

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	What shall we do with the drunken sailor?	<ul style="list-style-type: none"> Sea shanties Beat Rhythm Chords Dot notation Progression snapshot 1 	<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 with accurate pitch and a strong beat. Play bass notes/chords to accompany singing. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<ul style="list-style-type: none"> <i>What shall we do with the drunken sailor?</i> <i>Hey, ho! Nobody home</i> 	<ul style="list-style-type: none"> <i>BBC 4 Sea Shanties documentary</i> <i>Drunken sailor - TikTok Mashup 2021</i> <i>What shall we do with the drunken sailor? - Teaching video</i> <i>Rubber chicken</i> <i>Siren</i> Progression snapshot videos
Autumn 2	3	Why we sing	<ul style="list-style-type: none"> Gospel music Structure Texture Vocal decoration 	<ul style="list-style-type: none"> Recognise by ear, individual instruments and voices. Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary. 	<ul style="list-style-type: none"> <i>Let's start to sing</i> <i>Tongue twisters</i> 	<ul style="list-style-type: none"> <i>Wade in the water</i> by Sweet Honey in the Rock, <i>Climbing higher Mountains</i> by Aretha Franklin, <i>Why we sing</i> by Kirk Franklin and The Family <i>Why we sing</i> lyric video. <i>Wade in the water</i> by The Spirituals
	3	Introduction to songwriting	<ul style="list-style-type: none"> Structure (Verse/ chorus) Hook Lyric writing Melody 	<ul style="list-style-type: none"> 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop understanding of song writing techniques. 	<ul style="list-style-type: none"> <i>Great day</i> <i>Firework</i> <i>Someone you loved</i> <i>Songwriting backing tracks</i> 	<ul style="list-style-type: none"> <i>Throw, catch</i> <i>Song pieces.</i> <i>Say my name</i> <i>Le freak</i> <i>Smalltown boy</i>
Autumn 2 - Optional	6	Keep the home fires burning	<ul style="list-style-type: none"> Music from WWI Fanfare Triad Rhythm Dot notation 	<ul style="list-style-type: none"> Compose a WWI inspired fanfare (using C-E-G) Sing with expression, appreciating the song's history and purpose, perform for an audience. Play the <i>Home fires fanfare</i> from the score. Recognise durations. Develop knowledge and understanding of the history, and social context of music associated with the first World War. 	<ul style="list-style-type: none"> <i>1, 121</i> <i>Keep the home fires burning</i> <i>Siren</i> 	<ul style="list-style-type: none"> <i>The Pink Panther theme</i> by Henry Mancini, <i>The typewriter</i> by Leroy Anderson, <i>March</i> by Tchaikovsky <i>The last past</i> <i>Keep the home fires burning</i> by John McCormack Roger Norrington talking about <i>Pastoral Symphony</i> by Williams

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Spring 1	6	Madina tun nabi	<ul style="list-style-type: none"> Nasheed (islamic song) Drone Melody Harmony Chords Progression snapshot 2 	<ul style="list-style-type: none"> Use major chords to create a drone accompaniment and improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins. Listen and copy back simple rhythmic and melodic patterns. 	<ul style="list-style-type: none"> <i>Madina tun nabi</i> 	<ul style="list-style-type: none"> <i>Madina tun nabi</i> - Video. Echo exercise audio tracks
Spring 2	3	Building a groove	<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 to create memorable and catchy riffs. Perform in a vocal percussion style. Play drum patterns, basslines and riffs on a variety of instruments 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
	3	Época	<ul style="list-style-type: none"> Texture Articulation Rhythm Tango 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> <i>Época</i> by Gotan Project Introduction to the sounds of the accordion, cello, drum kit - Video Tango dancing - Video
Spring 2 - Optional	6	Three little birds	<ul style="list-style-type: none"> Reggae Riffs Chords Bassline Harmony 	<ul style="list-style-type: none"> Improvise rhythms using the chords D and G to create a bassline and chord accompaniment. Sing a chorus in three parts following the score. Play the melodic riff or melody of the chorus by ear. Develop a knowledge and understanding of the origins, history, and social context of Reggae music. 	<ul style="list-style-type: none"> <i>Three little birds</i> <i>1, 121</i> 	<ul style="list-style-type: none"> <i>Three little birds, Buffalo soldier and Redemption song</i> by Bob Marley and The Wailers <i>Three little birds</i> lyric video by Makaton <i>One step beyond</i> by Prince Busters All Stars <i>You've made me so very happy</i> by Alton Ellis

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Summer 1	3	Balinese gamelan	<ul style="list-style-type: none"> Gamelan (Bali) Interlocking rhythm Vocal chant Musical cycles 	<ul style="list-style-type: none"> Compose a kecak piece as part of a group. Chant a part within a kecak performance. Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak. Listen and match vocal and instrumental parts to grid and dot notation. 		<ul style="list-style-type: none"> <i>Gamelan beleganjur</i> <i>Kecak chant</i> <i>Interlocking cymbal patterns</i> <i>Rice-pounding music</i> <i>Cartoon of the Tale of Rama and Sita</i>
Summer 1	3	Empress of the pagodas	<ul style="list-style-type: none"> 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, with 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 (Laideronette)</i> by Maurice Ravel
	6	Baloo baleerie	<ul style="list-style-type: none"> Lullaby 3-time Pentatonic scale Question-and-answer Accompaniment Progression snapshot 3 	<ul style="list-style-type: none"> Compose a melody in 3/4 time, use notes from a pentatonic scale and question-and-answer phrasing. Sing a lullaby with understanding of the song's purpose. Play an accompaniment using percussion. Listen to lullabies from around the world. Understand the differences between 3/4 and 4/4 time signatures. 	<ul style="list-style-type: none"> <i>Baloo baleerie</i> (2-part version in E & unison version in F) 	<ul style="list-style-type: none"> <i>Dream Angus</i> Scottish lullaby. <i>The universal language of lullabies</i> - BBC video The Lullaby Project by Opera North <i>Trio Da Kali</i> a lullaby from Mali, Felton <i>Lonnin</i> from England, <i>Galilean lullaby</i> from Palestine, <i>Cantec de leagan</i> by from Romanian <i>Lullabies from around the world</i> - Video
Summer 2 - Optional	6	Kis nay banaayaa	<ul style="list-style-type: none"> A song from India/ Pakistan Soundscape Melody/ harmony Accompaniment 	<ul style="list-style-type: none"> Create a soundscape for some of the creatures in the world. Sing unaccompanied in two or three parts. Play a simple accompaniment on tuned instruments. Listen and explore a range of timbres to use in the creation of a soundscape. 	<ul style="list-style-type: none"> <i>Kis nay banaayaa</i> <i>1, 121</i> 	<ul style="list-style-type: none"> Song teaching video with Itoya and Chanté