

RECEPTION – CONTENT COVERAGE

Term 1 – My Musical Classroom

RECEPTION – PICK & MIX

Explore our Pick & Mix page – a bank of creative ideas designed to strengthen the musical learning of every lesson in this step. With suggestions for enriching continuous provision, adult-led activities and useful Home links, the Pick & Mix can be used alongside the lesson plans to ensure music is embedded in every corner of your classroom.

TERM 1, STEP 1: Hear My Voice

ACTIVITY	Here I Am! Ideal for a single session	My Voice Can... Ideal for a single session	Singing Puppets Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To sing a welcome song as a group ★ To add actions and movement to a song ★ To share responses to songs and music 	<ul style="list-style-type: none"> ★ To experiment with using different voices ★ To sing songs as a group and suggest simple actions ★ To respond to simple musical instructions ★ To copy simple sound and movement patterns 	<ul style="list-style-type: none"> ★ To experiment with using different voices ★ To sing songs as a group ★ To respond to musical cues
SONG CHOICE	Hello, Hello Hello, Hello, Good Morning	Hello, Hello Hello, Hello, Good Morning Can You? Look What I Can Do Spider Goodnight I'll Sing This Song	Make A Face One, Two, Three, Four, Five Head, Shoulders, Knees And Toes Incey Wincey Spider Row, Row, Row Your Boat Twinkle, Twinkle Little Star Wind The Bobbin Up
WHAT YOU NEED	A puppet or soft toy	Objects for voice play (e.g. walkie-talkies, phones, funnels, tubes, pipes)	Props/costumes for nursery rhymes; wooden spoons; felt-tip pens; hand puppet with moving mouth
INTER-RELATED DIMENSIONS OF MUSIC	Pulse	Dynamics Pitch Timbre	Dynamics Pitch Rhythm Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 5 Movement & Imagination: 3	Singing & Voice Play: 1, 2, 3, 4 Listening: 1, 4, 6 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 2, 4, 6 Listening: 4, 5 Movement & Imagination: 1, 4, 7
LISTEN/LOOK	<i>Funga Alafia</i> - West African dance song	The song of a lyrebird	<i>Aaa, Kotki Dwa</i> - Polish lullaby <i>Enroulet Le Fil</i>
LESSON FEATURES	GET PLAYFUL GET OUTDOORS TAKE IT HOME	GET PLAYFUL	GET PLAYFUL TAKE IT HOME
EYFS EARLY LEARNING GOALS	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF69B4; height: 15px; width: 100%;"></div> <div style="background-color: #90EE90; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #9370DB; height: 15px; width: 100%;"></div> <div style="background-color: #FF8C00; height: 15px; width: 100%;"></div>	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF69B4; height: 15px; width: 100%;"></div> <div style="background-color: #90EE90; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #9370DB; height: 15px; width: 100%;"></div> <div style="background-color: #FF8C00; height: 15px; width: 100%;"></div>	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF69B4; height: 15px; width: 100%;"></div> <div style="background-color: #90EE90; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #9370DB; height: 15px; width: 100%;"></div> <div style="background-color: #FF8C00; height: 15px; width: 100%;"></div>

KEY EYFS EARLY LEARNING GOALS	Communication & language	Physical development	Personal, social & emotional development
	Literacy	Mathematics	Understanding the world
	Expressive arts & design		

