

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	Tony Chestnut	<ul style="list-style-type: none"> • Beat • Rhythm • Pitch • Echo • Progression snapshot 1 	<ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Play the song's melody on a tuned percussion instrument. • Sing with good diction to emphasise word play. • Listen to, recognise, and play echoing phrases by ear. 	<ul style="list-style-type: none"> • <i>Tony Chestnut</i> 	<ul style="list-style-type: none"> • <i>I want you to be my baby</i> by Louis Jordan
Autumn 2	3	Carnival of the Animals	<ul style="list-style-type: none"> • Timbre • Tempo • Dynamics • Pitch • Classical music 	<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) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. 		<ul style="list-style-type: none"> • 'Aquarium' • 'Fossils' • 'The swan' • 'The elephant' • and 'Aviary' from <i>Carnival of the animals</i> by Saint-Saëns
	3	Magical musical aquarium (New Unit Aug 2022)	<ul style="list-style-type: none"> • Timbre • Pitch • Structure • Graphic symbol • Classical music 	<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. 	<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"> • 'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns
Autumn 2 - Optional	6	Creepy castle	<ul style="list-style-type: none"> • Timbre • Tempo • Dynamics • Graphic score 	<ul style="list-style-type: none"> • Compose a sequence of sounds in response to a given stimulus. • Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece following a graphic score. • Listen to music in a minor key, recognising small steps in the music. 	<ul style="list-style-type: none"> • <i>Creepy castle</i> 	<ul style="list-style-type: none"> • <i>Tocatta and Fugue in D minor BWV 565</i> by J.S. Bach

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Spring 1	6	Grandma rap	<ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Unison Round Progression snapshot 2 	<ul style="list-style-type: none"> Compose 4-beat patterns. Chant rhythmically and perform in unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Learn a clapping game to <i>Hi lo chicka lo</i> Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<ul style="list-style-type: none"> <i>Grandma rap</i> <i>Hip-Hop backing track</i> <i>Supercalifragilistic-expialidocious</i> 	<ul style="list-style-type: none"> BEAT section of Sing Up Music Developing Musicianship resource <i>Grandma rap warm-up</i> video
Spring 2	3	Orawa	<ul style="list-style-type: none"> Beat Rhythm Structure (repetition). 20th century classical music 	<ul style="list-style-type: none"> Structure short musical ideas to form a larger piece. Perform composed pieces for an audience. Listen with attention to detail and recall sounds and patterns. 		<ul style="list-style-type: none"> <i>Orawa</i> by Wojciech Kilar
	3	Musical conversations (New Unit January 2023)	<ul style="list-style-type: none"> Question-and-answer Timbre Graphic score 	<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 simple graphic scores. Recognise how graphic symbols can represent sound. 	<ul style="list-style-type: none"> <i>Bogapilla</i> <i>Plasticine Person</i> 	<ul style="list-style-type: none"> 'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns Sing Up percussion guide
Spring 2 - Optional	6	Mini-beasts	<ul style="list-style-type: none"> Timbre Pitch (chord) Internalising beat and phrase 	<ul style="list-style-type: none"> Compose an accompaniment using tuned percussion (playing chords and creating sound effects). Sing clearly articulated words, smoothly and together in time. Match voices accurately in a singing game. Listen to the music and create a 'minibeast' inspired dance. 	<ul style="list-style-type: none"> <i>Minibeasts</i> <i>Hey, hey</i> 	<ul style="list-style-type: none"> <i>The wasps overture</i> by Nikolai Rimsky-Korsakov <i>Flight of the bumblebee</i> by Ralph Vaughan Williams

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Summer 1	3	Swing-a-long with Shostakovich	<ul style="list-style-type: none"> 2- and 3-time Beat Beat groupings 20th century classical music 	<ul style="list-style-type: none"> Create action patterns in 2- and 3- time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and indentify them in familiar songs. Move freely and creatively to music using a prop. 	<ul style="list-style-type: none"> <i>Swing-along</i> <i>One man went to mow</i> <i>One finger, one thumb</i> <i>Giggle song</i> <i>Oranges and lemons</i> 	<ul style="list-style-type: none"> <i>Jazz suite No. 2 - 6 'Waltz II'</i> by Dmitri Shostakovich <i>Jazz suite No. 1 - 2 'Polka'</i> by Dmitri Shostakovich
	3	Cat and mouse (New Unit March 2023)	<ul style="list-style-type: none"> Mood Tempo Dynamics Rhythm Dot notation 	<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. Notice how a change of pitch is used to create an effect. 	<ul style="list-style-type: none"> <i>Skin and bones</i> <i>Three little mice</i> <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i> 	<ul style="list-style-type: none"> Performance of <i>Three little mice</i> Expression, pitch and tempo video Rhythm, beat and pitch video
Summer 1 - Optional	6	The rockpool rock	<ul style="list-style-type: none"> 2-part singing Rock 'n' roll Structure Timbre 	<ul style="list-style-type: none"> Learn an interlocking spoken part and perform a song in two parts. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music. 	<ul style="list-style-type: none"> <i>Rockpool rock</i> 	<ul style="list-style-type: none"> <i>Tutti frutti</i> by Little Richard <i>Johnny B. Goode</i> by Chuck Berry <i>Hound dog</i> by Elvis Presley <i>Rock around the clock</i> by Bill Haley and The Comets
Summer 2	6	Tączymy labada	<ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Chords Progression snapshot 3 	<ul style="list-style-type: none"> Compose rhythm patterns to accompany the song. Sing confidently in another language and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. 	<ul style="list-style-type: none"> <i>Tączymy labada</i> <i>Płynie statek</i> 	