



Autumn 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
----	--------	--------	--------	--------	--------	--------

**Enquiry Topics:**

<p><b>Cycle A – All About Me</b>  <i>I've got a grumpy face.</i>  <i>The Sorcerer's apprentice.</i></p> <p><b>Cycle B- Marvellous Me</b>  <i>Witch, Witch</i>  <i>Row, row, row, your boat.</i></p>	<p>Menu Song-Progression  <b>Snapshot 1</b></p>	<p>Tony Chestnut Progression  <b>Snapshot 1</b></p>	<p>I've been to Harlem Progression  <b>Snapshot 1</b></p>	<p>This Little Light of Mine Progression  <b>Snapshot 1</b></p>	<p>What Shall we do with the drunken sailor?  <b>Snapshot 1:</b>                  Sing in unison while playing an instrumental beat (untuned).</p>	<p>Hey, Mr Miller  <b>Snapshot 1</b> Sing in unison with dancing</p>
---	---	---	---	---	--	--

**Objectives:**

<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• I can use my voice for whispering, speaking, singing, and shouting.</li> <li>• Sing up: Key composer genre Focus Rhymes:</li> <li>• I can explore how to make sounds using</li> </ul>	<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen themed props.</li> <li>• Compose music to match to using tuned and untuned percussion.</li> </ul>	<p><b>Improvise and compose</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>• Select instruments and compose music</li> </ul>	<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment.</li> </ul>	<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B</li> <li>• Improvise and compose, creating atmospheric</li> </ul>	<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Improvise and compose, 'doodling' with</li> </ul>	<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Create their own song lyrics.</li> <li>• Fit their lyrics to a pulse creating a chant.</li> </ul>
---	---	---	---	--	---	---

<p>body percussion and percussion instruments</p> <ul style="list-style-type: none"> <li>• I enjoy listening to music</li> <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>	<ul style="list-style-type: none"> <li>• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> </ul>	<p>to reflect an animal's character.</p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Follow signals given by a conductor/leader.</li> <li>• Structure compositional ideas into a bigger piece.</li> <li>• Improvise solos using instruments.</li> </ul>		<p>music for a scene with a given set of instruments.</p> <ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores</li> </ul>	<p>sound playing around with pitch and rhythm to create a strong hook.</p> <ul style="list-style-type: none"> <li>• Create fragments of songs that can be developed into fully fledged songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a melody and sing it.</li> <li>• Structure their ideas into a complete song.</li> </ul>
--	--	---	--	--	--	--

<ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> <li>•</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <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>• Sing a unison song rhythmically and in tune.</li> <li>• Play percussion instruments expressively representing the character of their composition.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play a melodic and rhythmic accompaniment to a song.</li> <li>• Sing by improvising simple melodies and rhythms.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing in a gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along with '<i>This Little Light of Mine.</i>'</li> <li>• Sing Part 1 of a partner song rhythmically.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned)</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Develop and practise techniques for singing and performing in a Gospel style.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <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> </ul>
--	--	--	--	--	--	--

<ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song</li> <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> <li>•</li> </ul>	<p style="text-align: center;"><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen and move in time to the song</li> <li>• Respond to musical characteristics through movement.</li> <li>• 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</li> <li>• Listen to 'Aquarium' reflecting the character of the music through movement.</li> </ul>	<p style="text-align: center;"><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Recognise and play echoing phrases by ear.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made.)</li> <li>• Recognise and respond to changes of speed (tempo),</li> </ul>	<p style="text-align: center;"><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>• Listen and identify where notes in the melody of the song go down and up.</li> <li>• Begin to develop an understanding and appreciation of music from different musical traditions.</li> <li>• Identify that the songs are from different places in the world, use different instruments, have a different beat and are different speeds. Pupils can use some musical vocabulary to</li> </ul>	<p style="text-align: center;"><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Sing swung rhythms lightly and accurately.</li> </ul>	<p style="text-align: center;"><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <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> </ul>	<p style="text-align: center;"><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Sing a round accurately in a <i>legato</i> style.</li> <li>• Sing a chorus in a two-part harmony with dancing on the beat.</li> <li>• Decipher a graphic score.</li> <li>• Play <i>Twinkle, twinkle, little star</i>.</li> </ul>
--	---	---	---	--	--	---

