

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year A	<p><b>Week 1 – 3</b> <b>I've got a grumpy face</b> Focus: Timbre, beat, pitch contour. Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> <p><b>Week 4 – 6</b> <b>The Sorcerer's Apprentice</b> Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives:</p> <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> </ul>	<p><b>Week 1 – 6</b> <b>Nativity Practice</b></p>	<p><b>Week 1 – 3</b> <b>Bird Spotting: Cuckoo Polka</b> Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives:</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul> <p><b>Week 4 – 6</b> <b>Shake My Sillies Out</b> Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives:</p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions</li> </ul>	<p><b>Week 1 – 6</b> <b>Up and Down</b> Focus: Pitch contour rising and falling, classical music. Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p><b>Week 4 – 6</b> <b>Five Fine Bumble Bees</b> Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance</li> </ul>	<p><b>Week 1 – 3</b> <b>Down There and Under the Sea</b> Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives:</p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <p><b>Week 4 – 6</b> <b>It's Oh So Quiet</b> Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul>	<p><b>Week 1 – 3</b> <b>Slap Clap Clap</b> Focus: Music in 3-time, beat, composing and playing. Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul> <p><b>Week 4 – 6</b> <b>Bow, Bow, Bow Belinda</b> Focus: Beat, active listening, instrumental accompaniment. Objectives:</p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America.</li> </ul>
Year 1 -2 Year A	<p><b>Menu song</b> <b>Lesson 1:</b> Get to know the song 1. <b>Lesson 2:</b> Get to know the song 2. <b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing. <b>Lesson 4:</b> Improvise a percussion accompaniment to <i>Menu song</i>. <b>Lesson 5:</b> Prepare for a dramatic performance of <i>Menu song</i>. <b>Lesson 6:</b> Performance day.</p>	<p><b>Colonel Hathi's March</b> <b>Lesson 1:</b> Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments. <b>Lesson 2:</b> Explore instruments found in marching bands. Compose and play simple marching music. <b>Lesson 3:</b> Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p>	<p><b>Football</b> <b>Lesson 1:</b> Learn the chant. <b>Lesson 2:</b> Practise the chant and create a simple ostinato on untuned percussion. <b>Lesson 3:</b> Make a video recording of children singing (<i>Rain is falling down</i>). Progression snapshot 2. <b>Lesson 4:</b> Compose melodies using mi-re-do (E-D-C) and the rhythm of the words from <i>Football</i>. <b>Lesson 5:</b> Compose and perform word patterns in groups. <b>Lesson 6:</b> Compose melodies for their own word patterns using mi-re-do (E-D-C).</p>	<p><b>Ocarina</b></p>	<p><b>Come dance with me</b> <b>Lesson 1:</b> Find the beat and learn to sing the 'response' lines. <b>Lesson 2:</b> Practise finding the beat, join in singing the chorus, and play call-and-response rhythms. <b>Lesson 3:</b> Progression snapshot 3. Make a video recording of children singing. <b>Lesson 4:</b> Sing the song confidently and play the response phrase on tuned percussion. <b>Lesson 5:</b> Sing and play in call-and-response. <b>Lesson 6:</b> Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.</p>	<p><b>Cat and Mouse</b> <b>Lesson 1:</b> Play a singing game, experiencing how music creates a mood. <b>Lesson 2:</b> Focus on rhythm – copying, inventing, and reading notation. <b>Lesson 3:</b> Create rhythm compositions and attempt to record them on paper and play them on instruments.</p>
