

Nursery

Autumn Term

Title	About the unit	Musical material	Books to explore	Complementary listening
<i>Let's be friends</i>	This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.	<ul style="list-style-type: none"> • <i>Hello, let's go!</i> • <i>The high 5 chant</i> • <i>Let's be friends!</i> • <i>Pass the secret round</i> • <i>Let's be friends!</i> lyric video • <i>Let's be friends!</i> action video • <i>Example of a cajon</i> video • <i>Meet the musician... Jessie on clarinet!</i> video • <i>Songs about friendship</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Lost and found</i> – Oliver Jeffers • <i>Be a friend</i> – Salina Yoon • <i>Slick and stone</i> – Beth Ferry • <i>Superworm</i> – Julia Donaldson • <i>Elmer's friends</i> – David McKee • <i>Duck and penguin are not friends</i> – Julia Woolf • <i>Puffin Peter</i> – Petr Horáček • <i>Will you be my friend?</i> – Mollie Potter 	<ul style="list-style-type: none"> • <i>Rhapsody in blue</i> (Leonard Bernstein) • <i>Just a closer walk with thee</i> (Doreen Ketchens & Louisiana Philharmonic Orchestra) • Improvised music on cajon and guitar (Heidi Joubert & friends) • <i>Somewhere over the rainbow</i> (Israel 'IZ' Kamakawiwo'ole)
<i>Travel and movement</i>	This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!	<ul style="list-style-type: none"> • <i>How did you get to school today?</i> • <i>This is my walking song</i> • <i>Get on the train</i> • <i>This is my walking song</i> live video • <i>Get on the train</i> lyric video • <i>Get on the train</i> virtual jam video • <i>Meet the musician... Beka on violin!</i> video • Emperor penguins migrating video (National Geographic) • Soar with migrating birds video (National Geographic) • <i>How would it feel?</i> listening sample • <i>Red, red scooter</i> listening sample • <i>Songs about travel and moving around</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Night monkey, day monkey</i> – Julia Donaldson • <i>The train ride</i> – June Crebbin • <i>Hiking day</i> – Anne Rockwell • <i>From my window</i> – Otávio Júnior • <i>Lost and found</i> – Oliver Jeffers • <i>Everywhere, wonder</i> – Matthew Swanson • <i>Some dogs do</i> – Jez Alborough • <i>Rosa rides her scooter</i> – Jessica Spanyol 	<ul style="list-style-type: none"> • <i>William Tell overture</i> (Rossini) • 'We know the way' from <i>Moana</i> • 'Field trip' the <i>Finding Nemo</i> • Improvised music on cajon and guitar (Heidi Joubert & friends)