		<p>the length of notes (duration-long/short), short/detached/smooth (articulation) and pitch (high/low) using music vocabulary and/or movement.</p>	<p>describe these things.</p> <ul style="list-style-type: none"> <li>• Understand that a folk song is music that belongs to the people of a particular place.</li> <li>• Identify how the pitch and melody of a song has been developed using symmetry.</li> </ul>		
--	--	---	--	--	--

**Key concepts/vocabulary:**

	<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> </ul>	<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> </ul>	<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> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Sing in a Gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> </ul>	<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</li> </ul>
--	--	---	---	---	---	---

	<ul style="list-style-type: none"> <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> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and play echoing phrases by ear.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>	<ul style="list-style-type: none"> <li>• with <i>This little light of mine</i>.</li> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Timbre, beat, pitch contour.</li> <li>• Musical storytelling, louder/quieter, faster/slower, higher/lower,</li> <li>• Call-and-response, pitch (la-so-mi-do),</li> <li>• Beat, (step/leap)</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1</li> </ul>	<ul style="list-style-type: none"> <li>• Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</li> </ul>

**Topic links to:**

	<p><b><u>Spring2</u></b> Where does my food come from? Food Journeys <b>(Geography)</b> Food and nutrition <b>(DT)</b></p>	<p><b><u>Spring 1</u></b> Animals, including humans. <b>(Science)</b></p>	<p><b><u>Summer 1</u></b> Sequence in music <b>(ICT)</b> <b><u>Autumn 1</u></b> Our World <b>(Geography)</b></p>	<p><b><u>Spring 2</u></b> Sound <b>(Science)</b> <b><u>Autumn 2</u></b> Christmas Journeys <b>(RE)</b></p>	<p><b><u>Autumn 1</u></b> Journey Stories Sea shanties <b>(English)</b></p>	<p><b><u>Summer 1</u></b> WW2 <b>(English/Hist)</b></p>
--	--	---	--	--	---	---

**Watch/listen/Move linked to topic:**

<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</li> </ul>	<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></li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <i>This little light of mine</i> (Rosetta Tharpe &amp; the Sims-Wheeler Orchestra).</li> <li>• <i>This little light of mine</i> (Soweto Gospel Choir).</li> <li>• <i>What kind of man is this?</i> (Ray Charles &amp; the Voices of</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What shall we do with the drunken sailor?</i> Teaching video – song &amp; game.</li> <li>• <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss &amp; others).</li> <li>• <i>Sea Shanties documentary</i> (BBC 4).</li> </ul>	<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> </ul>
---	--	---	---	--	--



	<p>videos (Sing Up).</p>	<p>(Sérgio Mendes).</p>		<p>Jubilation Choir 2006).</p> <ul style="list-style-type: none"> <li>• <i>I wanna sing scat</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I say a little prayer</i> (Aretha Franklin).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• <i>Every praise</i> (Hezekiah Walker).</li> <li>• <i>Didn't it rain</i> (Sister Rosetta Tharpe).</li> <li>• <i>Shackles (Praise you)</i> (Mary Mary).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Wellerman</i> (TikTok Sea Shanty mashup 2021).</li> <li>• <i>Sea shanty medley</i> (Home Free).</li> </ul>	<ul style="list-style-type: none"> <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 Holliday &amp; Count Basie).</li> </ul>
--	--------------------------	-------------------------	--	---	--	---

Autumn 2						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Enquiry Topics:</u></b>						
<b>Topic:</b> <b>Cycle A – Celebrations, festivals &amp; Space</b> <b>Cycle B : Marvellous Me</b> Christmas Production	Christmas Production (Singing)	Christmas Production (Singing and percussion)		Composing with Colour		
<b><u>Objectives:</u></b>						
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• I can experiment with changing my voice with different tempos, pitch and dynamic.</li> <li>• I can sing part/ most of some familiar songs. I know some of the words.</li> <li>• I can sing in a small group.</li> </ul>				<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B</li> <li>• Improvise and compose, creating atmospheric music for a scene with a given set of</li> </ul>		

<ul style="list-style-type: none"> <li>• can sing in a group and keep in time.</li> <li>• I am beginning to name a few familiar instruments e.g. drum, keyboard or guitar</li> <li>• I can copy and join in with a simple beat on a percussion instrument.</li> <li>• I can describe the sounds that I can make in simple terms such as loud, quiet, fast or slow.</li> <li>• I respond when I listen to music.</li> </ul>				<p>instruments.</p> <ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores</li> </ul>		
<ul style="list-style-type: none"> <li>•</li> </ul>				<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing in a gospel style with expression and dynamics.</li> <li>• Play a bass part and</li> </ul>		