Year 1 – 2 Year B	<p><b>Tony Chesnut</b> <b>Lesson 1:</b> Get to know the song – learn the melody and add actions on the beat. <b>Lesson 2:</b> Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture. <b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing.</p>	<p><b>Orawa</b> <b>Lesson 1:</b> Listen, draw, and chant. <b>Lesson 2:</b> Listen, move, alternate. <b>Lesson 3:</b> Structure ideas and perform composed pieces.</p>	<p><b>Grandma Rap</b> <b>Lesson 1:</b> Introduce the song, mark the pulse, learn the actions, recap Hi lo chicka lo from term 1. <b>Lesson 2:</b> Learn Grandma rap words and actions, practise pitch pencils, introduce 'walk' duration (action and notation). <b>Lesson 3:</b> Progression snapshot activity 2.</p>	<p><b>Ocarina</b></p>	<p><b>Tańczymy Labada</b> <b>Lesson 1:</b> Learn the song and how to sidestep in a circle. <b>Lesson 2:</b> Learn to play the game to <i>Tańczymy labada</i>.</p>	<p><b>Charlie Chaplin</b> <b>Lesson 1:</b> Duration – short and long. <b>Lesson 2:</b> Pitch – high and low. <b>Lesson 3:</b> Dynamics – loud and soft.</p>

	<p><b>Lesson 4:</b> Play the songs melody on a tuned percussion instrument.</p> <p><b>Lesson 5:</b> Improvise rhythms along to a backing track.</p> <p><b>Lesson 6:</b> Compose call-and-response music.</p>		<p><b>Lesson 4:</b> Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.</p> <p><b>Lesson 5:</b> Create 4-beat rhythms using 'walk' and 'jogging' durations using a rhythm grid.</p> <p><b>Lesson 6:</b> Create looped backing (or body percussion accompaniment) to perform Grandma rap to.</p>		<p><b>Lesson 3:</b> Progression snapshot 3. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Invent new words and actions for <i>Tarńczymy labada</i> and play an accompaniment on tuned percussion.</p> <p><b>Lesson 5:</b> Learn a new singing game – <i>Płynie statek</i>.</p> <p><b>Lesson 6:</b> Prepare a performance for other classes in the school.</p>	
Year 3 – 4 Year A	<p><b>I've Been to Harlem</b></p> <p><b>Lesson 1:</b> Get to know the song.</p> <p><b>Lesson 2:</b> Sing <i>I've been to Harlem</i> showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale.</p> <p><b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Invent 3-note melodies to accompany <i>I've been to Harlem</i>.</p> <p><b>Lesson 5:</b> Learn cup rhythms to <i>I've been to Harlem</i>.</p> <p><b>Lesson 6:</b> Create and perform a class arrangement of <i>I've been to Harlem</i>.</p>	<p><b>From A Railway Carriage</b></p> <p><b>Lesson 1:</b> Create a piece of music using Benjamin Britten's <i>Night mail</i> as a starting point.</p> <p><b>Lesson 2:</b> Compose a piece using a poem and a painting as inspiration.</p> <p><b>Lesson 3:</b> Use word patterns to create a geographical rhythm rap.</p>	<p><b>Latin Dance</b></p> <p><b>Lesson 1:</b> Feel the rhythm.</p> <p><b>Lesson 2:</b> Learn to play the chords A minor and F major.</p> <p><b>Lesson 3:</b> Progression snapshot. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Practise the song and learn about Cuban music.</p> <p><b>Lesson 5:</b> Compose a rhythm pattern.</p> <p><b>Lesson 6:</b> Putting it all together.</p>	<p><b>Enchanted Forest - RECORDER</b></p> <p><b>Lesson 1:</b> Into the forest – Learn the warm-up and the chant. How to blow.</p> <p><b>Lesson 2:</b> Let's play – how to hold the recorder and play the first note – B.</p> <p><b>Lesson 3:</b> Learn Part 1 (Mostly Bs): Verse 1. Learn note A.</p>	<p><b>Flying with the Stars</b></p> <p><b>Lesson 1:</b> Get inside the song structure 1.</p> <p><b>Lesson 2:</b> Get inside the song structure 2.</p> <p><b>Lesson 3:</b> Progression snapshot 3. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Play note rhythms to the verse and chorus following the chord changes in the song.</p> <p><b>Lesson 5:</b> Explore accompaniment ideas.</p> <p><b>Lesson 6:</b> Create a class arrangement of Fly with the stars.</p>	<p><b>Enchanted Forest – Recorder</b></p> <p><b>Lesson 4:</b> Owl sounds and tuned percussion.</p> <p><b>Lesson 5:</b> How to play note G. Learn Part 2 (B A G): Verse 1 and the vocal part Verses 1 and 2.</p> <p><b>Lesson 6:</b> Learn Part 1 (Mostly Bs): Verse 2 and the vocal part: Verse 3. Play all of Part 1.</p>
Year 3 – 4 Year B	<p><b>This Little Light of Mine</b></p> <p><b>Lesson 1:</b> Get to know the song 1.</p> <p><b>Lesson 2:</b> Get to know the song 2.</p> <p><b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Play bass notes and a rhythm ostinato with the backing track.</p> <p><b>Lesson 5:</b> Improvise on the notes of the pentatonic scale using the voice and instruments.</p> <p><b>Lesson 6:</b> Create an arrangement of This little light of mine.</p>	<p><b>Spain</b></p> <p><b>Lesson 1:</b> Dance and play the habanera.</p> <p><b>Lesson 2:</b> Hot Spanish sunshine.</p> <p><b>Lesson 3:</b> Spanish fiesta!</p>	<p><b>The Doot Doot Song</b></p> <p><b>Lesson 1:</b> Get to know the song 1.</p> <p><b>Lesson 2:</b> Get to know the song 2.</p> <p><b>Lesson 3:</b> Make a video recording of children singing. Progression snapshot 2.</p> <p><b>Lesson 4:</b> Listen and compare acoustic styles and practise playing and singing the song.</p> <p><b>Lesson 5:</b> 'Doodle'! Scat sing along to the song.</p> <p><b>Lesson 6:</b> Create an arrangement of The doot doot song and perform as a class band.</p>	<p><b>Monsters Monsters – Recorder</b></p> <p><b>Lesson 1:</b> Meet the monsters – an introduction to the piece.</p> <p><b>Lesson 2:</b> Learn Part 1 (B A G) – The quest section and the rhythm for Meet the monsters section.</p> <p><b>Lesson 3:</b> Learn Part 1 (B A G) – The victory section.</p>	<p><b>Favourite Song</b></p> <p><b>Lesson 1:</b> Get to know the song – Learn Verse 1, learn the verse chords.</p> <p><b>Lesson 2:</b> Get to know the song – Learn the Chorus, learn the Chorus chords.</p> <p><b>Lesson 3:</b> Progression snapshot 2. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Recap playing Verse 1 and the Chorus, and compare pieces of music.</p> <p><b>Lesson 5:</b> Practise singing and playing the song.</p> <p><b>Lesson 6:</b> Rehearse and perform.</p>	<p><b>Monsters Monsters – Recorder</b></p> <p><b>Lesson 4:</b> Learn Part 2 (B C D) – The approach section and The quest section.</p> <p><b>Lesson 5:</b> Learn to play Part 1 (B A G) and Part 2 (B C D) for The chase section.</p> <p><b>Lesson 6:</b> Focus on The quest section.</p>
Year 5 – 6 Year A	<p><b>What Shall we do with a Drunken Sailor</b></p> <p><b>Lesson 1:</b> Sing a sea shanty expressively and with a strong beat.</p> <p><b>Lesson 2:</b> Learn a cup rhythm game, keeping to the beat of the song.</p> <p><b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.</p> <p><b>Lesson 5:</b> Create accompaniments with bass notes and chords.</p> <p><b>Lesson 6:</b> Rehearse and perform <i>What shall we do with the drunken sailor?</i></p>	<p><b>The Doot Doot Song - Ukulele -</b></p> <p><b>Lesson 1:</b> Introduction to ukulele &amp; ukulele hold</p> <p><b>Lesson 2:</b> Recap strumming the ukulele</p> <p><b>Lesson 3:</b> Ukulele notes and chords video</p>	<p><b>Madina tun nabi</b></p> <p><b>Lesson 1:</b> Get to know the song and where it comes from.</p> <p><b>Lesson 2:</b> Get to know the song and learn more about Islamic music and the Nasheed.