Nursery

Spring Term

Title	About the unit	Musical material	Books to explore	Complementary listening
<i>This is me</i>	<p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p>	<ul style="list-style-type: none"> • <i>I say hello like this</i> • <i>The family song</i> • <i>Yes I can!</i> • <i>We're all amazing</i> • <i>This is me, I am 3</i> • <i>Meet the musician – Rosie on handpan!</i> video • <i>Roaring waves</i> (Rosie Bergonzi) • <i>Questions</i> demonstration video • <i>Yes I can!</i> lyric video • 'Food for thought' Assumptions of gender roles video • Carlos Acosta performing in <i>Don Quixote</i> (Act I finale) video • <i>We're all amazing</i> lyric video • <i>We're all amazing</i> live video • A day in the life of a child in urban Kenya (BBC) • <i>This is me, I am 3</i> demonstration video • <i>All about me!</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>What we'll build</i> – Oliver Jeffers • <i>And tango makes three</i> – Justin Richardson and Peter Parnell • <i>The family book</i> – Todd Parr • <i>The great big book of families</i> – Mary Hoffman • <i>The Smeds and the Smoos</i> – Julia Donaldson • <i>All are welcome</i> – Alexandra Penfold • <i>Julian is a mermaid</i> – Jessica Love • <i>From the stars in the sky to the fish in the sea</i> – Kai Cheng Thom • <i>Red: A crayon's story</i> – Michael Hall • <i>Pink is for boys</i> – Robb Pearlman • <i>The rainbow fish</i> – Marcus Pfister • <i>All people are beautiful</i> – Vincent Kelly 	<ul style="list-style-type: none"> • <i>The Enigma variations</i> (Edward Elgar) • <i>No place like</i> (Kerry Andrew)
<i>Animal tea party</i>	<p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p>	<ul style="list-style-type: none"> • <i>I see animals!</i> • <i>Animal circle time</i> • <i>Bake, bake, bake</i> • <i>Animal tea party</i> • <i>Bang my drum</i> • <i>Twinkle, twinkle little star</i> (Zosia on cello) • Learn the Makaton sign for 'bake' • Learn the Makaton sign for 'cake' • <i>Animal tea party</i> lyric video • <i>Animal rhythms</i> activity video • <i>Animal rhythms</i> rhythmic backing track • <i>Bang my drum</i> lyric video • <i>The best animal songs!</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>The story orchestra, Carnival of the animals</i> – Katy Flint • <i>Magnificent creatures: Animals on the move!</i> – Anna Wright • <i>Animal music</i> – Julia Donaldson • <i>Animal opposites</i> – Petr Horáček • <i>The tiger who came to tea</i> – Judith Kerr • <i>Chocolate cake</i> – Michael Rosen • <i>Mini rabbit not lost</i> – John Bond 	<ul style="list-style-type: none"> • <i>Carnival of the animals</i> (Camille Saint-Saëns) • <i>It's oh so quiet</i> (Björk) • <i>Cello concerto in E minor</i> (Op. 85) (Edward Elgar)

Nursery

Summer Term

Title	About the unit	Musical material	Books to explore	Complementary listening
I've got feelings	<p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p>	<ul style="list-style-type: none"> • <i>How are you?</i> • <i>Happy happy happy</i> • <i>I've got feelings</i> • Introduction to the unit video • A stormy soundscape – body percussion video • A stormy soundscape – with instruments video • <i>Happy happy happy</i> lyric video • <i>Happy happy happy</i> Makaton demonstration video • <i>Meet the musician... Jessie on clarinet!</i> video • <i>I've got feelings</i> lyric video • <i>Inside Out: Guessing the feeling</i> video • <i>Meet the musician... Rosanna on the flute!</i> video • <i>Musical feelings</i> listening track 	<ul style="list-style-type: none"> • <i>Dogger</i> – Shirley Hughes • <i>Lost and found</i> – Oliver Jeffers • <i>Are you my mother?</i> – P. D. Eastman • <i>The day the crayons quit</i> – Oliver Jeffers • <i>Rainbow fish</i> – Marcus Pfister • <i>Ruby's worry</i> – Tom Percival • <i>Ravi's roar!</i> – Tom Percival • <i>The bad mood and the stick</i> – Daniel Handler • <i>The rabbit listened</i> – Cori Doerrfeld • <i>The great big hug</i> – Isy Abraham-Raveson • <i>Grumpy monkey</i> – Suzanne Lang 	<ul style="list-style-type: none"> • <i>The Arrival of the Queen of Sheba</i> (G. F. Handel) • <i>Misère</i> (Gregorio Allegri) • 'Fish in my hair!' from <i>Finding Nemo</i> (Thomas Newman) • 'Dance of the knights' from <i>Romeo and Juliet</i> (Sergei Prokofiev) • <i>The entertainer</i> (Scott Joplin)
Let's jam!	<p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.</p>	<ul style="list-style-type: none"> • <i>Tap your name</i> • <i>Hot cross buns</i> • <i>This is what it sounds like</i> • <i>Let's jam!</i> • <i>Who's in the band?</i> • <i>Shake and stop</i> • <i>Let's jam</i> musician video • 'Jack Sparrow Theme' from <i>Pirates of the Caribbean</i> (Szeged Trombone Ensemble) • <i>Meet the musician... Raph on trombone!</i> video • <i>Exploring the blues</i> video • <i>Meet the musician... Rosie on cajon!</i> video • MEINL percussion artists playing Afro-Peruvian percussion with congas, bongos, and cajons • <i>Let's jam! Celebrating music</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Little people big dreams: Aretha Franklin</i> – Maria Isabel Sanchez Vegara and Amy Blackwell • <i>Little people big dreams: Stevie Wonder</i> – Maria Isabel Sanchez Vegara and Melissa Lee Johnson • <i>Ella queen of jazz</i> – Helen Hancocks • <i>Where are all the instruments?</i> – Nathan Holder • <i>Drum dream girl: how one girl's courage changed music</i> – Margarita Engle and Rafael López • <i>The story of the orchestra: listen while you learn about the instrument</i> – Robert Levine and Meredith Hamilton • <i>Trombone Shorty</i> – Troy Andrews and Bryan Collier 	<ul style="list-style-type: none"> • <i>The young person's guide to the orchestra</i> (animation) (Benjamin Britten) • A live jazz jam session, led by Jesús Molina