				<p>rhythm ostinato along with '<i>This Little Light of Mine.</i>'</p> <ul style="list-style-type: none"> <li>• Sing Part 1 of a partner song rhythmically.</li> </ul>		
				<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Sing swung rhythms lightly and accurately.</li> </ul>		
<b><u>Key concepts:</u></b>						
•				<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores.</li> </ul>		

				<ul style="list-style-type: none"> <li>• Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</li> </ul>		
				<ul style="list-style-type: none"> <li>• Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</li> </ul>		
<b><u>Topic links to:</u></b>						
				<b><u>Spring 1</u></b> Watercolours <b>(Art)</b>		

**Watch/listen/Move linked to topic:**

- *Ecstatic orange* (Michael Torke).
- *A colour symphony – I. Purple 'Andante maestoso'* (Arthur Bliss).
- *Rhapsody in blue* (George Gershwin).
- *Green plastic, pink oil and water* (Rachel Leach).

Spring 1						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Enquiry Topics:</u></b>						
<b>Cycle A</b> <b>Authors and Books</b> Bird Spotting Cuckoo polka Shake my sillies out <b>Cycle B-</b> Up and down Five fine bumble bees	Football Progression- <b>Snapshot 2</b> (Instruments)	Grandma Progression <b>Snapshot 2</b>		The Doot Doot Song Progression <b>Snapshot 2</b>	Madina Tun Nabi <b>Snapshot 2:</b> Sing in a two-part round while playing an instrumental beat (untuned).	Dona Nobis Pacem <b>Snapshot 2</b> Sing the chorus in two parts with dancing.
<b><u>Objectives:</u></b>						
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>I can join in with singing songs with changes to pitch, tempo and dynamics.</li> <li>I can sing a whole familiar nursery rhyme and familiar song.</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose word patterns in groups and melodies in pairs using mi-re-do (E-C-D)</li> <li>Compose musical sound effects and short sequences</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app</li> <li>Improvise and compose, structuring</li> </ul>		<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>'Doodle' with voices over the chords in the song.</li> <li>Improvise and compose, exploring how timbre, dynamics,</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Improvise freely over a drone.</li> <li>Show understanding of how a dram pattern, bassline, and riff fit together to create a</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C Major.</li> <li>Use music vocabulary and knowledge to</li> </ul>

<ul style="list-style-type: none"> <li>• I can play an instrument in time to a simple piece of music.</li> <li>• I know how to play a wide range of percussion instruments.</li> <li>• I can create suitable sound effects to match a given theme/story..</li> <li>• I can talk about how music makes me feel.</li> <li>• I can listen to songs/ music with changes to pitch, tempo, and dynamic.</li> <li>• I can respond to changes in the dimensions of music.</li> <li>• I can play an instrument in time to a simple piece of music.</li> <li>• I know how to play a wide range of</li> </ul>	<p>of sounds in response to a stimulus.</p> <ul style="list-style-type: none"> <li>• Improve question-and-answer conversations using percussion instruments.</li> </ul>	<p>short musical ideas to form a larger piece.</p> <ul style="list-style-type: none"> <li>• Begin to understand duration and rhythm notation.</li> <li>• Structure musical ideas into a whole-class composition.</li> </ul>		<p>and texture can be used for impact in a fanfare.</p> <ul style="list-style-type: none"> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> <li>• Structure musical ideas into their own compositions.</li> </ul>	<p>memorable and catchy groove.</p> <ul style="list-style-type: none"> <li>• Compose and perform drum patterns, basslines, and riffs on a variety of instruments as a part of a group.</li> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> </ul>	<p>discuss similarities and differences in pieces of music.</p> <ul style="list-style-type: none"> <li>• Learn some simple choreography to accompany a disco song.</li> <li>• Create variations using a wide variety of composing techniques.</li> <li>• Improvise on top of a repeating bassline.</li> </ul>
--	---	---	---	--	--	---



<ul style="list-style-type: none"> <li>percussion instruments.</li> <li>I can create suitable sound effects to match a given theme/story.</li> <li>I can talk about how music makes me feel.</li> <li>I can listen to songs/ music with changes to pitch, tempo, and dynamic.</li> <li>I can respond to changes in the dimensions of music.</li> </ul>						
<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Chant together rhythmically, marking rests accurately.</li> <li>Play a simple ostinato on untuned percussion.</li> <li>Sing an echo song while clapping the beat, and clap</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.</li> <li>Chant and play rhythms using the duration of 'walk' (crotchet), jogging</li> </ul>		<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing swung rhythms lightly and accurately.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing a song in two parts with expression and understanding of its origins.</li> <li>Sing a round and accompany themselves with a beat.</li> <li>Play a drone and chords to</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing a round accurately and in a <i>legato</i> style.</li> <li>Sing a chorus in two-part harmony with dancing on the beat.</li> <li>Decipher a graphic score</li> </ul>

the rhythm of the words, understanding there is one beat for each syllable.

