



Class	Cycle	Autumn	Spring	Summer
N/R	A	<p>Let's Be Friends</p> <p>This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces</p> <p>Music Material</p> <ul style="list-style-type: none"> • Hello, let's go! • The high 5 chant. • Let's be friends! • Pass the secret round. • Let's be friends! lyric video. • Let's be friends! action video. • Example of a cajon video. • Meet the musician... Jessie on clarinet! video. • #ongs about friendship Spotify playlist (London Rhymes). 	<p>Travel and Movement</p> <p>This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Music Material</p> <p>How did you get to school today? This is my walking song. Get on the train. This is my walking song live video. Get on the train lyric video. Get on the train virtual jam video. Meet the musician... Beka on violin! video. Emperor penguins migrating video (National Geographic). Soar with migrating birds video (National Geographic). How would it feel? listening sample. Red, red scooter listening sample. Songs about travel and moving around Spotify playlist (London Rhymes).</p>	<p>Let's Jam!</p> <p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.</p> <p>Music Material</p> <ul style="list-style-type: none"> • Tap your name. • Hot cross buns. • This is what it sounds like. • Let's jam! • Who's in the band? • Shake and stop. • Let's jam musician video. • 'Jack Sparrow Theme' from Pirates of the Caribbean (Szedged Trombone Ensemble). • Meet the musician... Raph on trombone! video • Exploring the blues video. • Meet the musician... Rosie on cajon! video. • MEINL percussion artists playing Afro-Peruvian percussion with congas, bongos, and cajons. • Let's jam! Celebrating music Spotify playlist (London Rhymes).



N/R	B	This is Me	I've Got Feelings	Animal Tea Party
		<p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique</p> <p>Music Material</p> <ul style="list-style-type: none"> • I say hello like this. • The family song. • Yes I can!. • We're all amazing. • This is me, I am 3. • Meet the musician – Rosie on handpan! video. • Roaring waves (Rosie Bergonzi). • Questions demonstration video. • Yes I can! lyric video. • 'Food for thought' Assumptions of gender roles video. • Carlos Acosta performing in Don Quixote (Act I finale) video. • We're all amazing lyric video. • We're all amazing live video. • A day in the life of a child in urban Kenya (BBC). • This is me, I am 3 demonstration video. <p>All about me! Spotify playlist (London Rhymes)..</p>	<p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>Music Material</p> <ul style="list-style-type: none"> • How are you? • Happy happy happy. • I've got feelings. • Introduction to the unit video. • A stormy soundscape – body percussion video. • A stormy soundscape – with instruments video. • Happy happy happy lyric video. • Happy happy happy Makaton demonstration video. • Meet the musician... Jessie on clarinet! video. • I've got feelings lyric video. • Inside Out: Guessing the feeling video. • Meet the musician... Rosanna on the flute! video. • Musical feelings listening track. 	<p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party.</p> <p>We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>



1/2	A	Menu Song	Grandma Rap	Carnival of the Animals
		<p>Focus: Active listening (movement), beat, echo singing, showing pitch moving.</p> <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song. 	<p>Focus: Duration (crotchet, quavers, crotchet rest), unison, roun.</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers). 	<p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal’s character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/det <p>Composing music inspired by birdsong Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.



1/2				
	B	Football	Come Dance with Me	Tony Chestnut
		<p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)</p> <ul style="list-style-type: none"> • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.</p> <ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct 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. 	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.



3/4	A	Latin Dance	The Doot Doot Song	Fly with the Stars
		<p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern.</p> <ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. 	<p>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases.</p> <ul style="list-style-type: none"> • ‘Doodle’ with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles 	<p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest).</p> <ul style="list-style-type: none"> • 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.



3/4				
	B	Samba with Sergio	Favourite Song	This Little Light of Mine
	<p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • 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) <p style="text-align: center;">Just Three Notes</p> <p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E 	<p>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles.</p> <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style 	<p>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response.</p> <ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	



5/6	A	What Shall We Do with the Drunken Sailor?	Madina Tun Nabi	Composing for Protest!
		<p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation.</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary 	<p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones.</p> <ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns 	<p>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <ul style="list-style-type: none"> • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song <p style="text-align: center;">Why we sing</p> <p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • 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.).



5/6				
	B	Hey Mr Miller	Kisne Banaaya	Exploring Identity Through Song
		<p>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation).</p> <ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement.</p> <ul style="list-style-type: none"> • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato 	<p>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song’s structure. • Understand the concept of identity and how you can express that in songs. <p style="text-align: center;">Shadows</p> <p>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <ul style="list-style-type: none"> • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music.

Family, Aspiration, Love

Aspiration, Love