Reception

Autumn Term

Title No. lessons	Musical learning	Musical material
<p><i>I've got a grumpy face</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Timbre, beat, pitch contour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<p>Song Bank: <i>I've got a grumpy face.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Mars' from <i>The planets suite</i> (Gustav Holst). • 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams). • 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg). • 'The imperial march' from <i>Star wars</i> (John Williams). • 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).
<p><i>The sorcerer's apprentice</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. 	<p>Song Bank: <i>Alice the camel.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> (Paul Dukas). • <i>Percussion instruments for kids</i> (Green Bean's Music). • <i>BBC Young Musician 2020</i> Percussion final clips: <ul style="list-style-type: none"> • Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko). • Fang Zhang – <i>Rain the blind monk</i> (Heng Liu). • Toril Azzalini-Machecler – <i>Le corps a corps</i> (George Aperghis). • Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior). • <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, & 3).
<p><i>Witch, witch</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<p>Song Bank: <i>Witch, witch.</i></p>
<p><i>Row, row, row your boat</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Beat, pitch (step/leap), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	<p>Song Bank: <i>Row, row, row your boat; The transport song.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Rowing a boat</i> video. • A short clip demonstrating rowing actions. • <i>Row, row, row your boat</i> animation (Super Simple Songs).

Reception

Spring Term

Title No. lessons	Musical learning	Musical material
Bird spotting: Cuckoo polka - 3 lessons	Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. 	Song Bank: <i>Dabbling ducks</i> . Watch/Listen/Move: <ul style="list-style-type: none"> • Video clips of different bird song (Wildlife World): <ul style="list-style-type: none"> • Tawny owl, Black grouse, Whooper swans, & Common quail. • <i>The blue Danube</i> (Johann Strauss II). • <i>Cuckoo polka</i> (Johann Strauss II). • <i>The lark ascending</i> (Ralph Vaughan Williams).
Shake my sillies out - 3 lessons	Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. 	Song Bank: <i>Jelly on a plate; Shake my sillies out</i> . Watch/Listen/Move: <ul style="list-style-type: none"> • <i>Sharing the beat</i> video from Sing Up's Developing musicianship toolkit • <i>Hippobotymus</i> video (Steve Smallman & Ada Grey. Mr Wickins Reads).
Up and down - 3 lessons	Focus: Pitch contour rising and falling, classical music. Objectives: <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. 	Song Bank: <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i> . Watch/Listen/Move: <ul style="list-style-type: none"> • <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up's Developing musicianship toolkit. • <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma He). • <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov). • <i>The lark ascending</i> (Ralph Vaughan Williams).
Five fine bumble bees - 3 lessons	Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. 	Song Bank: <i>Five fine bumble bees</i> . Watch/Listen/Move: <ul style="list-style-type: none"> • Bumblebee warm-up video – Spring vocal exploration (Track Tribe). • <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel). • <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, & Paul Lincke). • <i>La cucaracha</i> ('The cockroach') (The Mariachis). • 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams). • Close up video of bees collecting pollen from flowers to make honey by Flow Hive. • <i>Mad about minibeasts</i> video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).

