

Music Long Term Plan (Durham Music Service & Sing Up)

YEAR 1		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments	Song Bank	Watch/Listen/Move
Autumn 1 Autumn 2	Little Fingers (Durham Music Service)		- Progression Snapshot 1 (Rain is falling down) - Echo sing following a leader, show the shape of the pitch with actions and sing mi-ro-de	Untuned percussion	Rain is falling down	Rain is falling down Progression Snapshot 1 videos
Spring 1	Colonel Hathi's March	Duration: march rhythm Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band. Other: march, film music	- Compose music to march to using tuned and untuned percussion - Respond to musical characteristics through movement - Describe the features of a march using music vocabulary (eg steady beat, soldiers march to music, name instruments in the clips)	Untuned percussion – scrapers, tappers, shakers etc	The grand old Duke of York	'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman) 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman & Sherman arr. Laurent Pierre) - Tuba demonstration (Minnesota Orchestra) - Glockenspiel demonstration (Minnesota Orchestra) - Royal Marines mased bands – beating retreat 2018 <i>Follow my feet</i> video (Sing Up's musicianship toolkit) 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).
Spring 2	Football	Duration: beat, rhythm, rest. Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat.	- 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. - Recognise the difference between a pattern with notes (pitched) and without (unpitched). - Progression Snapshot 2 (Rain is falling down) - Sing an echo song while tapping the beat, and clap the rhythm of the	- Drums - Untuned percussion - Tuned percussion (glockenspiels, chime bars)	- Tap your name - Football - My fantasy football team - Rain is falling down	- Don't clap this one back - Rain is falling down Progression Snapshot 2 videos

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			words, understanding there is one beat for each syllable.			
Summer 1	'Dawn' from Sea Interludes	Pitch: high sounds, low sounds, musical theme. Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse. Timbre: flute, harp, violin, viola, clarinet, orchestra. Other: perform, record a movement piece, 20th century classical	• Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture.		• Down by the bay	• Pitch pencils video from (Sing Up's Developing musicianship toolkit) • 'Dawn' from Sea interludes (Benjamin Britten). • Sailor, sailor on the sea
Summer 2	Come dance with me	Duration: beat, rhythm, crotchet, quavers, crotchet rest Pitch: stepping notes A-G-F, tuned and untuned percussion. Structure: call-and-response, verse, chorus. Texture: solo Other: echo	• 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 • Copy call-and-response patterns with voices and instruments. • Progression Snapshot 3 (Rain is falling down) • Echo sing a line independently with teacher leading, then move on to pair singing in echo format.		• Come dance with me • Hip hop songwriting backing track • Walk and stop • Rain is falling down	• Playing with pitch pencils (Sing Up's Developing musicianship toolkit) • Copy my actions • Let's copy your actions! • Walk and stop • Rain is falling down Progression Snapshot 3 videos

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YEAR 2		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments	Song Bank	Watch/Listen/Move
Autumn 1	Ukulele (Durham Music Service)		Progressive Snapshot 1 (Hi lo chicka lo)	Ukuleles	Hi lo chicka lo	Hi lo chicka lo Progression Snapshot 1 videos (Sing Up).
Autumn 2						
Spring 1						
Spring 2	Grandma Rap	Duration: beat, duration actions 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest), rhythm. Pitch: pitch shape. Structure: 4-beat rhythm. Tempo: steady beat. Texture: round, unison	- 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. - Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) - Progressive Snapshot 2 (Hi lo chicka lo) - Learn a clapping game to Hi lo chicka lo that shows the rhythm	iPads	- Grandma rap - Hip hop songwriting backing track - Supercalifragilisticexpialidocious - Hi lo chicka lo	- Walk and stop, Copy my actions, and Stepping durations videos (Sing Up's Developing musicianship toolkit) - Marble machine (Wintergatan). - Supercalifragilisticexpialidocious lyric video (Sherman & Sherman) - Hi lo chicka lo Progression Snapshot 2 videos (Sing Up).
Summer 1	Carnival of the animals	VII. 'Aquarium' Timbre: strings, piano, glockenspiel. Pitch: high. Rhythm: long/short notes. Articulation: sliding (glissando), smooth (legato). Character: flowing, wavy, smooth.	- 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		I once saw an elephant.	'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from Carnival of the animals (Camille Saint-Saëns). - Danse macabre (Camille Saint-Saëns).