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME


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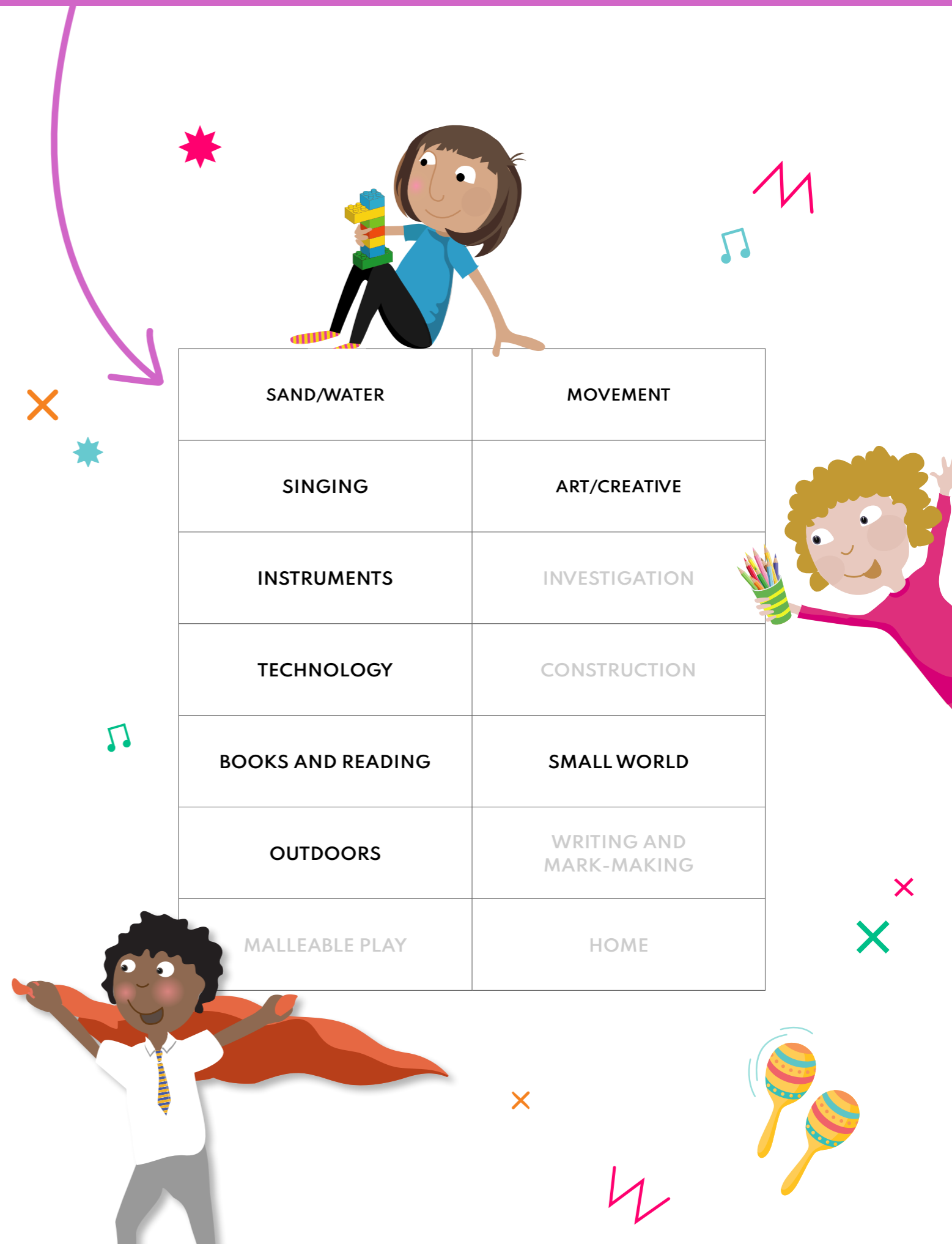
RECEPTION – PICK & MIX

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TERM 1, STEP 2: What's The Music Saying?

ACTIVITY	Stretch, Flop, Jig And Rock Ideal for a single session	Sound And Silence Ideal for a single session	Jack-In-The-Box Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To explore creative movement when singing and playing ★ To move to the pulse of the music 	<ul style="list-style-type: none"> ★ To respond to musical instructions ★ To discriminate between sounds ★ To play musical patterns using sound and silence 	<ul style="list-style-type: none"> ★ To match movements to music ★ To listen to and follow musical instructions, responding through movement ★ To sing songs as a group
SONG CHOICE	Teddy-Bear Rock There's A Bear In The Fridge	Head, Shoulders, Knees and Toes Put Your Coat On Spider Goodnight	Can You? Look What I Can Do! Head, Shoulders, Knees and Toes Mr Jack-In-A-Box I'm A Scarecrow Spider Goodnight The Animal Train Sleeping Bunnies
WHAT YOU NEED	Teddy bears; a variety of musical instruments including small, hand-held percussion; props to create a stage area; parachute	Teddy bear; collection of percussion instruments; plastic eggs or small containers filled with different materials (e.g. beads, rice, pasta)	Swanee whistle or glockenspiel; number cards (0-10)
INTER-RELATED DIMENSIONS OF MUSIC	Pulse Rhythm Timbre	Dynamics Pitch Structure Timbre	Dynamics Pitch Tempo Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Listening: 4, 5 Singing & Voice Play: 1, 3, 6, 7 Playing & Exploring: 1 Movement & Imagination: 3, 4, 6, 7	Singing & Voice Play: 1, 2 Listening: 1, 2, 4, 6 Movement & Imagination: 1, 3, 4 Composing & Notating: 5, 6, 8 Playing & Exploring: 1, 2, 9	Singing & Voice Play: 1, 2 Listening: 1, 4, 6 Movement & Imagination: 1, 2, 4, 6, 7
LISTEN/LOOK	<i>Shake, Rattle and Roll</i> or <i>Rock-A-Beatin' Boogie</i> by Bill Haley and His Comets		<i>The Nutcracker</i> by Tchaikovsky <i>'Doll On A Music Box'</i> and <i>'Truly Scrumptious'</i> from <i>Chitty Chitty Bang Bang</i> by Richard and Robert Sherman
LESSON FEATURES	 GET PLAYFUL	 GET PLAYFUL	 LEARNING LINK
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS	 Communication & language	 Physical development	 Personal, social & emotional development
	 Literacy	 Mathematics	 Understanding the world



The illustration shows a girl with brown hair sitting on a table, holding colorful blocks. A boy with dark skin and curly hair stands below the table, wearing a red cape. The table is a grid with various activity categories. A large purple arrow points from the top left towards the table. There are several colorful 'X' marks and musical notes scattered around the scene.