Reception

Summer Term

Title No. lessons	Musical learning	Musical material
<p><i>Down there under the sea</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play 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. 	<p>Song Bank: <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). <i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel). Video of sea life swimming in an aquarium (Georgia Aquarium).
<p><i>It's oh so quiet</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. 	<p>Song Bank: <i>Pass the secret round; Bang my drum.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> <i>It's oh so quiet</i> (Björk). <i>Bang my drum</i> video (London Rhymes). <i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven). <i>In the mood</i> (The Glenn Miller Orchestra).
<p><i>Slap clap clap</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. 	<p>Song Bank: <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> 'Once upon a dream' from Disney's <i>Sleeping Beauty</i>. <i>Mull of Kintyre</i> (Paul McCartney & Wings).
<p><i>Bow, bow, bow Belinda</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Beat, active listening, instrumental accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. Listen to and talk about folk songs from North America. 	<p>Song Bank: <i>Bow, bow, bow Belinda; Siren.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> Video of children singing and playing <i>In and out the dusty bluebells</i>. <i>Shenandoah</i> (Traditional, version by Tom Roush).

KS1-Cycle A

Autumn Term

Title No. lessons	Musical learning	Musical material
<i>Tony Chestnut</i> - 6 lessons	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</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. 	<p>Song Bank: <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I want you to be my baby</i> (Louis Jordan & his Tympany Five). • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up). • <i>Fanfarras (Cabua-le-le)</i> (Sérgio Mendes).
<i>Carnival of the animals</i> - 3 lessons	<p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</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/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. 	<p>Song Bank: <i>I once saw an elephant.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises', 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns). • <i>Danse macabre</i> (Camille Saint-Saëns).
Musical conversations - 3 lessons	<p>Focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound. 	<p>Song Bank: <i>Plasticine person.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Duelling banjos</i> (Eric Dunbar & Stephen Baime).

KS1-Cycle A

Spring Term

Title No. lessons	Musical learning	Musical material
Grandma rap - 6 lessons	<p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant <i>Grandma rap</i> 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 <i>Hi lo chicka lo</i> that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<p>Song Bank: <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up). • <i>Marble machine</i> (Wintergatan). • <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman & Sherman).
Swing-a-long with Shostakovich - 3 lessons	<p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('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. 	<p>Song Bank: <i>Swing-a-long</i>; <i>One man went to mow</i>; <i>One finger, one thumb</i>; <i>Giggle song</i>; <i>Oranges and lemons</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Jazz suite No. 1 – 2</i>. 'Polka' (Dmitri Shostakovich). • <i>Jazz suite No. 2 – 6</i>. 'Waltz II' (Dmitri Shostakovich).
Charlie Chaplin - 3 lessons	<p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).

KS1-Cycle A

Summer Term

Title No. lessons	Musical learning	Musical material
The rockpool rock - 6 lessons	<p>Focus: 2-part singing, rock 'n' roll, structure, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music. 	<p>Song Bank: <i>The rockpool rock</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Tutti frutti</i> (Little Richard). • <i>Johnny B. Goode</i> (Chuck Berry). • <i>Hound dog</i> (Elvis Presley). • <i>Rock around the clock</i> (Bill Haley & The Comets). • <i>Hound dog</i> (Big Mama Thornton).
Tańczymy labada - 6 lessons	<p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Tańczymy labada</i>; <i>Bassez down</i>; <i>Płynie statek</i>; <i>Feet, feet</i>; <i>Hi lo chicka lo</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Demonstration of the Krakowiak dance. • <i>Follow my feet</i> and <i>Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit. • <i>Rondo à la Krakowiak in F major</i> (Op.14) (Frédéric Chopin). • <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

