

Year 3 - Term 1

Title No. lessons	About the unit	Musical material
<p><i>I've been to Harlem</i></p> <p>-</p> <p>6 lessons</p>	<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</i> (Morning Mood) (Edvard Grieg).
<p><i>Nao chariya de/Mingulay boat song</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place. 	<p>Song Bank: <i>Skye boat song; Under the lemon tree; Roll the old chariot along</i></p> <p>Watch/Listen/Move</p> <ul style="list-style-type: none"> • <i>Skye boat song</i> (Alastair McDonald). • <i>Mingulay boat song</i> (Coda). • <i>Mingulay boat song</i> (The Corries). • <i>Nao chariya de</i> (Abbasudin Ahmed). • <i>Nao chariya de</i> (Koushik & friends).
<p>Sound symmetry</p> <p>-</p> <p>3 lessons</p>	<p>Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry. 	<p>Song Bank: <i>Rubber chicken; Plasticine person; Dr Knickerbocker ek, dho, teen!; 1, 121; Twinkle, twinkle, little star</i></p>

Year 3 - Term 2

Title No. lessons	Musical learning	Musical material
Latin dance (Classroom percussion) - 6 lessons	<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 Dotty). • <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 Puentes).
'March' from <i>The nutcracker</i> - 3 lessons	<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.
From a railway carriage - 3 lessons	<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).

Year 3 - Term 3

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; Hip hop songwriting backing track; Boom chicka boom; 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; Beatboxing warm-up.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes). • Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video. • <i>Magalena</i> (Sérgio Mendes). • <i>Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022.</i> • <i>Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial.</i> • 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; This is what it sounds like; Supercalifragilisticexpialidocious; Tongo; Hip hop songwriting backing track; Bobby Shafto.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop and 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)

Year 4 - Term 1

Title No. lessons	About the unit	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>The Pink Panther theme</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). 	<p>Song Bank: <i>Boom chicka boom; Hot potato!</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The Pink Panther theme</i> (Henry Mancini). • How cartoon sounds effects are made (<i>Tom and Jerry</i>) (Josh Harmon). • Hacks for creating movie & cartoon sound effects (Gamer world). • How cartoon sounds are made (<i>The Flintstones</i>) (Josh Harmon).
<p><i>Composing with colour</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Ecstatic orange</i> (Michael Torke). • <i>A colour symphony – I. Purple 'Andante maestoso'</i> (Arthur Bliss). • <i>Rhapsody in blue</i> (George Gershwin). • <i>Green plastic, pink oil and water</i> (Rachel Leach).

Year 4 - Term 2

Title No. lessons	About the unit	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).

Year 4 - Term 3

Title No. lessons	About the unit	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; Canoe song; 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; Rain on the green grass; I wanna sing scat.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I wanna sing scat</i> 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).

Year 5 - Term 1

Title No. lessons	About the unit	Musical material
<p><i>What shall we do with the drunken sailor?</i> - 6 lessons</p>	<p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a ‘cup’ game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<p>Song Bank: <i>What shall we do with the drunken sailor?; Rubber chicken; Hey, ho! Nobody home.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>What shall we do with the drunken sailor?</i> Teaching video – song & game. • <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss & others). • <i>Sea Shanties documentary</i> (BBC 4). • <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up). • <i>Wellerman</i> (TikTok Sea Shanty mashup 2021). • <i>Sea shanty medley</i> (Home Free).
<p><i>Why we sing</i> - 3 lessons</p>	<p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). 	<p>Song Bank: <i>Let's start to sing!; Tongue twisters; Tongue, teeth, lips, mouth.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wade in the water</i> (Sweet Honey in the Rock). • <i>Wade in the water</i> (The Spirituals). • <i>Climbing higher mountains</i> (Aretha Franklin). • <i>Why we sing</i> (Kirk Franklin and the Family). • <i>What kind of man is this?</i> (Ray Charles & the Voices of Jubilation Choir 2006). • <i>Shackles (Praise you)</i> (Mary Mary). • <i>This little light of mine</i> (Soweto Gospel Choir). • <i>Take your burden to the Lord (and leave it there)</i> (Blind Boys of Alabama). • <i>The storm is passing over</i> (The Clara Ward Singers). • <i>Jesus gave me water</i> (Sam Cooke & The Soul Stirrers). • <i>Great is your mercy</i> (Donnie McClurkin). • <i>Get away, Jordan</i> (Take 6).
<p><i>Introduction to songwriting</i> - 3 lessons</p>	<p>Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process. 	<p>Song Bank: <i>Throw, catch; Plasticine person; Great day; Firework; Songwriting backing tracks; Song pieces.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wonderwall</i> (Oasis). • <i>Say my name</i> (Destiny's Child). • <i>Le freak</i> (Chic). • <i>Smalltown boy</i> (Bronski Beat).