- Sing a simple singing game, adding actions to show a developing sense of beat.
- Create, interpret, and perform simple graphic scores.

(quavers) and 'shh' (crotchet rest) from stick notation.

- Learn a clapping game to *Hi Lo Chicka Lo* that shows the rhythm.
- Sing and play, performing composed pieces for an audience.
- Learn a simple rhythm pattern and perform it with tempo and volume changes.
- Learn about the musical terms crescendo, diminuendo, accelerando, ritento.
- Follow signals from a conductor. (crotchet rest)

accompany singing.

- *Play Twinkle, twinkle, little star*

		from stick notation.				
	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched)</li> <li>• Listen actively by responding to musical themes using appropriate movement.</li> <li>• Create a musical movement picture.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Show the following durations with actions walk (crochet) and jogging (quavers)</li> <li>• Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</li> <li>• Listen to and analyse four pieces of music inspired by travel/vehicles.</li> </ul>		<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> <li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> <li>• Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture)</li> <li>• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> </ul>



	<p>beat for each syllable.</p> <ul style="list-style-type: none"> <li>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p>rest) from stick notation.</p> <ul style="list-style-type: none"> <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>differences between acoustic guitar styles.</p>		<p>independently (polyphonic texture).</p>
	<ul style="list-style-type: none"> <li>Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</li> </ul>	<ul style="list-style-type: none"> <li>Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</li> </ul>		<ul style="list-style-type: none"> <li>Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</li> </ul>	<ul style="list-style-type: none"> <li>Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</li> </ul>	<ul style="list-style-type: none"> <li>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,</li> </ul>

						progression snapshot 2.
<b><u>Topic links to:</u></b>						
	<b><u>Spring 1</u></b> Football <b>(PE)</b>				<b><u>Autumn 1</u></b> Islam <b>(RE)</b>	<b><u>Spring 2</u></b> How do people express their faith through the arts? <b>(RE)</b>
<b><u>Watch/listen/Move linked to topic:</u></b>						
	<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</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Walk and stop, Copy my actions,</i></li> <li>• 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>Supercalifra</i></li> <li>• <i>Gilisticxpialid</i></li> </ul>		<ul style="list-style-type: none"> <li>• Quick technique: Moving chords Marimba exercise (KPpercussion).</li> <li>• <i>I wanna sing</i> scat progression snapshot 2 videos (Sing Up).</li> <li>• <i>Jolene</i> (Dolly Parton).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Madinah tun nabi</i> (Aashiq al-Rasul).</li> <li>• <i>Burdah Maula ya Salli</i> (Mesut Kurtis).</li> <li>• <i>A is for Allah</i> (Zain Bhikha).</li> <li>• <i>Ya Thabyat Elban</i> (Youssef Yaseen &amp;</li> </ul>	<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 'lip 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> </ul>

snapshot 2 videos (Sing Up).

*ocious* lyric video

- *Blowin' in the wind* (Bob Dylan).
- *Gone* (Ben Harper & Jack Johnson).
- *Where did you sleep last night?* (Huddie William Ledbetter/Lead Belly).

- Tomos Latorre).
- *Room 310* (Lynn Adib).
- *Sastanàqqàm* (Tinariwen).
- *Hey ho, nobody home* progression snapshot 2 videos (Sing Up).
- *Nami nami* (ODO Ensemble).

- Myleene's Music Klass: The one where we look at monophonic, polyphonic, & homophonic textures.
- *Dona nobis pacem* (arr. Hal Hopson).

*Jubilate Deo* (Giovanni Gabrieli). *O Euchari in Leta Via* (Hildegard von Bingen).

*If ye loveme* (Thomas Tallis).

*Ronde* ('La Morisque' from *Dansereye 1551*) (Tielman Susato).

*Throw, catch* progression snapshot 2 videos (Sing Up).