KS1-Cycle B

Autumn Term

Title No. lessons	Musical learning	Musical material
Menu song - 6 lessons	<p>Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Objectives:</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>Song Bank: <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> 'Be our guest' from <i>Beauty and the Beast</i>. 'Food, glorious food' from <i>Oliver!</i> <i>The herring song</i> (Traditional arr. Chris Haslam). <i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).
Colonel Hathi's march - 3 lessons	<p>Focus: Beat, march, timbre, film music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. 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). 	<p>Song Bank: <i>The grand old Duke of York</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman). 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman arr. Laurent Pierre). Tuba demonstration (Minnesota Orchestra). Gluckenspiel demonstration (Minnesota Orchestra). Royal Marines massed bands – beating retreat 2018. <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit. 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine). 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).
Magical musical aquarium - 3 lessons	<p>Focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement. 	<p>Song Bank: <i>Hey, hey</i>; <i>Down there under the sea</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> 'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns). <i>Hey, hey activity: Matching pitch – with voices</i> and <i>Have you brought your speaking voice?</i> teacher reference videos from Sing Up's Developing musicianship toolkit.

KS1-Cycle B

Spring Term

Title No. lessons	Musical learning	Musical material
<p><i>Football</i> - 6 lessons</p>	<p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Objectives:</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. • Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<p>Song Bank: <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Don't clap this one back.</i> • <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit. • <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).
<p><i>Who stole my chickens and my hens?</i> - 6 lessons</p>	<p>Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. <p>Mark rests in the song with actions, their voices, and instruments.</p>	<p>Song Bank: <i>Who stole my chickens and my hens?; If you're happy and you know it; I do like to be beside the seaside.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The Pink Panther theme</i> (Henry Mancini). • 'Barwick Green' from <i>My native heath</i> (Arthur Wood). • <i>Humoresque (Op. 101)</i> (Antonín Dvořák).

KS1-Cycle B

Summer Term

Title No. lessons	Musical learning	Musical material
Dancing and drawing to <i>Nautilus</i> - 3 lessons	<p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Nautilus</i> animated video (Anna Meredith). • <i>Nautilus</i> live video (Anna Meredith). • <i>Tremble</i> (Scottish Ballet). • Prada Spring/Summer 2014 Women's clothes advert.
Cat and mouse - 3 lessons	<p>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. 	<p>Song Bank: <i>Skin and bones; Three little mice; What do you want to eat, little mouse? The old grey cat; Hip hop songwriting backing track.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up videos with Steve Grocott: <ul style="list-style-type: none"> • <i>Three little mice</i> • Expression, pitch, and tempo using <i>The old grey cat</i>. • Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i> • <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall). • <i>The cat and the mouse</i> (Aaron Copland).
<i>Come dance with me</i> - 6 lessons	<p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p>Objectives:</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>Song Bank: <i>Come dance with me; Hip hop songwriting backing track; Walk and stop.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up's Developing musicianship toolkit videos: <ul style="list-style-type: none"> • <i>Playing with pitch pencils.</i> • <i>Copy my actions.</i> • <i>Let's copy your actions!</i> • <i>Walk and stop.</i> • <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).