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
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TERM 1, STEP 3: Instruments Everywhere

ACTIVITY	Spy An Instrument Ideal for 2 sessions	Autumn Leaves Ideal for 1-2 sessions	Match The Instrument Ideal for a single session	Play The Rhythm Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To take turns in a simple call-and-response chant ★ To investigate the timbre of instruments and sound-makers 	<ul style="list-style-type: none"> ★ To explore timbre of instruments ★ To create simple sound imagery inspired by a song 	<ul style="list-style-type: none"> ★ To investigate the timbre of instruments and sound-makers ★ To explore ways of sorting instruments ★ To name some classroom percussion instruments ★ To handle instruments with control 	<ul style="list-style-type: none"> ★ To tap rhythms of words ★ To tap a rhythm using instruments and body percussion ★ To find different ways of sorting instruments ★ To explore instrumental timbre
SONG CHOICE	Call-and-response chant Can I Spy With My Little Eye? Sounds Sound Collectors	Autumn Leaves Crunching Through The Leaves Dance Of The Leaves Autumn's Here The Gift of Autumn Picture of Autumn What's Your Favourite Thing?	Our Big Band Can I Spy With My Little Eye? Blow, Tap, Pluck, Shake I Can Play Sound Collectors Put It Back! The Tidy-Up Team Tidy Up!	One, Two, Three, Four, Five Old MacDonald Had A Farm Ten Fat Sausages Can I Help You? Bang, Tap, Stop! Pull A Christmas Cracker Big Red Combine Harvester Wet, Wet, Wet! Fairytale Tea Party The Sky Is Falling Blow, Tap, Pluck, Shake Can I Spy With My Little Eye?
WHAT YOU NEED	Items made from the materials in <i>Can I Spy With My Little Eye?</i> (glass, metal, wood, plastic, paper); suitable items to create sound-makers with (e.g. tables, chairs, spoons, tinfoil, paint pots, brushes, bubble wrap); junk instruments	Percussion instruments such as cymbals, tambourines, wind chimes, glockenspiels, shakers, cabasas, rainsticks; sticks; tarpaulin; leaves; stones or gravel; water and sieves; dances ribbons or scarves; access to outdoor space	Collection of percussion instruments (tambourines, triangles, woodblocks, shakers); Stop/Go signs; instrument labels and pictures	A small bag or box; pictures of classroom objects (e.g. table, chair, carpets, pencil, pots, door) and parts of the body (e.g. knees, hands, feet); a collection of untuned instruments and some corresponding musical-instrument picture cards; access to outdoor space
INTER-RELATED DIMENSIONS OF MUSIC	Rhythm Structure Timbre	Dynamics Structure Timbre	Dynamics Tempo Timbre	Dynamics Pitch Pulse Rhythm Structure Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 5, 7 Listening: 3, 4, 5 Playing & Exploring 1, 2, 3, 9 Movement & Imagination: 4, 5	Voice Play & Singing: 4 Listening: 1, 2, 6 Playing & Exploring 1, 2, 3, 4, 9 Movement & Imagination: 3, 6, 7	Listening: 1, 2, 3 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 3, 6 Composing & Notating: 1, 2	Listening: 1, 2, 3, 5 Singing & Voice Play: 1, 2, 5 Playing & Exploring 1, 2, 3, 6 Movement & Imagination: 1, 2 Composing & Notating: 5
LISTEN/LOOK	'Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky Wheelie-bin rhythms	<i>The Fall Of The Leaf</i> by Imogen Holst		Ice instruments <i>Jesu, Joy Of Man's Desiring</i> by J.S. Bach
LESSON FEATURES	 GET OUTDOORS TAKE IT HOME	 GET OUTDOORS	 GET PLAYFUL	 GET OUTDOORS
EYFS EARLY LEARNING GOALS				



SAND/WATER	MOVEMENT
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BOOKS AND READING	SMALL WORLD
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MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

- Communication & language
- Personal, social & emotional development
- Understanding the world
- Physical development
- Literacy
- Expressive arts & design
- Mathematics




