Spring 2						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Enquiry Topics:</u></b>						
<b>Topic Cycle A Animals and Habitats</b>		Creepy Castle	Latin Dance Progression	Spain		
<b><u>Objectives:</u></b>						
<ul style="list-style-type: none"> <li>• I can show some control in using my singing voice to create changes in dynamic, tempo or pitch.</li> <li>• I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo.</li> <li>• I can play a simple composition by following a sequence of</li> </ul>		<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>• Improvise and compose a sequence of sounds in response to a given stimulus.</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</li> <li>• Working in small groups sing a call-and-response song with an invented drone accompaniment.</li> <li>• Explore ways to create word-based pieces of music.</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>• 'Doodle' with voices over the chords in the song.</li> <li>• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</li> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> </ul>		



<p>simple symbols, pictures or patterns.</p> <ul style="list-style-type: none"> <li>I can talk about emotions in the music e.g. the music sounds happy, sad or scary</li> </ul>			<ul style="list-style-type: none"> <li>Explore ways to communicate atmosphere and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Structure musical ideas into their own compositions.</li> </ul>		
		<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing small intervals accurately and confidently and vary dynamic contrast.</li> <li>Play a piece, following a graphic score.</li> <li>Sing clearly articulated words, smoothly, and together in time.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <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>Learn a part on tuned percussion and play as part of a whole-class performance.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing swung rhythms lightly and accurately.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Sing a Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> </ul>		
		<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen to and appraise music in a minor key, recognising small steps in the music.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> <li>• Develop active listening skills by responding to musical themes through movement</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> <li>• Listen and appraise, recognising and talking about the musical characte of a fanfare using music vocab</li> </ul>	

**Key concepts:**

•		<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Improvise and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently and vary dynamic contrast.</li><li>• Play a piece, following a graphic score.</li><li>• Listen to and appraise music in a minor key, recognising small steps in the music.</li></ul>	<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</li></ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Invent a melody.</li><li>• Fit two patterns together.</li><li>• Structure musical ideas into compositions.</li><li>• Play repeating rhythmic patterns.</li><li>• Count musically.</li></ul>		
---	--	--	--	---	--	--

			pieces, understanding influences on the music and recognising some of its musical features.			
•		• Timbre, tempo, dynamics, graphic score, minor key, intervals.	Salsa, beat, clave rhythm, timbre, chords, rhythm pattern	• Habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.		
<b><u>Topic links to:</u></b>						
•		<b><u>Summer 2</u></b> Poetry using descriptive language <b>(English)</b>	<b><u>Autumn 2</u></b> Dance <b>(PE)</b>	<b>Modern Foreign language Spanish</b>		
<b><u>Watch/listen/Move linked to topic:</u></b>						
		• <i>Creepy castle</i> teaching video with Makaton	• Salsa tutorial for kids videos (Spotty Dotty).  • <i>Tongo</i> progression snapshot 1 & 2	• <i>Habanera</i> (Emmanuel Chabrier).		

- |  |   |   |  |  |
|--|---|---|--|--|
|  | <ul style="list-style-type: none"> <li>• <i>Creepy castle</i> ideas for teaching KS1</li> <li>• <i>Witch, witch</i></li> <li>• <i>Toccatà and fugue in D minor</i> (J.S. Bach).</li> <li>• Dynamics video (Mr Greg's Musical Madness).</li> <li>• Guess the Halloween sound quiz (Little Dreamers Education).</li> <li>• <i>Stripsody</i> (Luciano Berio).</li> </ul> | <ul style="list-style-type: none"> <li>• 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 Orchestra).</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> |  |  |
|--|---|---|--|--|

Summer 1						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Enquiry Topics:</u></b>						
<b>Cycle A: Gardens, parks, growth and change</b>		Tanczmy Labada Progression <b>Snapshot 3</b>		Favourite Song Progression <b>Snapshot 3</b>	Kis nay banaayaa <b>Snapshot 3:</b> Sing in a four-part round accompanied with a pitched ostinato.	Ame Sau Vala Tara Bal Progression <b>Snapshot 3</b>
<b><u>Objectives:</u></b>						
<ul style="list-style-type: none"> <li>I can sing in a group and match the pitch and follow the melody.</li> <li>I can sing in tune and keep to the beat.</li> <li>I can show some control in playing percussion instruments to create changes in dynamics, tempo or pitch.</li> </ul>		<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Create action patterns in 2- and 3-time.</li> <li>Understand and use notes of different duration.</li> <li>Understand and use notes of different pitch.</li> <li>Understand and use dynamics.</li> </ul>		<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose a pentatonic melody.</li> <li>Improvise and create pentatonic patterns.</li> <li>Use notation to represent musical ideas.</li> <li>Create ostinatos.</li> <li>Layer up different</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose a kecak vocal piece as part of a group.</li> <li>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing</li> </ul>	<b>Improvise and compose</b> <ul style="list-style-type: none"> <li>Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C Major.</li> <li>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> </ul>