LKS2-Cycle A

Autumn Term

Title No. lessons	Musical learning	Musical material
<p><i>This little light of mine</i></p> <p>-</p> <p>6 lessons</p>	<p>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>Objectives:</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 <i>This little light of mine</i>. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	<p>Song Bank: <i>Siren; This little light of mine; Joyful, joyful; I wanna sing scat.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>This little light of mine</i> (Rosetta Tharpe & the Sims-Wheeler Orchestra). • <i>This little light of mine</i> (Soweto Gospel Choir). • <i>What kind of man is this?</i> (Ray Charles & the Voices of Jubilation Choir 2006). • <i>I wanna sing scat</i> progression snapshot 1 videos (Sing Up). • <i>I say a little prayer</i> (Aretha Franklin). • The power of the pentatonic scale (Bobby McFerrin). • <i>Every praise</i> (Hezekiah Walker). • <i>Didn't it rain</i> (Sister Rosetta Tharpe). • <i>Shackles (Praise you)</i> (Mary Mary).
<p><i>My fantasy football team</i></p> <p>-</p> <p>6 lessons</p>	<p>Focus: Beat, rhythm, rondo, rhythm notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. • Perform a whole-class 'rondo' made up of playing and singing. • Sing a stepping melody accurately, and with clear articulation and diction. • Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest). 	<p>Song Bank: <i>My fantasy football team.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Stepping durations 2</i> video from Sing Up's Developing musicianship toolkit. • 'Main theme' from <i>Superman</i> (John Williams). • 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman). • <i>Flower</i> (Moby).

LKS2-Cycle A

Spring Term

Title No. lessons	Musical learning	Musical material
<p><i>The doot doot song</i> (Classroom percussion) - 6 lessons</p>	<p>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Objectives:</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>Song Bank: <i>The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Quick technique: Moving chords Marimba exercise (KPpercussion). • <i>I wanna sing scat</i> progression snapshot 2 videos (Sing Up). • <i>Jolene</i> (Dolly Parton). • <i>Blowin' in the wind</i> (Bob Dylan). • <i>Gone</i> (Ben Harper & Jack Johnson). • <i>Where did you sleep last night?</i> (Huddie William Ledbetter/Lead Belly).
<p><i>Fanfare for the common man</i> - 3 lessons</p>	<p>Focus: Fanfare, timbre, dynamics, texture, silence.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. 	<p>Song Bank: <i>Nanuma.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Extract from <i>Fanfare for the common man</i> (Aaron Copland). • <i>Introduction to timpani</i> video (Andy Smith, Philharmonia Orchestra). • <i>Introduction to percussion</i> video (David Corkhill, Philharmonia Orchestra). • 'Main theme' from <i>Superman</i> (John Williams).
<p><i>Spain</i> - 3 lessons</p>	<p>Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Habanera</i> (Emmanuel Chabrier).

LKS2-Cycle A

Summer Term

Title No. lessons	Musical learning	Musical material
Global pentatonics - 3 lessons	<p>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. 	<p>Song Bank: <i>Siren</i>; <i>Canoe song</i>; <i>Cowboy song</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Everywhere we go</i> (Silly Songs for Kids 4). • <i>Skye boat song</i> (Alastair McDonald). • <i>Om Namah Shivaya</i> (Dr. Nisha Dhuri). • <i>Busy weaving</i> (Weishan Liu). • <i>Desert blues</i> (Alhousseini Anivolla & Girum Mezmur). • The power of the pentatonic scale (Bobby McFerrin). • Howard Goodall on pentatonic music from <i>How music works</i>. • C Pentatonic scale training basic backing track (Guitar Practice).
The horse in motion - 3 lessons	<p>Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The horse in motion</i> (Eadweard Muybridge).
Favourite song (Classroom percussion) - 6 lessons	<p>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Objectives:</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>Song Bank: <i>Favourite song</i>; <i>Rain on the green grass</i>; <i>I wanna sing scat</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • I wanna sing scat progression snapshot 3 videos (Sing Up). • <i>I will wait</i> (Mumford & Sons). • <i>The times they are a-changin'</i> (Bob Dylan). • <i>The times they are a-changin'</i> (The Byrds). • <i>Dylan Goes Electric</i> – Background context for teachers (Decades TV Network).