RECEPTION – CONTENT COVERAGE

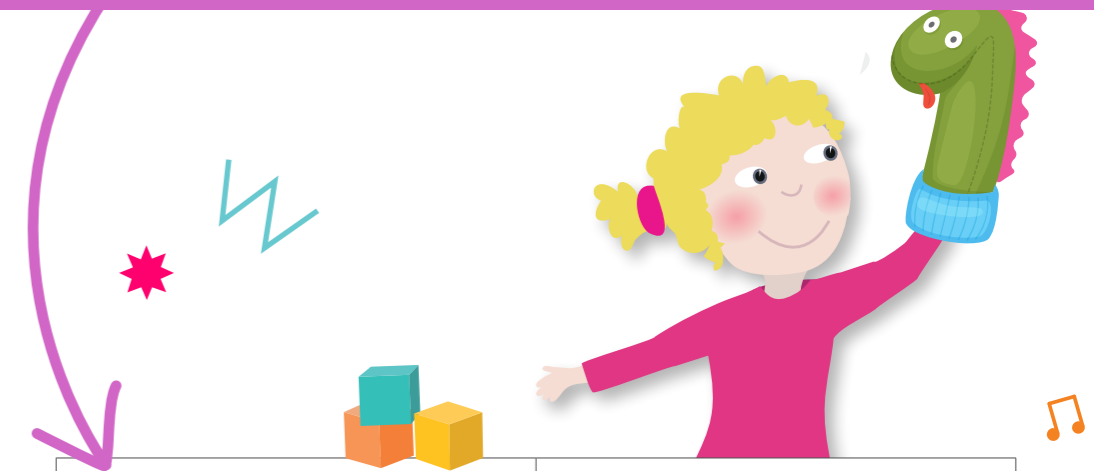
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TERM 1, STEP 4: Playing With Songs

ACTIVITY	Find That Rhyme! Ideal for 1-2 sessions	Socks! Ideal for 1-2 sessions	Make A Picture With Shapes Ideal for 2 sessions	Take A Song For A Walk Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To sing songs with simple structures ★ To respond to simple rhythmic structures ★ To compose simple rhyming lyrics ★ To create and follow a simple graphic score 	<ul style="list-style-type: none"> ★ To respond to music with creative movement ★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation 	<ul style="list-style-type: none"> ★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation ★ To respond to music 	<ul style="list-style-type: none"> ★ To enjoy singing as a group ★ To learn about musical traditions
SONG CHOICE	We're Off To Rhyming Land We Speak In Rhyme Find A Rhyme Can You Think Of A Word? Humpty Dumpty Incey Wincey Wind The Bobbin Up Row, Row, Row Your Boat	Spotty Socks Socks Christmas Stocking Put Your Socks On Your Ears Happy Christmas	Make A Picture With Shapes	Away In A manger Christmas Conga Line Up, Line Up The Mince Pie Song Five Little Elves Happy Christmas
WHAT YOU NEED	Tambourine; claves; paper; rhyming pictures or objects (dog/frog; clock/sock; house/mouse; goat/boat; bear/chair; duck/truck)	A collection of brightly coloured and patterned socks; washing line; teddy bear or teddy-bear picture; collection of percussion instruments; dance ribbons; space for movement	Large sheets of paper or whiteboards; small shapes; a collection of percussion instruments	Camera or iPad™/tablet; device and Bluetooth™ speaker; triangles
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Pulse Rhythm Structure	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Structure Tempo Texture Timbre	Pitch Pulse
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Listening: 3, 5 Singing & Voice Play: 1, 2, 5, 6 Playing & Exploring: 5, 6 Movement & Imagination: 1, 2, 4 Composing & Notating: 3, 6	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 1, 2, 9 Movement & Imagination: 6, 7 Composing & Notating: 3, 6, 7	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 2, 3, 7, 9 Movement & Imagination: 3, 6, 7 Composing & Notating: 6, 7	Listen: 5, 6 Singing & Voice Play: 1, 2, 7
LISTEN/LOOK	<i>Music for Tom and Jerry</i> by Scott Bradley	<i>Liebestraum</i> by Liszt <i>Entre Dos Aguas</i> by Paco de Lucia <i>Macavity The Mystery Cat</i> by Andrew Lloyd Webber <i>The Waltz Of The Snowflakes</i> by Tchaikovsky	<i>Sleigh Ride</i> by Leroy Anderson <i>'Aquarium'</i> from <i>Carnival of The Animals</i> by Saint-Saens <i>Entry Of The Gladiators</i> by Julius Fucik	<i>Kalanta - Greek Carol</i>
LESSON FEATURES	 GET PLAYFUL			 TAKE IT HOME  LEARNING LINK
EYFS EARLY LEARNING GOALS				
				
				
				
				
				



SAND/WATER	MOVEMENT
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MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

-  Communication & language
-  Physical development
-  Personal, social & emotional development
-  Literacy
-  Mathematics
-  Understanding the world
-  Expressive arts & design

RECEPTION – CONTENT COVERAGE

Term 2 – Musical Patterns And Performing

RECEPTION – PICK & MIX

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TERM 2, STEP 1: What's The Pattern?