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		XII. 'Fossils' Timbre: xylophone, strings, piano, clarinet. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short/detached notes (staccato). Character: brittle, jerky. XII. 'The swan' Timbre: cello, strings, glockenspiel. Pitch: low and high. Rhythm: long/short notes. Tempo: slow. Articulation: smooth (legato). Character: elegant, graceful, relaxing. V. 'The elephant' Timbre: piano, double bass. Pitch: low. Rhythm: long/short notes. Tempo: slow. Articulation: short notes (staccato), smooth (legato). Character: heavy, plodding, resonant. X. 'Aviary' Timbre: flute, piano. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short notes (staccato), smooth (legato). Character: twitchy, fluttering, swooping.	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.			
Summer 2	Tanczmy labda	Duration: beat, 4 beats per bar. Pitch: notes F, C, G, and A.	- Demonstrate an internalised sense of pulse through singing games. - Sing confidently in Polish, and play a	- Body percussion - Tuned percussion (glockenspiels, chime bars)	- Tan´czmy labada - Bassez down - Płynie statek - Feet, feet - Hi lo chicka lo.	- Demonstration of the Krakowiak dance. - Follow my feet and Walk and freeze videos (Sing Up's Developing musicianship toolkit)

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		Texture: accompaniment. Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums).	cumulative game with spoken call-and-response sections. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. • Progressive Snapshot 3 (Hi lo chicka lo) • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.			• Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World). • Hi lo chicka lo Progression Snapshot 3 videos (Sing Up).
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YEAR 3		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments	Song Bank	Watch/Listen/Move
Autumn 1 Autumn 2	Enchanted Forest	Duration: crotchets, quavers, minims, semibreves, rests. Pitch: Notes B A G, moving in step, melody. Structure: Introduction, Verse, section, repeat, outro, chant, call-and-response Tempo: <i>Andante</i> (walking speed). Texture: melody and accompaniment, 3 recorder parts. Timbre: descant recorder, voice, tuned and untuned percussion instruments. Other: soundscape, improvisation, mood, articulation 'doo', ensemble, folk, classical, jazz	- Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. - Play notes B A G clearly. - Start and stop playing at the same time. - Perform the chant, keeping a steady beat. - Improvise on one or more notes using word rhythms. - Create owl sounds using the head joint of the recorder. - Play as part of an ensemble, in smaller and larger groups, including singing and playing. - Sing the Enchanted forest song from memory, expressing the lyrics. - Play one of the recorder parts for Enchanted forest. - Listen with concentration and use descriptive words to talk about pieces of music. - Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder. - Progressive Snapshot 1 (Tongo) - Sing a call-and-response song in groups, holding long notes confidently	Descant recorders	- Enchanted forest by Emma Coulthard - Tongo	- Cooley's reel Traditional Irish. - Robin (The hooded man) by Ciaran Brennan/Clannad. - Trotto Anon. 14th century Italian. - Tawny owls hooting in the night forest return. - The wagtail and the cuckoo by Asger Lund Christiansen. - Wild wood by Tim Coker. - Bransle by Pierre Phalèse. - Improvisation on Conde Claros by Francisco Salinas - Tico Tico no Fubá by Zequinha de Abreu. - Tongo Progression Snapshot 1 videos (Sing Up).
Spring 1	Latin Dance	Duration: beat, syncopation, 4 beats in a bar, rhythm pattern. Pitch: melody, chords. Structure: song (verse, chorus, instrumental), call-and-response.	- Compose a 4-beat rhythm pattern to play during instrumental sections. - 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.	Tuned percussion (glockenspiels, chime bars)	- Latin dance - Plasticine person	- Salsa tutorial for kids videos (Spotty Dotty). - Learn about Cuban music (Miss Jessica's World). - El Manisero (The Peanut Vendor) (Don Azpiazu & the Havana Casino Orchestra). - Despacito (salsa) performed by Aston Merrygold & Janette

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		Texture: accompaniment. Timbre: piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos. Other: Latin America, salsa				Manrara on Strictly Come Dancing. • Chan, chan (Compay Segundo) • Quimbara (Celia Cruz & Tito Puente).
Spring 2 Summer 1 Summer 2	Ukulele (Durham Music Service)	Texture: drone, solo, duet accompaniment	• Progressive Snapshot 2 (Tongo) • Working in small groups, sing a call-and-response song with a drone accompaniment • Progressive Snapshot 3 (Tongo) • Sing solo or in duet in call-and-response with a drone accompaniment	• Ukuleles • Tuned percussion (glockenspiels, chime bars)	• Tongo	• Tongo Progression Snapshot 2 videos (Sing Up). • Tongo Progression Snapshot 3 videos (Sing Up).

