

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	3	I've got a grumpy face	<ul style="list-style-type: none"> • Timbre • Beat • Pitch contour 	<ul style="list-style-type: none"> • Explore making sound with voices and percussion instruments to create different feelings and moods. • Make up new words and actions about different emotions and feelings. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<ul style="list-style-type: none"> • <i>I've got a grumpy face</i> • <i>Happy</i> 	<ul style="list-style-type: none"> • <i>Happy</i> (Pharrell Williams) • 'The Imperial march' from <i>Star wars</i> (John Williams) • 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Tchaikovsky)
	3	The sorcerer's apprentice	<ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre 	<ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, mark making, writing. 	<ul style="list-style-type: none"> • <i>Alice the camel</i> 	<ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> (Dukas) • Percussion instruments for kids • BBC Young Musician 2020 Percussion final • <i>Fantasia</i> (Disney animation)
Autumn 2	3	Witch, witch	<ul style="list-style-type: none"> • Call-and-response • Pitch (la-so-mi-do) • Timbre 	<ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<ul style="list-style-type: none"> • <i>Witch, witch</i> 	<ul style="list-style-type: none"> • <i>Witch, witch</i> teaching video.
	3	Row, row, row your boat	<ul style="list-style-type: none"> • Beat • Pitch (step/leap) • Timbre 	<ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	<ul style="list-style-type: none"> • <i>Row, row, row your boat</i> • <i>The transport song</i> 	<ul style="list-style-type: none"> • Rowing a boat video • <i>Row, row, row your boat</i> • <i>The transport song</i>

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Spring 1	3	Birdspotting: Cuckoo polka	<ul style="list-style-type: none"> Active listening Beat Pitch (so-mi) Vocal play 	<ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music. 		<ul style="list-style-type: none"> <i>The blue Danube</i> (Strauss) Various bird song video clips Video clip of the cuckoo echo song <i>Cuckoo polka</i> (Strauss) <i>The lark ascending</i> (Vaughan Williams)
	3	Shake my sillies out	<ul style="list-style-type: none"> Timbre Pitch (higher/lower) Tempo (faster/slower) Beat 	<ul style="list-style-type: none"> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements. Perform the story as a class 	<ul style="list-style-type: none"> <i>Shake my sillies out</i> 	<ul style="list-style-type: none"> <i>The beat sharing game</i> Video Instrument naming activity <i>Hippobottymus</i> (Steve Smallman & Ada Grey)
Spring 2	3	Up and down	<ul style="list-style-type: none"> Pitch contour (rising and falling) 	<ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch. 	<ul style="list-style-type: none"> <i>Up and down</i> <i>Hickory, dickory, dock</i> 	<ul style="list-style-type: none"> <i>Rain is falling down</i> Video <i>Pitch pencils activity</i> Video <i>The lark ascending</i> (Vaughan Williams) <i>Flight of the bumblebee</i> (Rimsky Korsakov)
	3	Five fine bumble bees	<ul style="list-style-type: none"> Timbre Tempo Structure (call-and-response) Active listening 	<ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance. 	<ul style="list-style-type: none"> <i>Five fine bumble bees</i> 	<ul style="list-style-type: none"> 'Overture' to <i>The wasps</i> (Vaughan Williams) Bumblebee warm up video Bees collecting pollen video <i>Mad about minibeasts</i> (Giles Andreas) Animal sounds in other languages

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Summer 1	3	Down there under the sea	<ul style="list-style-type: none"> Timbre Structure Active listening Tune moving in step Soundscape 	<ul style="list-style-type: none"> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. Listen to a range of sea-related pieces of music and respond with movement. 	<ul style="list-style-type: none"> <i>Down there under the sea</i> 	<ul style="list-style-type: none"> <i>Seaside sounds with instruments</i> Video. <i>Miroirs III - Une barque sur l'océan</i> (Ravel) Video of sea life swimming in an aquarium
	3	It's oh so quiet!	<ul style="list-style-type: none"> Dynamics Timbre Musical storytelling 	<ul style="list-style-type: none"> Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. 	<ul style="list-style-type: none"> <i>Pass the secret round</i> <i>Bang my drum</i> 	<ul style="list-style-type: none"> <i>It's oh so quiet</i> (Bjork) <i>Symphony No. 5, 1st movement</i> (Beethoven)
Summer 2	3	Slap clap clap	<ul style="list-style-type: none"> Music in 3-time Beat 	<ul style="list-style-type: none"> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Play a range of percussion instruments (replacing the action words with playing words). Find the beat in a partner clapping game. 	<ul style="list-style-type: none"> <i>Slap clap clap</i> 	<ul style="list-style-type: none"> 'Once upon a dream' from <i>Sleeping Beauty</i> <i>Mull of Kintyre</i> (Paul McCartney & Wings)
	3	Bow, bow, bow Belinda	<ul style="list-style-type: none"> Beat Active listening Accompaniment 	<ul style="list-style-type: none"> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. Listen to examples of other folk songs from North America. 	<ul style="list-style-type: none"> <i>Bow, bow, bow Belinda</i> 	<ul style="list-style-type: none"> <i>Bow, bow, bow Belinda</i> Teaching video