-up</i> (Sing Up and NYCGB).</li> <li>• <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up).</li> <li>• <i>Myleene's Music Klass: The one where we look at monophonic, polyphonic, &amp; homophonic textures.</i></li> <li>• <i>Dona nobis pacem</i> (arr. Hal Hopson).</li> <li>• <i>Jubilate Deo</i> (Giovanni Gabrieli).</li> <li>• <i>O Eucharisti in Lete Via</i> (Hildegard von Bingen).</li> <li>• <i>If ye love me</i> (Thomas Tallis).</li> <li>• <i>Ronde ('La Marisque' from Dansereye 1551)</i> (Tielman Susato).</li> <li>• <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).</li> </ul> |

# Year 6 - Term 3



## *Ame sau vala tara bal* - 6 lessons

**Focus:** Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.

**Objectives:**

- Create a rhythmic piece for drums and percussion instruments.
- Sing the chorus of *Throw, catch* in three-part harmony with dancing.
- Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
- Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

**Song Bank:** *Ame sau vala tara bal*; *Throw, catch*.

**Watch/Listen/Move:**

- *Indian music for children* – Raga Bhairav – Children's sing along (Tushar Duttal).
- *Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)* (Anuja Kamati).
- *Throw, catch* progression snapshot 3 videos (Sing Up).
- *Chaal rhythm – 4 basic variations* video (Simply Dhol) (Manvir Hothi).
- Video of Team folk orchestra 2019 practice.
- *Jere Mohalle* (Mamta Sharma and Aishwarya Nigami).
- *Easy bhangra dance tutorial* (BHANGRAlicious).
- *Candle light* (G. Sidhu).
- *Raag bhairavi* (Indrani Mukherjee).

## Primary National Curriculum Expectations for Key Stage 1 & 2:

|                    |   |
|--------------------|---|
| <u>Key Stage 1</u> | <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes<ul style="list-style-type: none"><li>• play tuned and untuned instruments musically</li></ul></li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select, and combine sounds using the inter-related dimensions of music</li></ul>  |
| <u>Key Stage 2</u> | <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music<ul style="list-style-type: none"><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li></ul></li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<ul style="list-style-type: none"><li>• develop an understanding of the history of music</li></ul></li></ul> |