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YEAR 4		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments (where appropriate those who learn instruments in/out of school can use their instrument as an alternative to tuned percussion)	Song Bank	Watch/Listen/Move
Autumn 1 & 2 Spring 1 & 2	Mini Trombones (Durham Music Service)			Mini trombones		
Autumn 1 & Spring 1	This Little Light of Mine	Duration: rhythm, off-beat Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase. Tempo: off-beat. Timbre: articulation, legato (smooth), staccato (spiky, detached). Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise, gospel	- 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. - Listen and move in time to songs in a Gospel style. - Progressive Snapshot 1 (I wanna sing scat) - Sing Part 1 of a partner song rhythmically.	Tuned percussion (glockenspiels)	- Siren - This little light of mine - Joyful, joyful - I wanna sing scat	- This little light of mine (Rosetta Tharpe & the Sims-Wheeler Orchestra). - This little light of mine (Soweto Gospel Choir). - What kind of man is this? (Ray Charles & the Voices of Jubilation Choir 2006). - I say a little prayer (Aretha Franklin). - The power of the pentatonic scale (Bobby McFerrin). - Every praise (Hezekiah Walker). - Didn't it rain (Sister Rosetta Tharpe). - Shackles (Praise you) (Mary Mary). - I wanna sing scat Progression Snapshot 1 videos (Sing Up).
Autumn 2 & Spring 2	Fanfare for the Common Man	Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence. Pitch: melody, fanfare, phrase, harmony, chord.	- Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. - Compose a fanfare using a small set of notes, and short, repeated rhythms. - Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	- Tuned percussion - Untuned percussion	Nanuma.	- Extract from Fanfare for the common man (Aaron Copland). - Introduction to timpani video (Andy Smith, Philharmonia Orchestra). - Introduction to percussion video (David Corkhill, Philharmonia Orchestra). 'Main theme' from Superman (John Williams).

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		Texture: unison (one part), homophonic (several parts moving together). Timbre: brass instruments, percussion. Other: musical commission – writing a piece of music for a specific purpose or event, fanfare				
Autumn 1 & 2	My Fantasy Football Team	Duration: rhythm patterns, crotchet ('walk'), quaver ('jogging'), minim ('stride'), dotted quaver/semiquaver ('skipty'), and crotchet rest ('shh'). Pitch: melody, notes moving in step. Structure: verse, rondo, rhythm sequence. Other: articulation (clarity in the production of successive notes), diction (sounding out words clearly), body percussion.	- Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. - Perform a whole-class 'rondo' made up of playing and singing. - Sing a stepping melody accurately, and with clear articulation and diction. - Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).	Body percussion	My fantasy football team.	- Stepping durations 2 video (Sing Up's Developing musicianship toolkit) 'Main theme' from Superman (John Williams). 'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman) - Flower (Moby).
Spring 1	The Pink Panther Theme	Duration: short notes/detached notes (staccato). Dynamics: quiet/loud, quieter/louder. Pitch: stepping notes/close together notes.	- Improvise and compose, creating atmospheric music for a scene with a given set of instruments. - Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. - Talk about the effect of particular instrument sounds (timbre).	- Tuned percussion - Untuned percussion	- Boom chicka boom - Hot potato!	- The Pink Panther theme (Henry Mancini). - How cartoon sounds effects are made (Tom and Jerry) (Josh Harmon). - Hacks for creating movie & cartoon sound effects (Gamer world). - How cartoon sounds are made (The Flintstones) (Josh Harmon).

