

Reception - Term 1

Title No. lessons	Musical learning	Musical material
<p><i>I've got a grumpy face</i> - 3 lessons</p>	<p>Focus: Timbre, beat, pitch contour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>I've got a grumpy face</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Mars' from <i>The planets suite</i> (Gustav Holst). • 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams). • 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg). • 'The imperial march' from <i>Star wars</i> (John Williams). • 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).
<p><i>The sorcerer's apprentice</i> - 3 lessons</p>	<p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Objectives:</p> <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, talking, writing. 	<p>Song Bank: <i>Alice the camel</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> (Paul Dukas). • <i>Percussion instruments for kids</i> (Green Bean's Music). • <i>BBC Young Musician 2020</i> Percussion final clips: <ul style="list-style-type: none"> • Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko). • Fang Zhang – <i>Rain the blind monk</i> (Heng Liu). • Toril Azzalini-Machecler – <i>Le corps a corps</i> (George Aperghis). • Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior). • <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, & 3).
<p><i>Witch, witch</i> - 3 lessons</p>	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Objectives:</p> <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. 	<p>Song Bank: <i>Witch, witch</i>.</p>
<p><i>Row, row, row your boat</i> - 3 lessons</p>	<p>Focus: Beat, pitch (step/leap), timbre.</p> <p>Objectives:</p> <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. 	<p>Song Bank: <i>Row, row, row your boat; The transport song</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Rowing a boat</i> video. • A short clip demonstrating rowing actions. • <i>Row, row, row your boat</i> animation (Super Simple Songs).

Reception - Term 2

Title No. lessons	Musical learning	Musical material
Bird spotting: <i>Cuckoo polka</i> - 3 lessons	<p>Focus: Active listening, beat, pitch (so-mi), vocal play.</p> <p>Objectives:</p> <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. 	<p>Song Bank: <i>Dabbling ducks</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Video clips of different bird song (Wildlife World): <ul style="list-style-type: none"> • Tawny owl, Black grouse, Whooper swans, & Common quail. • <i>The blue Danube</i> (Johann Strauss II). • <i>Cuckoo polka</i> (Johann Strauss II). • <i>The lark ascending</i> (Ralph Vaughan Williams).
<i>Shake my sillies out</i> - 3 lessons	<p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Jelly on a plate; Shake my sillies out</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Sharing the beat</i> video from Sing Up's Developing musicianship toolkit • <i>Hippobottomus</i> video (Steve Smallman & Ada Grey. Mr Wickins Reads).
<i>Up and down</i> - 3 lessons	<p>Focus: Pitch contour rising and falling, classical music.</p> <p>Objectives:</p> <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. 	<p>Song Bank: <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up's Developing musicianship toolkit. • <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma He). • <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov). • <i>The lark ascending</i> (Ralph Vaughan Williams).
<i>Five fine bumble bees</i> - 3 lessons	<p>Focus: Timbre, tempo, structure (call-and-response), active listening.</p> <p>Objectives:</p> <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. 	<p>Song Bank: <i>Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Bumblebee warm-up video – Spring vocal exploration (Track Tribe). • <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel). • <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, & Paul Lincke). • <i>La cucaracha</i> ('The cockroach') (The Mariachis). • 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams). • Close up video of bees collecting pollen from flowers to make honey by Flow Hive. • <i>Mad about minibeasts</i> video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).

Reception - Term 3

Title No. lessons	Musical learning	Musical material
<p><i>Down there under the sea</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Objectives:</p> <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 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. 	<p>Song Bank: <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). • <i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel). • Video of sea life swimming in an aquarium (Georgia Aquarium).
<p><i>It's oh so quiet</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. 	<p>Song Bank: <i>Pass the secret round; Bang my drum.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>It's oh so quiet</i> (Björk). • <i>Bang my drum</i> video (London Rhymes). • <i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven). • <i>In the mood</i> (The Glenn Miller Orchestra).
<p><i>Slap clap clap</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Objectives:</p> <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. • 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. 	<p>Song Bank: <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Once upon a dream' from Disney's <i>Sleeping Beauty</i>. • <i>Mull of Kintyre</i> (Paul McCartney & Wings).
<p><i>Bow, bow, bow Belinda</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Beat, active listening, instrumental accompaniment.</p> <p>Objectives:</p> <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, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America. 	<p>Song Bank: <i>Bow, bow, bow Belinda; Siren.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Video of children singing and playing <i>In and out the dusty bluebells</i>. • <i>Shenandoah</i> (Traditional, version by Tom Roush).

Year 1 - Term 1

Title No. lessons	Musical learning	Musical material
Menu song - 6 lessons	<p>Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Be our guest' from <i>Beauty and the Beast</i>. • 'Food, glorious food' from <i>Oliver!</i> • <i>The herring song</i> (Traditional arr. Chris Haslam). • <i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).
Colonel Hathi's march - 3 lessons	<p>Focus: Beat, march, timbre, film music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). 	<p>Song Bank: <i>The grand old Duke of York</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • '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 massed bands – beating retreat 2018. • <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit. • 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine). • 'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).
Magical musical aquarium - 3 lessons	<p>Focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement. 	<p>Song Bank: <i>Hey, hey</i>; <i>Down there under the sea</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns). • <i>Hey, hey activity: Matching pitch – with voices</i> and <i>Have you brought your speaking voice?</i> Teacher reference videos from Sing Up's Developing musicianship toolkit.