ACTIVITY	What's The Weather Today? <small>Ideal for a single session</small>	A Week Of Sounds <small>Ideal for a single session</small>	Mouse And Giant Music <small>Ideal for 1-2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To match movements to music and follow musical cues ★ To begin to recognize the structure of a song ★ To follow simple notation 	<ul style="list-style-type: none"> ★ To begin to recognize the structure of a song ★ To explore different ways of playing instruments ★ To follow simple notation ★ To recall simple sound sequences 	<ul style="list-style-type: none"> ★ To begin to recognize the structure of a song ★ To explore creative movement ★ To recognize loud and quiet sounds ★ To describe simple sound sequences
SONG CHOICE	When It's A Sunny Day Happy Sun High Mister Wind Wet, Wet, Wet! Marching In The Snow Jack Frost Wet Play I Need A Brolly!	Sing A Week Socks 7 Days A Week	The Mouse and The Giant Let's Be Quiet Spider Music Sleeping Bunnies
WHAT YOU NEED	Box of clothes and props – sunglasses, sun hats, sun cream, scarves, hats, umbrella, wellies; weather symbol cards; space to move	Days-of-the-week cards or class calendar; space for movement; percussion instruments and corresponding picture cards; plastic eggs or small containers; materials to fill the eggs, e.g. rice, pasta, beads	A mouse puppet and a giant puppet; puppet theatre or table; drums; several identical picture cards with a mouse on and several with a giant on
INTER-RELATED DIMENSIONS OF MUSIC	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 4, 5 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4, 5
LISTEN/LOOK	<i>Here Comes The Sun</i> by The Beatles <i>Singin' In The Rain</i> by Arthur Freed and Nacio Herb Brown		<i>Nina Nanna</i> , Italian Lullaby <i>Wiegenlied or Lullaby</i> , Op. 49, No. 4
LESSON FEATURES	TAKE IT HOME LEARNING LINK	GET PLAYFUL	GET PLAYFUL TAKE IT HOME
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS

Communication & language	Physical development	Personal, social & emotional development
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Expressive arts & design		

The illustration shows a child with a mouse puppet and a child with a giant puppet. A grid of activity categories is shown with various icons and symbols.

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Term 2 – Musical Patterns And Performing

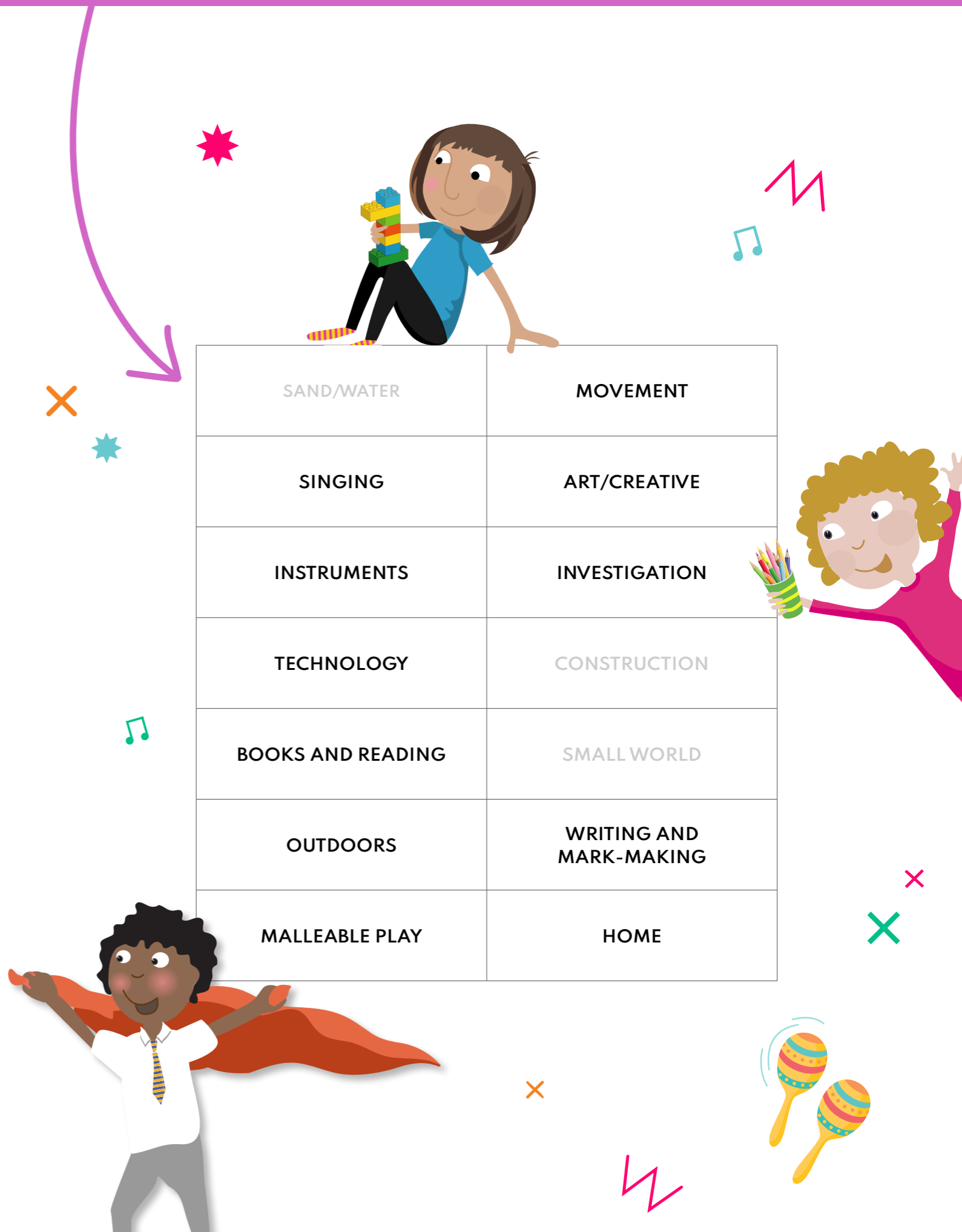
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TERM 2, STEP 2: Playing Musical Patterns And Accompaniments