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		Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).				
Spring 2	Spain	Duration: triplets (a rhythm made of three beats filling the space usually taken by two) Pitch: melody (a musical sentence), chords Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).	• Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically. • Progressive Snapshot 2 (I wanna sing scat) • Sing part 2 of a partner song rhythmically • Adopt a rhythmic accompaniment while singing	• Untuned percussion • Tuned percussion	• I wanna sing scat	• Habanera (Emmanuel Chabrier). • I wanna sing scat Progression Snapshot 2 videos (Sing Up).
Summer 1	Global Pentatonics	Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching. Timbre: electric and traditional instruments from a range of countries	• Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic	• Tuned percussion • Recorders (those who play)	• Siren • Canoe song • Cowboy song	• Everywhere we go (Silly Songs for Kids 4). • Skye boat song (Alastair McDonald). • Om Namah Shivaya (Dr. Nisha Dhuri). • Busy weaving (Weishan Liu).

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		including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion. Texture: solo, accompaniment. Other: dot/graphic notation	scale features in lots of music traditions and cultures.			- Desert blues (Alhousseini Anivolla & Girum Mezmur). - The power of the pentatonic scale (Bobby McFerrin). - Howard Goodall on pentatonic music from How music works. - C Pentatonic scale training basic backing track (Guitar Practice).
Summer 2	Favourite Song	Duration: steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar. Pitch: triads/chords: C, F, and G major, A minor. Structure: introduction, verse, chorus, instrumental. Timbre: acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass. Other: folk-rock, acoustic, electric.	- 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. - Identify similarities and differences between pieces of music in a folk/folk-rock style. - Progressive Snapshot 3 (I wanna sing scat) - Sing a part in a partner song, rhythmically and from memory	Tuned percussion	- Favourite song - Rain on the green grass - I wanna sing scat	- I will wait (Mumford & Sons). - The times they are a-changin' (Bob Dylan). - The times they are a-changin' (The Byrds). - Dylan Goes Electric – Background context for teachers (Decades TV Network) - I wanna sing scat Progression Snapshot 3 videos (Sing Up).

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YEAR 5		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments (where appropriate those who learn instruments in/out of school can use their instrument as an alternative to tuned percussion)	Song Bank	Watch/Listen/Move
Autumn 1	What shall we do with the drunken sailor	Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion., dot notation	- 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. - Keep the beat playing a 'cup' game. - Talk about the purpose of sea shanties and describe some of the features using music vocabulary. - Progressive Snapshot 1 (Hey, ho! Nobody home) - Sing in unison while playing an instrumental beat (untuned)	- Hand drums - Tuned percussion	- What shall we do with the drunken sailor? - Rubber chicken - Hey, ho! Nobody home	- What shall we do with the drunken sailor? Teaching video – song & game. - Drunken Sailor Mashup (TikTok user @nathanevanss & others). - Sea Shanties documentary (BBC 4). - Wellerman (TikTok Sea Shanty mashup 2021). - Sea shanty medley (Home Free). - Hey, ho! Noboduy home Progression Snapshot 1 videos (Sing Up).
Autumn 2	Introduction to song writing	Duration: rhythm, beat. Pitch: melody, hook, chords, riff. Structure: verse, chorus, bridge/middle eight, introduction (intro), ending (outro). Texture: solo, echo, melody and accompaniment, homophonic (moving together). Other: lyrics, rhyme, phrase, metaphor, hook	- Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. - Create fragments of songs that can develop into fully fledged songs. - Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. - Understand techniques for creating a song and develop a greater understanding of the songwriting process.	- Tuned percussion - iPads	- Throw, catch - Plasticine person - Great da - Firework - Songwriting backing tracks - Song pieces.	- Wonderwall (Oasis). - Say my name (Destiny's Child). - Le freak (Chic). - Smalltown boy (Bronski Beat).
Spring 1	Madina tun nabi	Pitch: melody, harmony, octave, G major, D major, drone, microtone, vocal decoration, chords	- Improvise freely over a drone. - Sing a song in two parts with expression and an understanding of its origins. - Play a drone and chords to accompany singing.	- Tuned percussion - Untuned percussion	- Madina tun nabi - Siren - Alphabet of nations.	- Madinah tun nabi (Aashiq al-Rasul). - Burdah Maula ya Salli (Mesut Kurtis). - A is for Allah (Zain Bhikha).