<ul style="list-style-type: none"> <li>• I can compose, adapt, and play my own composition/ tune using simple symbols, pictures or patterns.</li> <li>• I am beginning to record my own composition in pictures/symbols.</li> <li>• I can listen to pieces of music and recognise some familiar instruments that are playing.</li> <li>• I can express my opinion on a piece of music.</li> <li>• I can talk about what a piece of music reminds me of.</li> </ul>				<ul style="list-style-type: none"> <li>• rhythms</li> <li>• Create and follow a score.</li> </ul>	<ul style="list-style-type: none"> <li>• an accompaniment, contrasting dynamics, and tempo.</li> <li>• Notate their ideas to form a simple score to play from.</li> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn some simple choreography to accompany a disco song.</li> <li>• Create variations using a wide variety of composing techniques.</li> <li>• Improvise on top of a repeating bassline.</li> </ul>
		<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an internalised sense of pulse</li> </ul>		<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing/chant a part within a kecak vocal performance.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>• Sing a round accurately and in a <i>legato</i> style.</li> </ul>

		<p>through singing games.</p> <ul style="list-style-type: none"> <li>• Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> </ul>		<p>of the music.</p> <ul style="list-style-type: none"> <li>• Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.</li> <li>• Play an instrumental part as part of a whole class performance</li> <li>• Sing a part in a partner song, rhythmically and from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and play the melody of <i>Kis nay banaayaa</i>.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Decipher a graphic score</li> <li>• <i>Play Twinkle, twinkle, little star</i></li> </ul>
		<p><b>Improvise and compose</b></p> <ul style="list-style-type: none"> <li>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns</li> </ul>		<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>• Listen and match vocal and</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently</li> </ul>



(‘walk’, ‘jogging’, ‘skipty’).

- Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
- Move freely and creatively to music using a prop.
- 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.

- Watch a film and analyse it in a musical context.
- 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.
- Understand and recognise ternary form.

(polyphonic texture)

- Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.

**Key concepts:**

- Develop a song by composing new words and adding movements and props.
- Sing a song using a call-and-response structure.
- Play sea sound effects on percussion instruments.
- With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).
- Listen to a range of sea-related pieces of music and respond with movement.

- 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

- Objectives:**
- 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.

- Objectives:**
- 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.

- 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.

		from Poland. Begin to understand how music helps people share tradition and culture.				
<ul style="list-style-type: none"> <li>• Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</li> <li>• Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</li> <li>• Music in 3-time, beat, composing and playing.</li> <li>• Beat, active listening, instrumental accompaniment.</li> </ul>		<p>Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p>		<ul style="list-style-type: none"> <li>• Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</li> </ul>	<ul style="list-style-type: none"> <li>• A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</li> </ul>

**Topic links to:**

**Spring 2**  
Living in the wider  
world  
**PSHE**

**Watch/listen/Move linked to topic:**

- 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).

- *I wanna sing scat* progression snapshot 3 videos (Sing Up).
- *I will wait* (Mumford & Sons).
- *The times they are a-changin'* (Bob Dylan).
- *The times they are a-changin'* (The Byrds).
- *Dylan Goes Electric* – Background context for teachers (Decades TV Network).

- Notes and Swar Riyaz (Bidisha Ghosh).
- *Hey, ho! Nobody home* progression snapshot 3 videos (Sing Up).

- *Indian music for children* – Raga Bhairav – Children's sing along (Tushar Dutta).
- *Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)* (Anuja Kamat).
- *Throw, catch* progression snapshot 3 videos (Sing Up).
- *Chaal rhythm* – 4 basic

- Polish folk music, performed live (FisBanda).
- Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

- *variations* video (Simply Dhol) (Manvir Hothi).
- Video of Team folk orchestra 2019 practice.
- *Tere Mohalle* (Mamta Sharma and Aishwarya Nigam).
- *Easy bhangra dance tutorial* (BHANGRAlicious).
- *Candle light* (G. Sidhu).
- Raag bhairavi (Indrani Mukherjee).

