

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	I've been to Harlem	<ul style="list-style-type: none"> Pitch shape Ostinato Round Pentatonic Call-and-response Progression snapshot 1 	<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. 	<ul style="list-style-type: none"> <i>I've been to Harlem</i> <i>Tongo</i> <i>Siren</i> <i>Born to be wild</i> 	<ul style="list-style-type: none"> <i>Cup rhythms</i> - Video. <i>Peer Gynt Suite No. 1</i> by Edvard Grieg Progression snapshot videos
Autumn 2	3	Nao chariya de/ Mingulay boat song	<ul style="list-style-type: none"> Bengali/Scottish folk songs Comparing songs from across the world Instruments Beat Tempo 3/4, 4/4 	<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. 	<ul style="list-style-type: none"> <i>Skye boat song</i> <i>Under the lemon tree</i> <i>Roll the old chariot along</i> 	<ul style="list-style-type: none"> <i>Mingulay boat song</i> by The Corries; by Coda. <i>Nao chariya de</i> by Abbasudin Ahmed; by Koushik <i>Skye boat song</i> by Alastair McDonald
	3	Sound symmetry	<ul style="list-style-type: none"> Symmetry and pattern in melody Ternary form Melody Accompaniment 	<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. 	<ul style="list-style-type: none"> <i>Rubber chicken</i> <i>Plasticine person</i> <i>Dr Knickerbocker ek, dho, teen!</i> <i>1, 121</i> <i>Twinkle, twinkle little star</i> 	
Autumn 2 - Optional	6	Chilled-out clap rap	<ul style="list-style-type: none"> Beat Rhythm Crotchet Crotchet rest Paired quavers Notes C-D-E Tempo Dynamics 	<ul style="list-style-type: none"> Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. Rap accurately & rhythmically with dynamic contrast. Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes. 	<ul style="list-style-type: none"> <i>Chilled-out clap rap</i> <i>Blinded by your grace (Part 2)</i> 	

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Spring 1	6	Latin dance	<ul style="list-style-type: none"> Salsa Beat Clave rhythm Timbre Chords Rhythm pattern Progression snapshot 2 	<ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during the instrumental sections. Sing syncopated rhythms and recognise a verse, chorus structure. Play a one note part contributing to chords accompanying the verses. Listen to music from Cuba and describe features using music vocabulary. Invent a drone accompaniment for a song. Accompany themselves singing a call-and-response song with a drone. 	<ul style="list-style-type: none"> Latin dance Plasticine person Tongo 	<ul style="list-style-type: none"> Salsa tutorial for kids by Spotty Dotty Despacito (salsa) Learn about Cuban music in Miss Jessica's World El manisero Chan, chan Quimbara
			Spring 2	3	'March' from The nutcracker	<ul style="list-style-type: none"> Rondo structure Beat Higher/lower Staccato Call-and-response Ballet music from the Romantic period.
3	From a railway carriage	<ul style="list-style-type: none"> Structure (repetition, round, pattern) Texture (layers, unison) timbre Beat Classical music 			<ul style="list-style-type: none"> Improvise and explore a variety of ways in which words can be used to create music. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect. Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it. 	<ul style="list-style-type: none"> Boom chicka boom Shabuya Bungalow Map rap Popocatépetl

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Summer 1	3	Just 3 notes	<ul style="list-style-type: none"> Pitch (C-D-E) Rhythm patterns Structure Minimalism Dot notation 	<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, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. 		<ul style="list-style-type: none"> <i>Musical ricercata</i> by György Ligeti <i>In C</i> by Terry Riley <i>Drummers part IV</i> by Steve Reich
	3	Samba with Sérgio	<ul style="list-style-type: none"> Call-and-response Samba batucada Beat Rhythm Music and community Rhythm notation 	<ul style="list-style-type: none"> Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music. Talk about what has been learnt about Brazil and Carnival i.e. Samba batucada instruments and playing in call-and-response, samba schools, 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. 	<ul style="list-style-type: none"> <i>Rubber chicken</i> 	<ul style="list-style-type: none"> <i>Rubber chicken</i> <i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes <i>Magalenha</i> by Sergio Mendes <i>Estação Primeira de Mangueira</i> – Samba school. <i>Fanfare for the common man</i> by Aaron Copland, performed by the São Paulo Symphony Orchestra.
Summer 2	6	Fly with the stars	<ul style="list-style-type: none"> Rhythm Crotchet, quavers, semi-quavers Pitch (C-D-E/ do-re-mi) Dot notation Progression snapshot 3 	<ul style="list-style-type: none"> Improvise ('doodle') on-the-spot phrases using A minor and C major triads. Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d). Sing the syncopated melody confidently and with a sense of style. Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations. 	<ul style="list-style-type: none"> <i>Fly with the stars</i> <i>Rain is falling down</i> 	<ul style="list-style-type: none"> Feeling the shape of a melody using a body ladder (m-r-d) Inner-hearing using a body ladder (m-r-d) Pitch copy back game m-r-d