Year 1 - Term 2

Title No. lessons	Musical learning	Musical material
Football - 6 lessons	<p>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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). 	<p>Song Bank: <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Don't clap this one back.</i> • <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit. • <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).
'Dawn' from Sea interludes - 3 lessons	<p>Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Down by the bay.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • <i>'Dawn' from Sea interludes</i> (Benjamin Britten). • <i>Sailor, sailor on the sea</i>.
Musical conversations - 3 lessons	<p>Focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound. 	<p>Song Bank: <i>Plasticine person.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Dueling banjos</i> (Eric Dunbar & Stephen Baime).

Year 1 - Term 3

Title No. lessons	Musical learning	Musical material
Dancing and drawing to Nautilus - 3 lessons	<p>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Nautilus</i> animated video (Anna Meredith). • <i>Nautilus</i> live video (Anna Meredith). • <i>Tremble</i> (Scottish Ballet). • Prada Spring/Summer 2014 Women's clothes advert.
Cat and mouse - 3 lessons	<p>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. 	<p>Song Bank: <i>Skin and bones; Three little mice; What do you want to eat, little mouse? The old grey cat; Hip hop songwriting backing track.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up videos with Steve Grocott: <ul style="list-style-type: none"> • <i>Three little mice.</i> • Expression, pitch, and tempo using <i>The old grey cat.</i> • Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i> • <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall). • <i>The cat and the mouse</i> (Aaron Copland).
Come dance with me - 6 lessons	<p>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Come dance with me; Hip hop songwriting backing track; Walk and stop.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Sing Up's Developing musicianship toolkit videos: <ul style="list-style-type: none"> • <i>Playing with pitch pencils.</i> • <i>Copy my actions.</i> • <i>Let's copy your actions!</i> • <i>Walk and stop.</i> • <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).

Year 2 - Term 1

Title No. lessons	Musical learning	Musical material
Tony Chestnut - 6 lessons	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I want you to be my baby</i> (Louis Jordan & his Tympany Five). • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up). • <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).
Carnival of the animals - 3 lessons	<p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>I once saw an elephant.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns). • <i>Danse macabre</i> (Camille Saint-Saëns).
Composing music inspired by birdsong - 3 lessons	<p>Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Skylark – singing and chirping birds in the spring sky (Wildlife World). • <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi). • <i>Oiseaux exotiques</i> (Olivier Messiaen). • <i>The lark ascending</i> (Ralph Vaughan Williams).

Year 2 - Term 2

Title No. lessons	Musical learning	Musical material
Grandma rap - 6 lessons	<p>Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant <i>Grandma rap</i> 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 <i>Hi lo chicka lo</i> that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<p>Song Bank: <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up). • <i>Marble machine</i> (Wintergatan). • <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman & Sherman).
Orawa - 3 lessons	<p>Focus: Beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p>Song Bank: <i>H. E. L. L. O.</i>; <i>Baby one, two, three</i>; <i>Plynie statek</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Orawa</i> (Wojciech Kilar).
Trains - 3 lessons	<p>Focus: To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/tempo (<i>accelerando</i>, <i>ritenuto</i>).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Short ride in a fast machine</i> (John Adams). • <i>The little train of Caipira</i> (Heitor Villa-Lobos). • Main theme from <i>633 Squadron</i> (Ron Goodwin) • <i>The wagon passes (Nursery suite V)</i> (Edward Elgar).

Year 2 - Term 3

Title No. lessons	Musical learning	Musical material
Swing-a-long with Shostakovich - 3 lessons	<p>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. 	<p>Song Bank: <i>Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Jazz suite No. 1 – 2. 'Polka'</i> (Dmitri Shostakovich). • <i>Jazz suite No. 2 – 6. 'Waltz II'</i> (Dmitri Shostakovich).
Charlie Chaplin - 3 lessons	<p>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).
Tańczymy labada - 6 lessons	<p>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • 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. 	<p>Song Bank: <i>Tańczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Demonstration of the Krakowiak dance. • <i>Follow my feet</i> and <i>Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit. • <i>Rondo à la Krakowiak</i> in <i>F major</i> (Op.14) (Frédéric Chopin). • <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

Year 2 - Instrumental units

Title No. lessons	Musical learning	Musical material
<p><i>TIME</i></p> <p>-</p> <p>12 lessons</p>	<p>Focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Hold beaters and instruments correctly, achieving a good tone from the instruments. • Play the triangle, tambourine, and clave rhythms over a steady beat. • Sing and play a C major scale. • Play parts 1 and 2 of <i>TIME</i> (tuned percussion). • Participate in an ensemble performance. 	<p>Song Bank: <i>TIME</i> by Lily May, <i>The clock song</i> by Steve Grocott, <i>Scales and arpeggios</i> by Richard Sherman; Robert B. Sherman.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'The clock store' (Walt Disney <i>Symphony</i> cartoon). • <i>Use your words: Palindromes, Pitch pencils</i> video from Sing Up's Developing Musicianship Toolkit.