Summer 2						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Enquiry Topics:</u></b>						
<b>Cycle A- Up,UP and Away, travel and journeys.</b> Down there under the sea It's oh so quiet <b>Cycle B-</b> Slap, clap,clap Bow Bow bow Belinda	Come Dance With Me- Progression <b>Snapshot 3</b>	The Rockpool rock	Fly with the stars Progression <b>Snapshot 3</b>	Global Pentatonics		
<b><u>Objectives:</u></b>						
<ul style="list-style-type: none"> <li>I can sing in a group and match the pitch and follow the melody.</li> <li>I can sing in tune and keep to the beat.</li> <li>ELG: I can sing a range of well-known nursery rhymes and songs (BI&amp;E)</li> <li>I can perform songs, rhymes,</li> </ul>	<b>Improvise and compose.</b> <ul style="list-style-type: none"> <li>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation</li> <li>Attempt to record compositions</li> </ul>	<b>Improvise and compose.</b> <ul style="list-style-type: none"> <li>Improvise and compose a sequence of sounds in response to a given stimulus.</li> <li>Compose an accompaniment using tuned percussion, playing chords</li> </ul>	<b>Improvise and compose.</b> <ul style="list-style-type: none"> <li>Invent simple patterns using rhythms and notes C-D-E.</li> <li>Compose music, structuring short ideas into a bigger piece.</li> <li>Notate, read, and follow a'score'.</li> </ul>	<b>Improvise and compose.</b> <ul style="list-style-type: none"> <li>Compose a pentatonic melody.</li> <li>Improvise and create pentatonic patterns.</li> <li>Use notation to represent musical ideas.</li> <li>Create ostinatos.</li> </ul>		

<p>poems and stories with others, and (when appropriate) try to move to move in time with the music. (BI&amp;E)</p> <ul style="list-style-type: none"> <li>I can sing a range of well-known nursery rhymes and songs BI&amp;E ELG</li> </ul>	<p>with stick and other notations.</p> <ul style="list-style-type: none"> <li>Create musical phrases from new word rhythms that children invent.</li> </ul>	<p>and creating sound effects.</p>		<ul style="list-style-type: none"> <li>Layer up different rhythms</li> <li>Create and follow a score</li> </ul>		
<ul style="list-style-type: none"> <li>I can perform songs, rhymes, poems and stories with other, and (when appropriate) try to move in time with music BI&amp;E ELG</li> <li>I can sing a range of well-known nursery rhymes and songs BI&amp;E ELG</li> <li>I can perform songs, rhymes,</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Perform actions to music, reinforcing a sense of beat.</li> <li>Sing and chant songs and rhymes expressively.</li> <li>Sing either part of a call-and-response song.</li> <li>Play the response sections on tuned percussion</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing small intervals accurately and confidently, and vary dynamic contrast.</li> <li>Play a piece, following a graphic score.</li> <li>Sing clearly articulated words, smoothly, and together in time.</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>Perform vocal percussion as part of a group.</li> <li>Play the chords of <i>Fly with the stars</i> on tuned percussion as</li> </ul>	<p><b>Sing and Play</b></p> <ul style="list-style-type: none"> <li>Sing with expression and a sense of the style of the music.</li> <li>Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.</li> <li>Play an instrumental part as part of a whole-class performance.</li> </ul>		

<p>poems and stories with others, and (when appropriate) try to move in time with music BI&amp;E ELG</p>	<p>using the correct beater hold.</p> <ul style="list-style-type: none"> <li>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> </ul>	<ul style="list-style-type: none"> <li>Match voices accurately in a singing game.</li> <li>Learn an interlocking spoken part.</li> <li>Sing a rock 'n' roll-style song confidently.</li> <li>Play an introduction on tuned percussion.</li> </ul>	<p>part of a whole-class performance</p> <ul style="list-style-type: none"> <li>Sing solo or in a pair in call-and-response style.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a part in a partner song, rhythmically and from memory.</li> </ul>		
	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>Develop awareness of duration and the ability to</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise music in a minor key, recognising small steps in the music.</li> <li>Listen actively and learn about rock 'n' roll music.</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Recognise and copy rhythms and pitches C-D-E.</li> <li>Move in time with the beat of the music.</li> <li>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response,</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> <li>Watch a film and analyse it in a musical context.</li> <li>Identify similarities and differences</li> </ul>		