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		Structure: introduction, verse, chorus. Texture: call-and-response, a cappella/unaccompanied, accompaniment. Other: improvisation, Nasheed, Arabic music.	Listen and copy back simple rhythmic and melodic patterns.			- Ya Thabyat Elban (Youssef Yaseen & Tomos Latorre). - Room 310 (Lynn Adib). - Sastanàqqàm (Tinariwen). - Nami nami (ODO Ensemble).
Spring 2	Building a groove	Pitch: pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass). Rhythm: backbeat (typically falls on beats 2 and 4, and often played by the snare drum) Structure: riff (a repeated musical pattern that forms the basis of a song). Timbre: <i>legato</i> (smooth), <i>staccato</i> (detached) Other: head (the main melody of a song, specifically used in jazz/groove music).	- 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. - Progressive Snapshot 2 (Hey, ho! Nobody home) - Sing in a round in 2 parts and accompany themselves with a beat (untuned)	- Tuned percussion - Untuned percussion	- Do your dooty. - Hey, ho! Nobody home	'Watermelon man' from Head Hunters (Herbie Hancock). - Jesus you're worthy to be praised (Potter's House Mass Choir). - The drums – learning the parts of the drum set (MonkeySee). - Drum groove audio tracks (Sing Up). - Cissy strut (The Meters). - Le freak (Chic). - Hey, ho! Noboduy home Progression Snapshot 2 videos (Sing Up).
Summer 1	Epoca	Duration: beat. Pitch: semitone (a half step distance between two pitch levels), bass. Structure: ostinato. Style: tango, neotango, electronic music, fusion. Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or	- Engage the imagination, 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.		Ronda de los conejos.	- Época (Gotan Project). - Move and freeze Brain breaks: action songs for children (The Learning Station). - Libertango (Astor Piazzolla). - Tango dancers on the streets of Buenos Aires (Amazing World Videos). - How does the accordion work? Discover instruments series (Classic FM). - Sheku Kanneh-Mason – cello. Discover

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		transparent, or sparse etc. Timbre: cello, accordion, singer, drum kit, <i>staccato</i> (short, detached notes to create a 'spiky' sound/ articulation), <i>legato</i> (smooth articulation of notes, creating a seamless flow in the music).				instruments series (Classic FM). • Intro to drums (The Instrumentals).
Summer 2	Kisne banaaya	Pitch: Swar (notes) Sa-Re-Ga-Ma-Pa-Dha-Ni-Sa, melody, harmony, chords. Structure: ostinato. Texture: unaccompanied/a cappella, accompaniment, unison, two-part round, four-part round. Timbre: the different qualities of sound you can make, vocal sounds, instrumental sounds. Other: Riyaz (practise), Indian Classical music.	• Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Progressive Snapshot 3 (Hey, ho! Nobody home) • Sing in a four-part round accompanied with a pitched ostinato	• Tuned percussion • Untuned percussion • iPads	• Kisne banaaya • Kis nay banaayaa; 1, 121 • Siren. • Hey, ho! Nobody home	• Notes and Swar Riyaz (Bidisha Ghosh). • Hey, ho! Nobody home Progression Snapshot 3 videos (Sing Up).

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YEAR 6		About the Unit			Musical Material	
		Vocabulary	Objectives	Instruments (where appropriate those who learn instruments in/out of school can use their instrument as an alternative to tuned percussion)	Song Bank	Watch/Listen/Move
Autumn 1	Hey, Mr Miller	Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. Pitch: arpeggio, chromatic, C major scale. Structure: question-and-answer. Texture: layers. Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). Other: improvisation, big band, swing musi	• 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.	• Tuned percussion • Untuned percussion	• Hey, Mr Miller • Siren • Scales and arpeggios.	• In the mood (Glenn Miller Orchestra). • Chattanooga choo choo (Glenn Miller Orchestra). • Hooked on swing (Larry Elgart & his Manhattan Swing Orchestra). • It don't mean a thing (if it ain't got that swing) (Ella Fitzgerald & Duke Ellington). • Basic swing groove for drums video. • St Louis blues (Ella Fitzgerald). • God bless the child (Billie Holliday & Count Basie).
Autumn 2	Composing for protest	Pulse: a steady beat (like a ticking clock). Tempo: the speed of a piece of music. Structure: ostinato (a repeating pattern), coda (a fancy ending). Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a	• Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song • Progressive Snapshot 1 (Throw, catch) • Learn the melody and dance steps. • Combine singing and dancing	• Tuned percussion • Untuned percussion	• Hey, my name is Joe. • Throw, catch	• Songs of sunrise – No. 3 'March of the women' (Ethel Smyth). • Throw, catch Progression Snapshot 1 videos (Sing Up).