Year 5 - Term 2

Title No. lessons	About the unit	Musical material
<p><i>Madina tun nabi</i> - 6 lessons</p>	<p>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns. 	<p>Song Bank: <i>Madina tun nabi; Siren; Alphabet of nations.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Madinah tun nabi</i> (Aashiq al-Rasul). • <i>Burdah Maula ya Salli</i> (Mesut Kurtis). • <i>A is for Allah</i> (Zain Bhikha). • <i>Ya Thabyat Elban</i> (Youssef Yaseen & Tomos Latorre). • <i>Room 310</i> (Lynn Adib). • <i>Sastanâqqâm</i> (Tinariwen). • <i>Hey ho, nobody home</i> progression snapshot 2 videos (Sing Up). • <i>Nami nami</i> (ODO Ensemble).
<p><i>Building a groove</i> - 3 lessons</p>	<p>Focus: Beat, rhythm, basslines, riffs.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. 	<p>Song Bank: <i>Do your dooty.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Watermelon man' from <i>Head Hunters</i> (Herbie Hancock). • <i>Jesus you're worthy to be praised</i> (Potter's House Mass Choir). • The drums – learning the parts of the drum set (MonkeySee). • Drum groove audio tracks (Sing Up). • <i>Cissy strut</i> (The Meters). • <i>Le freak</i> (Chic).
<p><i>Época</i> - 3 lessons</p>	<p>Focus: Texture, articulation, rhythm, tango.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango. 	<p>Song Bank: <i>Ronda de los conejos.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Época</i> (Gotan Project). • <i>Move and freeze</i> Brain breaks: action songs for children (The Learning Station). • <i>Libertango</i> (Astor Piazzolla). • Tango dancers on the streets of Buenos Aires (Amazing World Videos). • How does the accordion work? <i>Discover instruments series</i> (Classic FM). • Sheku Kanneh-Mason – cello. <i>Discover instruments series</i> (Classic FM). • Intro to drums (The Instrumentals).

Year 5 - Term 3

Title No. lessons	About the unit	Musical material
Balinese gamelan - 3 lessons	<p>Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. 	<p>Song Bank: <i>Hip hop songwriting backing track.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Cremation ceremony beleganjur procession in Ubud, Bali – Part 2 • Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools). • Kotekan lesung. • Kecak monkey chant. • ‘The Hindu story of Rama and Sita’ from <i>Religions of the world</i> (BBC Teach).
Composing in ternary form - 3 lessons	<p>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • 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. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Empress of the pagodas</i> (Laideronette) (Maurice Ravel)
<i>Kisne banaaya</i> - 6 lessons	<p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of <i>Kisne banaaya</i>. • Sing in a 4-part round accompanied with a pitched ostinato. 	<p>Song Bank: <i>Kisne banaaya; Kis nay banaayaa; 1, 121; Siren; Hey ho! Nobody home.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Notes and Swar Riyaz (Bidisha Ghosh). • <i>Hey, ho! Nobody home</i> progression snapshot 3 videos (Sing Up).

Year 6 - Term 1

Title No. lessons	About the unit	Musical material
Hey, Mr Miller - 6 lessons	<p>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<p>Song Bank: <i>Hey, Mr Miller; Siren; Throw, catch; Scales and arpeggios.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>In the mood</i> (Glenn Miller Orchestra). • <i>Chattanooga choo choo</i> (Glenn Miller Orchestra). • <i>Hooked on swing</i> (Larry Elgart & his Manhattan Swing Orchestra). • <i>Throw catch</i> progression snapshot 1 videos (Sing Up). • <i>It don't mean a thing (if it ain't got that swing)</i> (Ella Fitzgerald & Duke Ellington). • <i>Basic swing groove for drums</i> video. • <i>St Louis blues</i> (Ella Fitzgerald). • <i>God bless the child</i> (Billie Holliday & Count Basie).
Shadows - 3 lessons	<p>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music. 	<p>Song Bank: <i>Good riddance (Time of your life); What do I know?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Shatter me</i> (Lindsey Stirling & Lzzy Hale). • Lindsey's appearance on <i>America's Got Talent</i>. • <i>Shadows</i> (Lindsey Stirling). • <i>Fire on the mountain</i> (Hillary Klug). • David Guetta mix 2022. • Avicii greatest hits mix 2021. • <i>Boulevard of broken dreams</i> (Green Day). • <i>Boulevard of broken dreams</i> (Lindsey Stirling). • <i>Roundtable rival – Behind the scenes</i> (Lindsey Stirling). • Tokio Myers – <i>Britain's Got Talent</i> audition. • <i>Interstellar theme</i> (Hans Zimmer). • <i>Human</i> (Rag'n'Bone Man). • <i>Attraction Juniors – Britain's Got Talent</i> audition.
Composing for protest! - 3 lessons	<p>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song. 	<p>Song Bank: <i>Hey, my name is Joe.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Songs of sunrise</i> – No. 3 'March of the women' (Ethel Smyth).