ACTIVITY	Pass The Parcel Ideal for a single session	Spider Beats Ideal for 1-2 sessions	Percussion Patterns Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To respond to musical cues ★ To move in time with the music ★ To play instruments to a steady pulse ★ To name classroom percussion instruments 	<ul style="list-style-type: none"> ★ To play untuned percussion to a steady pulse ★ To follow a simple graphic score ★ To use songs and music for creative movement 	<ul style="list-style-type: none"> ★ To move to the pulse of a song ★ To perform simple musical accompaniments ★ To play simple rhythms
SONG CHOICE	Sing A Week Socks Hello, Hello Wet, Wet, Wet!	Spidery Legs Spider Spins Spider Music Spider Goodnight	The Marching Band I Love My Car The Best If You Were A Turkey Dandelion Clocks
WHAT YOU NEED	Classroom percussion instruments; a teddy bear; 'Loud' and 'Quiet' cards; tinfoil and small items such as beads, pasta and feathers; Play-Doh; modelling tools	Paper plates; pipe cleaners; percussion instruments including tambourines, maracas and woodblocks; corresponding instrument cards; 'Loud' and 'Quiet' cards; number cards from 1-8	Percussion instruments including tambourines, woodblocks, glockenspiels, maracas; corresponding instrument cards; role-play area; unused instruments; tablet or CD player
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pulse Rhythm Timbre	Dynamics Pulse Rhythm Timbre	Pulse Rhythm Structure Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 7 Listening: 4, 5 Playing & Exploring: 2, 3, 5, 8 Movement & Imagination: 1, 2, 4, 6 Composing & Notating: 4, 5, 6	Singing & Voice Play: 1, 6, 7 Listening: 1, 2 Playing & Exploring: 2, 3, 5 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 5, 6	Singing & Voice Play: 1, 2 Listening: 2, 3 Playing & Exploring: 2, 3, 5, 6, 8 Movement & Imagination: 2 Composing & Notating: 6
LISTEN/LOOK	'Hornpipe' from <i>Water Music Suite in D Major</i> by Handel 'Preparation for The Ball' Op. 56 from <i>Romeo and Juliet</i> by Kabalevsky 'The Viennese Musical Clock' from <i>Háry János</i> by Kodály	<i>Maple Leaf Rag</i> by Scott Joplin 'Fossils' from <i>Carnival of The Animals</i> by Saint-Saëns <i>Variation 9</i> by Peter Child	Examples of percussion instruments
LESSON FEATURES	 GET PLAYFUL	 GET OUTDOORS  LEARNING LINK	 GET PLAYFUL
EYFS EARLY LEARNING GOALS	      	      	      

KEY EYFS EARLY LEARNING GOALS	 Communication & language	 Physical development	 Personal, social & emotional development
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Term 2 – Musical Patterns And Performing

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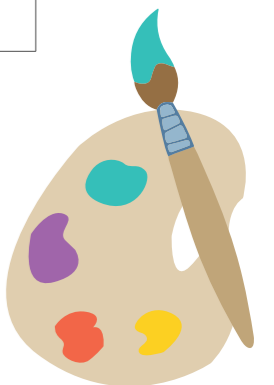
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TERM 2, STEP 3: Exploring Descriptive Sounds

