

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	Hey, Mr Miller	<ul style="list-style-type: none"> Swing music Syncopation Big band Scat singing Historical context WWII Progression snapshot 1 	<ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time. Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<ul style="list-style-type: none"> <i>Hey, Mr Miller</i> <i>Scales and arpeggios</i> 	<ul style="list-style-type: none"> <i>In the mood</i> by Glenn Miller <i>Basic swing groove for drums</i> by Happydrums <i>Hooked on swing</i> by Larry Elgart + Manhattan Swing Orchestra, <i>It don't mean a thing (if it ain't got that swing)</i> performed by Duke Ellington and Ella Fitzgerald
Autumn 2	3	Shadows	<ul style="list-style-type: none"> Artist and their influences Musical comparisons <i>Shadows</i> Lindsay Sterling 	<ul style="list-style-type: none"> Explore the influences on an artist. Recognise and 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. 		<ul style="list-style-type: none"> Video clip of <i>Lindsey + America's Got Talent</i>. <i>Shadows</i> by Lindsey Stirling <i>Fire on the mountain</i> by Hilary Klug, David Guetta x Avicii greatest hits, <i>Boulevard of broken dreams</i> by Green Day <i>Behind the scenes</i> - Lindsey Stirling
	3	Composing for protest	<ul style="list-style-type: none"> Composing with non-musical stimulus Lyrics Melody Ostinato Coda 	<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. 	<ul style="list-style-type: none"> <i>Hey, my name is Joe</i> 	<ul style="list-style-type: none"> <i>Songs of sunrise - No. 3 March of the women</i> <i>Hey, my name is Joe</i> - Teaching video
Autumn 2 - Optional	6	Touch the sky	<ul style="list-style-type: none"> Scottish music 3-time Folk instruments Pentatonic scale <i>Touch the sky</i> 	<ul style="list-style-type: none"> Improvise using the pentatonic scale. Sing accurately in two parts, with dynamic contrast and expression. Play the melody, bass note, or chord for one verse of <i>Skye boat song</i>. Listen to traditional Scottish music identifying influences on <i>Touch the sky</i>. 	<ul style="list-style-type: none"> <i>Touch the sky</i> <i>Daisy Bell</i> <i>Skye boat song</i> 	<ul style="list-style-type: none"> <i>Brave</i> - Official Trailer. Video of Alexander Levack <i>Torsa</i> by Lau, <i>Scotland the Brave</i> by pipers at the Canmore Highland Games, <i>Traditional scottish dancing</i> by Hot Scotch Celidh Band, <i>Skye boat song</i> Performed by Ella Roberts

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Spring 1	6	Dona nobis pacem	<ul style="list-style-type: none"> 3-part round/polyphonic texture), 3/4 time, church music in Latin, progression snapshot 2. 	<ul style="list-style-type: none"> Compose an 8-bar piece in 3-time. Sing a round in a legato style. Listen to a piece of music identifying changes in texture. Listen to music from a mass and talk about features of the music. 	<ul style="list-style-type: none"> <i>Dona nobis pacem</i> <i>Polly-phonic!</i> <i>Siren</i> 	<ul style="list-style-type: none"> <i>Beginner singing guide: how to sing vowels</i> <i>Dona nobis pacem</i> by Hal Hopson <i>Siren</i> warm-up with Lin Marsh <i>Swooping pitch warm-up</i> with Greg Beardsall.
Spring 2	3	You to me are everything	<ul style="list-style-type: none"> 70'S Soul music Compare cover versions. 	<ul style="list-style-type: none"> Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments. Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music. 	<ul style="list-style-type: none"> <i>Little April shower</i> <i>Baby Beluga</i> <i>Song of the fish</i> <i>Down there under the sea</i> <i>Jellyfish</i> 	<ul style="list-style-type: none"> <i>Video of the original track.</i> <i>Official lyric video.</i> <i>Everything- The Real Thing Story</i> BBC iPlayer documentary. Various cover versions
	3	Building a groove (New Unit January 2023)	<ul style="list-style-type: none"> Beat Rhythm, Basslines Riffs. 	<ul style="list-style-type: none"> Compose groove based pieces understanding how drum grooves and bass lines fit together. Perform in a vocal percussion style. Play drum patterns, basslines and riffs as part of a group. Listen and copy drum patterns and riffs. 	<ul style="list-style-type: none"> <i>Do your dooty</i> 	<ul style="list-style-type: none"> <i>Watermelon man</i> by Herbie Hancock <i>Potter's House Mass Choir, Tour of the drum kit., Drum groove audio tracks</i> <i>Shake it off</i> by Taylor Swift, <i>Back to life</i> by Soul II Soul, <i>Cissy strut</i> by The Meters, <i>Thank you</i> by Sly and The Family Stone, <i>Let's dance</i> by David Bowie
Spring 2 - Optional	6	Ain't gonna let nobody	<ul style="list-style-type: none"> Civil rights movement Spiritual, gospel, RnB, choral Vocal improvisation Chords C minor and G7 	<ul style="list-style-type: none"> Improvise over chords C minor and G7. Sing in three parts with good ensemble and accurate pitching. Play bass notes and chords to accompany improvised melodies. Develop knowledge and understanding of the origins, history, and social context of the song. 	<ul style="list-style-type: none"> <i>Ain't gonna let nobody</i> <i>Rubber chicken</i> 	<ul style="list-style-type: none"> <i>Ain't gonna let nobody</i> - Improvising on C minor <i>Rubber chicken</i> - Warm-up video <i>Beatboxing warm-up</i> <i>Teaching video featuring Imani Uzuri</i> Versions of <i>Ain't gonna let nobody</i> by Blind Willie McTell, The Freedom Singers, Albetina Walker and The Cleveland Orchestra and chorus

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Summer 1	3	Empress of the pagodas (New Unit February 2023)	<ul style="list-style-type: none"> Structure (Ternary form/ABA) Pentatonic scale Tempo Dynamics 20th century orchestral music 	<ul style="list-style-type: none"> Create 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 and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. 		<ul style="list-style-type: none"> <i>Empress of the pagodas (Laideronnette)</i> by Maurice Ravel
	3	Small town boy				
Summer 2	6	Ame sau vala tara bal	<ul style="list-style-type: none"> Indian music Raag Bhairavi Chaal rhythm Indian musical instruments Indian musical styles: Bhangra, Bollywood, Indian Classical Progression snapshot 3 	<ul style="list-style-type: none"> Create a rhythmic piece for drums and percussion instruments. Sing a melody with attention to phrasing. Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary. Show the beat by dancing to bhangra music. 	<ul style="list-style-type: none"> <i>Ame sau vala tara bal</i> 	<ul style="list-style-type: none"> <i>Raag Bhairavi, Musical instruments of India, Team folk orchestra winner</i> <i>Tere Mohalle</i> from Besharam Easy bhangra dance, <i>Candle light</i> by G. Sidhu - Video
Summer 2 - Optional	6	Nobody knows (The Lumineers)	<ul style="list-style-type: none"> Songwriting Chords Writing lyrics on theme of 'leavers' 	<ul style="list-style-type: none"> Compose a short song on the theme of leavers. Sing with expression and accuracy of rhythm and pitch. Play chords to accompany the song. Recognise the instruments used in the song and identify the way the texture develops. 	<ul style="list-style-type: none"> <i>Nobody knows (The Lumineers)</i> <i>Bogapilla</i> 	<ul style="list-style-type: none"> <i>Video performance of the song</i>