	<p>move slowly to music.</p> <ul style="list-style-type: none"> <li>• Create art work, drawing freely and imaginatively in response to a piece of music.</li> <li>• Listen and copy rhythm patterns.</li> <li>• Listen and copy call-and-response patterns on voices and instruments.</li> </ul>		<ul style="list-style-type: none"> <li>• samba schools, that in Brazil music helps communities</li> <li>• thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song</li> </ul>	<p>between pieces of music in a folk/folk-rock style.</p>		
--	--	--	--	---	--	--

**Key concepts:**

<ul style="list-style-type: none"> <li>• Improvise music with different instruments,</li> </ul>	<ul style="list-style-type: none"> <li>• Create musical phrases from new word</li> </ul>	<ul style="list-style-type: none"> <li>• Learn an interlocking spoken part.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the chords of <i>Fly with the stars</i> on tuned percussion as</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a pentatonic melody.</li> </ul>		
---	--	--	---	--	--	--

<p>following a conductor.</p> <ul style="list-style-type: none"> <li>• Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• 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.</li> </ul>	<p>rhythms that children invent.</p> <ul style="list-style-type: none"> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a rock 'n' roll-style song confidently.</li> <li>• Play an introduction on tuned percussion.</li> <li>• Listen actively and learn about rock 'n' roll music.</li> </ul>	<p>part of a whole-class performance.</p> <ul style="list-style-type: none"> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and create pentatonic patterns.</li> <li>• Use notation to represent musical ideas.</li> <li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> </ul>		
--	--	---	---	---	--	--

<ul style="list-style-type: none"> <li>• Timbre, structure, active listening, tune moving in step (stepping notes), soundscapes.</li> <li>• Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</li> <li>• Music in 3-time, beat, composing and playing.</li> <li>• Beat, active listening, instrumental accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>• Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</li> </ul>	<ul style="list-style-type: none"> <li>• 2-part singing, rock 'n' roll, structure, timbre.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3</li> </ul>	<ul style="list-style-type: none"> <li>• Pentatonic scale, different music traditions and cultures, graphic/dot notation.</li> </ul>		
--	--	---	--	--	--	--

**Topic links to:**

	<p align="center"><b><u>Autumn Term</u></b> Dancing <b>(PE)</b></p>	<p align="center"><b><u>Summer 2</u></b> Seaside holidays <b>(HIST/GEO)</b></p>		<p align="center"><b><u>Summer 1</u></b> Song of the River <b>(English)</b> <b><u>Summer 2</u></b> Poetry <b>(English)</b></p>		
--	---	---	--	--	--	--

**Watch/listen/Move linked to topic:**

	<ul style="list-style-type: none"> <li>• Sing Up's Developing musicianship toolkit videos:</li> <li>• <i>Playing with pitch pencils.</i></li> <li>• <i>Copy my actions</i></li> <li>• <i>Let's copy your actions!</i></li> <li>• <i>Walk and stop.</i></li> <li>• <i>Rain is falling down</i></li> </ul> <p>progression snapshot 3 videos (Sing Up)</p>	<ul style="list-style-type: none"> <li>• <i>Tutti frutti</i> (Little Richard).</li> <li>• <i>Johnny B. Goode</i> (Chuck Berry).</li> <li>• <i>Hound dog</i> (Elvis Presley).</li> <li>• <i>Rock around the clock</i> (Bill Haley &amp; The Comets).</li> <li>• <i>Hound dog</i> (Big Mama Thornton).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Walk and stop and Twice as fast, four times as fast</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• 'Soldiers' march' from <i>Album for the young</i> (Op. 68) (Robert Schumann).</li> <li>• 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman &amp; Sherman).</li> <li>• <i>Tongo</i> progression snapshot 1, 2, &amp; 3 videos (Sing Up)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Everywhere we go</i> (Silly Songs for Kids 4).</li> <li>• <i>Skye boat song</i> (Alastair McDonald).</li> <li>• <i>Om Namah Shivaya</i> (Dr. Nisha Dhuri).</li> <li>• <i>Busy weaving</i> (Weishan Liu).</li> <li>• <i>Desert blues</i> (Alhousseini Anivolla &amp; Girum Mezmur).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• Howard Goodall on pentatonic music from <i>How music works.</i></li> <li>• C Pentatonic scale training basic backing track (Guitar Practice).</li> </ul>		
--	---	---	--	---	--	--