|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **HT1** | **Let’s Be Friends**  This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. | **I’ve Got a Grumpy Face**  Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions.  **Witch, Witch**  Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • 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. | **Menu Song**  Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives: • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song. | **Tony Chestnut** Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Objectives: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear | **Ukulele (HT1 AND 2)**  **I’ve Been to Harlem**  Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Objectives: • 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. | **Peter and the Wolf**  **This Little Light of Mine**  Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. Objectives: • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in tme to songs in a Gospel style. |  | **Hey, Mrs Miller**  Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. Objectives: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. |
| **HT2** | **Travel and Movement**  This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car… What about if we could fly? Let’s see where our imaginations take us! | T**he Sorcerer's Apprentice**  Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • 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, talking, writing. |  | **Carnival of Animals**  Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: • 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) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement.  **Composing music inspired by birdsong**  Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. Objectives: • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. | **Ukulele** | **Composing with Colour**  Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score. Objectives: • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. | **Building a Groove**  Focus: Beat, rhythm, basslines, riffs. Objectives: • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices.  **Nutcracker**  Extra unit | **Shadows**  Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Objectives: • Explore the influences on an artist by comparing pieces of music from different genres. • 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. • Create a shadow movement piece in response to music.  **You to me are everything**  Focus: 1970s soul music, comparing cover versions. Objectives: • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. |
| **HT3** | **This is Me**  This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique. | **Shake my Sillies out**  Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions  **Up and Down**  Focus: Pitch contour rising and falling, classical music. Objectives: • 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. | **Football**  Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched). | **Grandma Rap**  Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers). | **Ukulele**  **Latin Dance**  Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. | **The Doot Doot Song**  Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Objectives: • ‘Doodle’ with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles. |  | **Ame sau vala tara bal** Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. Objectives: • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. |
| **HT4** | **Animal Tea Party**  This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum. | Bird Spotting  Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • 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.  **Five Fine Bumble Bees**  Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • 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 |  | Orawa  Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns  **Trains**  Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto). Objectives: • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles | **Ukulele** | Ukulele  **Spain**  Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas. Objectives: • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically. | **What Shall we Do with a drunken Sailor?**  Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Objectives: • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a ‘cup’ game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.  Macbeth |  |
| **HT5** | **I've Got Feelings**  This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we’ll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make? | **Down there Under the Sea**  Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement.  I**t’s Oh so Quiet**  Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven’s 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. | **Come Dance With Me**  Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. Objectives: • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments. | **Minibeasts**  Focus: Timbre, pitch (chord), internalising beat and phrase. Objectives: • 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. | **Ukulele**  **Fly with the Stars**  Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. Objectives: • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song. | **Global Pentatonic**  Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Objectives: • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.  **The Horse in Motion**  Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics. Objectives: • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context. | Ukulele | **SATS** |
| **HT6** | **Let’s Jam**  This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a ‘band’ and in small groups. In a culture where often being a ‘singer’ or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music’s sake! There’s so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children. | **Slap Clap Clap**  Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner  **Bow Bow Bow Belinda**  Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America. |  |  | **Ukulele** | **Favourite Song**  Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3. Objectives: • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style. | Holst Planets  **Three Little Birds**  Focus: Reggae, riffs, offbeat, chords, major triads D, bassline, unison, harmony. Objectives: • Sing the verse in unison and the chorus in harmony. • Know what a triad is and how to play one. • Play the chords D and G major, following a score of the chorus. • Organise and rehearse for a performance. • Play the melodic riff (or melody of the chorus) by ear. • Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music. | **Ukulele** |

**WHOLE SCHOOL OVERVIEW– SING UP UNITS (Music)**