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		series of notes arranged in a pattern).				
Spring 1	Dona nobis pacem	Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest. Pitch: thinking voice, F major, C major. Structure: round, 3 sections, phrase. Texture: polyphonic, homophonic, monophonic. Timbre: a cappella (unaccompanied). Other: sacred vocal music, Latin.	• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	• Tuned percussion • Untuned percussion	• Dona nobis pacem • Siren;	• How to do a 'balance check' warm-up, How to do a 'vocal revs' warm-up, How to do a 'lip trills' warm-up and Swooping pitch warm-up (Sing Up and NYCGB) • Feelgood fifteen led by Ty Lowe (Sing Up). • Myleene's Music Klass: The one where we look at monophonic, polyphonic, & homophonic textures. • Dona nobis pacem (arr. Hal Hopson). • Jubilate Deo (Giovanni Gabrieli). • Euchari in Leta Via (Hildegard von Bingen). • If ye love me (Thomas Tallis). • Ronde ('La Morisque' from Dansereye 1551) (Tielman Susato).
Spring 2	Twinkle variations	Dynamics: volume, louds and softs. Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme). Tempo: the speed of a piece of music. Other: score (a visual representation of	• Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star • Progressive Snapshot 2 (Throw, catch) • Sing the chorus in two-part harmony with dancing on the beat	Tuned percussion Untuned percussion	• Twinkle, twinkle, little star • Throw, catch	• 12 variations in C major on Ah, vous dirais-je Maman (K65/30) (W. A. Mozart) • Throw, catch Progression Snapshot 2 videos (Sing Up).

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		music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation).				
Summer 1	Exploring identity through song	Style: Pop, R&B, Hip hop. Pitch: vocal range Timbre: high voices (high register), low voices (low register). Structure: Intro (introduction), verse, chorus, outro, instrumental, backing vocals. Other: internal rhyme, voice change, anthem, lyrics	- Identify ways songwriters convey meaning: through lyrics, the music, and the performance. - Understand different ways that rhymes work in songs. - Identify different elements of a song's structure. - Understand the concept of identity and how you can express that in songs.		- Shabuya - Siren - Name rhythms game - Chosen family.	- Smalltown boy (Bronski Beat). - Down by the Salley Gardens (Traditional, words from W. B. Yeats) (Andreas Scholl & Edin Karamazov). - Fantasy (Earth, Wind & Fire). - Dimash Qudaibergen on X Factor UK 2019. - Russian Basso profundo: The lowest voices video. - Video of Tom Holland's voice change over the years. - Say my name (Destiny's Child). - Hey Jude (The Beatles). - My melody (Eric B. & Rakim). - Chosen family (Rina Sawayama). - Chosen family (Rina Sawayama & Elton John). - Chosen family (One Voice Children's Choir).
Summer 2	Ame sau vala tara bal	Duration: chaal rhythm, bols. Pitch: bhairavi raga. Structure: asthayi (chorus), antara (verse), echo.	- Create a rhythmic piece for drums and percussion instruments. - 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.	- Tuned percussion - Untuned percussion	- Ame sau vala tara bal - Throw, catch	- Indian music for children – Raga Bhairav – Children's sing along (Tushar Dutta). - Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification) (Anuja Kamat).

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		Tempo: pulse, beat. Texture: solo, unison voices. Other: styles – bhangra, Bollywood, Indian classical music.	- Progressive Snapshot 3 (Throw, catch) - Sing the song in three-part harmony with dancing			- Chaal rhythm – 4 basic variations video (Simply Dhol) (Manvir Hothi). - Video of Team folk orchestra 2019 practice. - Tere Mohalle (Mamta Sharma and Aishwarya Nigam). - Easy bhangra dance tutorial (BHANGRAlicious). - Candle light (G. Sidhu). - Raag bhairavi (Indrani Mukherjee). - Throw, catch Progression Snapshot 3 videos (Sing Up).
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