</p> <p><b>Lesson 3:</b> Progression snapshot 2. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Learn to sing Verse 1, play the drone, and improvise.</p> <p><b>Lesson 5:</b> Learn to sing Verse 2 and play the chorus chords.</p> <p><b>Lesson 6:</b> Practise all of the elements, bringing them together in a performance of the piece.</p>	<p><b>The Doot Doot Song – Ukulele</b></p> <p><b>Lesson 1:</b> Learn Ukulele 1. I and II. Practise and support individuals by splitting the class in two, with one half playing, the other singing. Take turns to sing or play. Play along with Part 1 audio track – 20 mins</p> <p><b>Lesson 2:</b> Learn Ukulele 1. III and IV. Practise and support individuals where necessary by splitting the class in two, with one half playing, the other singing. Take turns to sing or play. If time, try Parts 1 and 2 together</p> <p><b>Lesson 3:</b> Learn Ukulele 1. V (Am, F and C chords) and practise with the groove</p>	<p><b>Kisne Banaaya</b></p> <p><b>Lesson 1:</b> Get to know the song.</p> <p><b>Lesson 2:</b> Begin to learn to play the song.</p> <p><b>Lesson 3:</b> Progression snapshot 3. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Practise the song – singing and playing.</p> <p><b>Lesson 5:</b> Create an accompaniment.</p> <p><b>Lesson 6:</b> Create a class arrangement of Kisne banaaya and perform.</p>	<p><b>Introduction to Song Writing</b></p> <p><b>Lesson 1:</b> Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor.</p> <p><b>Lesson 2:</b> Writing the lyrics of a hook.</p> <p><b>Lesson 3:</b> Create a tune for your hook.</p>

				tracks, slowing them down as appropriate		
Year 5 -6 Year B	<p><b>Hey, Mr Miller</b></p> <p><b>Lesson 1:</b> Introduction and begin learning Hey, Mr Miller.</p> <p><b>Lesson 2:</b> Learn Section 3 Hey, Mr Miller and find out about swing music.</p> <p><b>Lesson 3:</b> Progression snapshot 1. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington.</p> <p><b>Lesson 5:</b> Improvise syncopated melodies using notes of the C major scale.</p> <p><b>Lesson 6:</b> Sing and play a class arrangement with a good sense of ensemble.</p>	<p><b>Composing for Protest!</b></p> <p><b>Lesson 1:</b> Protest words.</p> <p><b>Lesson 2:</b> Protest song.</p> <p><b>Lesson 3:</b> Protest!</p>	<p><b>Dona Nobis Pacem</b></p> <p><b>Lesson 1:</b> Find out about texture, sing scales and arpeggios, and learn Section 3 of Dona nobis pacem.</p> <p><b>Lesson 2:</b> Practise Section 3 and learn Section 2 of the round. Compare music with different textures.</p> <p><b>Lesson 3:</b> Progression snapshot 2. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Learn Section 1 of the round, play a notation game, find out about sacred music in Latin.</p> <p><b>Lesson 5:</b> Practise singing different sections of the music together. Compose Part 1.</p> <p><b>Lesson 6:</b> Put the round together. Compose Part 2.</p>	<p><b>Race!</b></p> <p><b>Lesson 1:</b> Accompaniment.</p> <p><b>Lesson 2:</b> Extended melody.</p> <p><b>Lesson 3:</b> Full soundtrack.</p>	<p><b>AME SAU VALA TARA BAL</b></p> <p><b>Lesson 1:</b> Develop knowledge and understanding of a variety of musical styles from India 1.</p> <p><b>Lesson 2:</b> Develop knowledge and understanding of a variety of musical styles from India 2.</p> <p><b>Lesson 3:</b> Progression snapshot 3. Make a video recording of children singing.</p> <p><b>Lesson 4:</b> Learn to dance to bhangra.</p> <p><b>Lesson 5:</b> Create a rhythmic piece for drums and percussion instruments.</p> <p><b>Lesson 6:</b> Create a final performance.</p>	<p><b>Composition</b></p> <p>Create own music and lyrics to chosen stimulus</p>