ACTIVITY	Traffic Sounds Ideal for a single session	Train Music Ideal for 1-2 sessions	Rockets, Robots, Monsters Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To create simple sound effects to accompany a song ★ To follow simple notation 	<ul style="list-style-type: none"> ★ To create descriptive sounds ★ To respond to changes in tempo ★ To explore tempo, dynamics and duration when composing ★ To create and follow simple notation 	<ul style="list-style-type: none"> ★ To compose and describe simple descriptive sounds ★ To explore tempo and dynamics when composing ★ To control instruments, exploring different ways of playing
SONG CHOICE	I Love My Car The Best I Like To Ride My Bicycle Driving Along	Steam Train One Finger, One Thumb Under My Skin Building Bricks	I've Got A Cardboard Box Robot
WHAT YOU NEED	Collection of toy vehicles; percussion instruments; chalk	Toy train; large sheets of paper and pens; percussion instruments; whistles or recorders	Percussion instruments; rocket, robot and monster picture cards
INTER-RELATED DIMENSIONS OF MUSIC	Timbre Dynamics Rhythm Texture	Tempo Rhythm Dynamics	Tempo Rhythm Dynamics
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 4 Listening: 1, 2 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 2, 4, 6 Listen: 1, 4 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 6 Composing & Notating: 1, 2, 8	Singing & Voice Play: 1 Listening: 1, 3, 6 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 7, 8
LISTEN/LOOK	<i>An American in Paris</i> by George Gershwin	<i>The Copenhagen Steam Railway Galop</i> by Hans Christian Lumbye	<i>Don't Stop Me Now</i> by Queen <i>Theme from 2001: Space Odyssey</i> by Richard Strauss Instrumental track of <i>Robot 'Gnomus'</i> from <i>Pictures at an Exhibition</i> by Mussorgsky
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			



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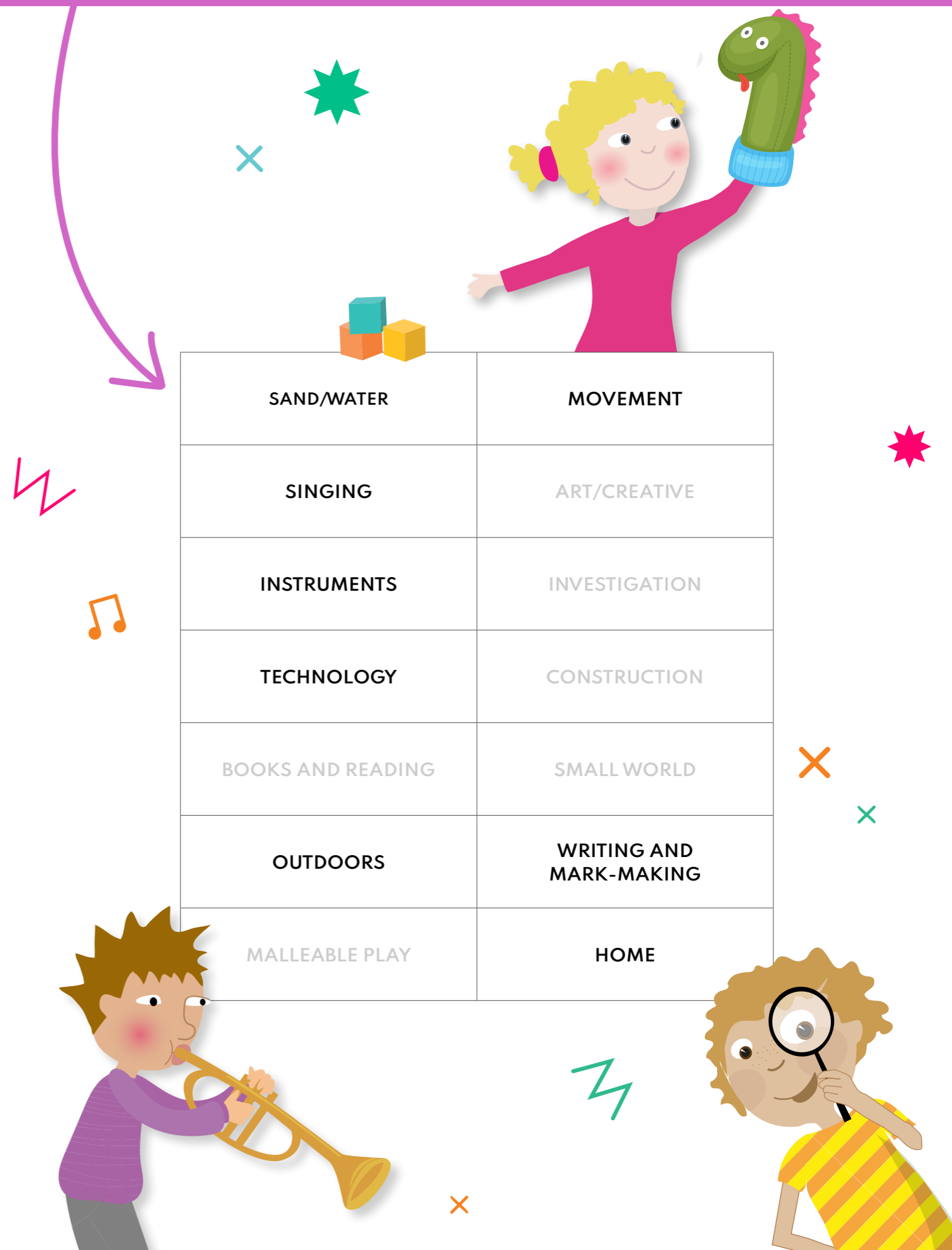
TERM 2, STEP 4: Let's Perform!