LKS2-Cycle B

Autumn Term

Title No. lessons	Musical learning	Musical material
<i>I've been to Harlem</i> - 6 lessons	<p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up. 	<p>Song Bank: <i>I've been to Harlem; Tongo; Siren; Born to be wild.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Tongo</i> progression snapshot 1 videos (Sing Up). • <i>I've been to Harlem</i> cup rhythms video. • <i>Peer Gynt Suite No. 1 (Morning Mood)</i> (Edvard Grieg).
<i>Chilled-out clap rap</i> - 6 lessons	<p>Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. 	<p>Song Bank: <i>Chilled-out clap rap; Blinded by your grace (Part 2).</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Clapping music</i> (Steve Reich). • <i>Clapping music</i> (Reich arr. Evelyn Glennie). • <i>Don't clap this one back</i> video (Sharon Durant). • <i>Boom snap clap</i> video (Sharon Durant).

LKS2-Cycle B

Spring Term

Title No. lessons	Musical learning	Musical material
<p><i>Latin dance</i> (Classroom percussion) - 6 lessons</p>	<p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>Objectives:</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 <i>Latin dance</i> 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>Song Bank: <i>Latin dance; Plasticine person; Tongo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Salsa tutorial for kids videos (Spotty Doty). • <i>Tongo</i> progression snapshot 1 & 2 videos (Sing Up). • Learn about Cuban music (Miss Jessica's World). • <i>El Manisero (The Peanut Vendor)</i> (Don Azpiazu & the Havana Casino Orchestra). • <i>Despacito (salsa)</i> performed by Aston Merrygold & Janette Manrara on <i>Strictly Come Dancing</i>. • <i>Chan, chan</i> (Compay Segundo). • <i>Quimbara</i> (Celia Cruz & Tito Puente).
<p>'March' from <i>The nutcracker</i> - 3 lessons</p>	<p>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. 	<p>Song Bank: <i>As I was walking down the street ; Feet, feet.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'March' from <i>The nutcracker</i> (Tchaikovsky). • Animated musical form video for 'March' from <i>The nutcracker</i> (Ready GO Music). • 'March' from <i>The nutcracker</i> (The Royal Ballet). • <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.
<p>From a railway carriage - 3 lessons</p>	<p>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions. 	<p>Song Bank: <i>Celebration; Boom chicka boom.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Night mail</i> (Benjamin Britten, performed by Sir Tom Courtenay & Vangelis). • <i>Geographical fugue</i> (Ernst Toch). • <i>Smooth</i> (instrumental) (Carlos Santana). • <i>No place like</i> (Kerry Andrews).

LKS2-Cycle B

Summer Term

Title No. lessons	Musical learning	Musical material
Just three notes - 3 lessons	<p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Objectives:</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>Song Bank: <i>Rubber chicken</i>; <i>Hip hop songwriting backing track</i>; <i>Boom chicka boom</i>; <i>Bobby Shafto</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Drumming part IV</i> (Steve Reich). • <i>Musical ricercata</i> (György Ligeti).
Samba with Sérgio - 3 lessons	<p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Objectives:</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>Song Bank: <i>Rubber chicken</i>; <i>Beatboxing warm-up</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Fanfarrã (Cabua-le-le)</i> (Sérgio Mendes). • Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video. • <i>Magalenha</i> (Sérgio Mendes). • Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022. • Mangueira do Amanhã – Samba school: Manueira do Amanhã 2012 – Desfile oficial. • Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising. • <i>Samba with Sérgio</i> teaching videos (Sing Up).
Fly with the stars (Classroom percussion) - 6 lessons	<p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Play the chords of <i>Fly with the stars</i> 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. 	<p>Song Bank: <i>Fly with the stars</i>; <i>This is what it sounds like</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Tongo</i>; <i>Hip hop songwriting backing track</i>; <i>Bobby Shafto</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop</i> and <i>Twice as fast, four times as fast</i> videos from Sing Up's Developing musicianship toolkit. • 'Soldiers' march' from <i>Album for the young</i> (Op. 68) (Robert Schumann). • 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman & Sherman). • <i>Tongo</i> progression snapshot 1, 2, & 3 videos (Sing Up)