Year 6 - Term 2

Title No. lessons	About the unit	Musical material
<p><i>Dona nobis pacem</i></p> <p>-</p> <p>6 lessons</p>	<p>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). 	<p>Song Bank: <i>Dona nobis pacem; Siren; Throw, catch.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <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) • <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up). • Myleene's Music Class: The one where we look at monophonic, polyphonic, & homophonic textures. • <i>Dona nobis pacem</i> (arr. Hal Hopson). • <i>Jubilate Deo</i> (Giovanni Gabrieli). • <i>O Eucharis in Leta Via</i> (Hildegard von Bingen). • <i>If ye love me</i> (Thomas Tallis). • <i>Ronde</i> ('La Morisque' from <i>Dansereye 1551</i>) (Tielman Susato). • <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).
<p><i>You to me are everything</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: 1970s soul music, comparing cover versions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. 	<p>Song Bank: <i>Celebration</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>You to me are everything</i> (The Real Thing). • <i>Everything – The Real Thing story</i> (BBC). • <i>You to me are everything</i> (Sonia). • <i>You to me are everything</i> (Anthony Strong). • <i>You to me are everything</i> (The Overtones). • <i>You to me are everything</i> (Karizma Duo). • <i>You to me are everything</i> (The Jetfighters). • <i>Celebration</i> choreography (Jump Start Dance). • Iconic disco dance moves (Chicago Children's Theater). • <i>Le freak</i> (Chic).
<p><i>Twinkle variations</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: To use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play <i>Twinkle, twinkle, little star</i>. 	<p>Song Bank: <i>Twinkle, twinkle, little star</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 12 variations in C major on <i>Ah, vous dirais-je Maman</i> (K65/30) (W. A. Mozart)

Year 6 - Term 3

Title No. lessons	About the unit	Musical material
Race! - 3 lessons	<p>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Main theme from <i>Chariots of Fire</i> (Vangelis).
Exploring identity through song - 3 lessons	<p>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs. 	<p>Song Bank: <i>Shabuya</i>; <i>Siren</i>; <i>Name rhythms game</i>; <i>Chosen family</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Smalltown boy</i> (Bronski Beat). • <i>Down by the Salley Gardens</i> (Traditional, words from W. B. Yeats) (Andreas Scholl & Edin Karamazov). • <i>Fantasy</i> (Earth, Wind & Fire). • Dimash Qudaibergen on <i>X Factor UK 2019</i>. • Russian Basso profundo: The lowest voices video. • Video of Tom Holland's voice change over the years. • <i>Say my name</i> (Destiny's Child). • <i>Hey Jude</i> (The Beatles). • <i>My melody</i> (Eric B. & Rakim). • <i>Chosen family</i> (Rina Sawayama). • <i>Chosen family</i> (Rina Sawayama & Elton John). • <i>Chosen family</i> (One Voice Children's Choir).
Ame sau vala tara bal - 6 lessons	<p>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhanga, Bollywood, Indian classical), progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of <i>Throw, catch</i> 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 bhanga music. 	<p>Song Bank: <i>Ame sau vala tara bal</i>; <i>Throw, catch</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Indian music for children</i> – Raga Bhairav – Children's sing along (Tushar Dutta). • <i>Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)</i> (Anuja Kamat). • <i>Throw, catch</i> progression snapshot 3 videos (Sing Up). • <i>Chaal rhythm – 4 basic variations</i> video (Simply Dhol) (Manvir Hothi). • Video of Team folk orchestra 2019 practice. • <i>Tere Mohalle</i> (Mamta Sharma and Aishwarya Nigam). • <i>Easy bhanga dance tutorial</i> (BHANGRALicious). • <i>Candle light</i> (G. Sidhu). • Raag bhairavi (Indrani Mukherjee).