ACTIVITY	Movement Patterns Ideal for 2 sessions	Frog Performance Ideal for 2-3 sessions	Singing Games Ideal for 2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a movement sequence ★ To perform a song and dance to an audience 	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a sound-and-movement sequence ★ To perform a song and dance to an audience 	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a movement sequence ★ To teach others a singing game ★ To compare singing games
SONG CHOICE	The Easter Egg Trail I'm A Little Chick Hungry Little caterpillar Dance With Your Fingers The Mouse And The Giant The Animal Train Spider Goodnight	I Don't Want To Be A Frog's Egg	Row, Row, Row Your Boat Dance With Your Fingers Red Sails Wind The Bobbin Up Line Up, Line Up
WHAT YOU NEED	Small percussion instruments, such as wrist bells; dance ribbons	Selection of tuned and untuned percussion; green socks; large space	Parachute; lycra or large scrunchie
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Rhythm Structure	Pitch Rhythm Structure	Pitch Rhythm Structure
MUSICAL SKILLS	Singing & Voice Play: 1, 6, 7 Click here for the full Musical Skills document Listening: 4, 5 Movement & Imagination: 1, 4, 5, 6	Singing & Voice Play: 3, 4, 6, 7 Listening: 4, 5 Playing & Exploring: 5, 6 Movement & Imagination: 3, 4, 6	Singing & Voice Play: 1, 2, 7 Listening: 5 Movement & Imagination: 1, 2, 3, 4
LISTEN/LOOK	Hopak – Ukranian folk dance	<i>A Good Old Barbershop Song</i> by Larry Wright and Al Harkins <i>Dance Of The Cygnets</i> from <i>Swan Lake</i> by Tchaikovsky	Playground Singing Games BFI National Archive
LESSON FEATURES	GET OUTDOORS	GET PLAYFUL	GET OUTDOORS TAKE IT HOME
EYFS EARLY LEARNING GOALS			

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS


	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
	Expressive arts & design				



RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
<ol style="list-style-type: none"> 1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high). 	<ol style="list-style-type: none"> 1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience). 	<ol style="list-style-type: none"> 1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high). 	<ol style="list-style-type: none"> 1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest. 	<ol style="list-style-type: none"> 1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).

YEAR 1, TERM 1 – CONTENT COVERAGE


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
1. Exploring pulse through songs and movement	What Is Pulse? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse 	Sing Listen Compose	Pulse Rhythm Tempo Dynamics			<i>Radetsky March</i> by Strauss I <i>'Colonel Hathi's March'</i> by Robert and Richard Sherman from <i>The Jungle Book</i>	Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow One, Two, Three Little Acorns Wake Up!
	Copy Me Ideal for a single session	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse ★ To follow simple musical instructions 	Sing Listen Notation Compose	Pulse Rhythm				
	Music And Movement Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To identify the pulse in two contrasting pieces of music ★ To discuss how music makes us move in different ways 	Listen	Pulse Rhythm Tempo Dynamics			<i>'Mattachins'</i> from <i>Capriol Suite</i> by Warlock <i>Rondo Alla Turca</i> by Mozart	
2. Controlling pulse using voices and instruments	Move Together Ideal for a single session	<ul style="list-style-type: none"> ★ To perform movements to a steady pulse ★ To recognize and respond to changes in tempo 	Sing Listen	Pulse Rhythm Tempo			<i>Walking On The Beat</i> by Bobby McFerrin	Counting Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat Turning The Skipping Rope We're Strong Ants
	Pass It On! Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To work together and develop ensemble skills 	Listen	Pulse Rhythm Tempo				Building Bricks Hello, Hello, Good Morning Look What I Can Do! March To The Beat Marching In The Snow Our Big Band Turning The Skipping Rope We're Strong Ants
	Play To The Pulse Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To create a musical accompaniment ★ To interpret a simple graphic score 	Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure			<i>'La Réjouissance'</i> from <i>Music For The Royal Fireworks</i> by Handel	Building Bricks/Our Big Band Get Going Hello, Hello, Good Morning Look What I Can Do! Marching in The Snow March To The Beat We're Strong Ants


YEAR 1, TERM 1 – CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Our Big Band! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using untuned percussion instruments ★ To explore and discuss the properties of instruments and their sounds (timbre) 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Timbre		<i>In The Mood</i> by Glenn Miller <i>Hungarian Dance No. 5</i> by Brahms	Our Big Band
3. Exploring the difference between pulse and rhythm	Playing Like Clockwork Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To begin to recognize the difference between pulse and rhythm 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Timbre		"Clock' Symphony, second movement by Haydn	Big Ben Big Round Clock Sixty Seconds
	March To The Beat Ideal for a single session	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement 	Sing Listen Play	Pulse Rhythm		Kathak Dance	March To The Beat
	Body Rhythm Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify the rhythm of words and explore the rhythm through movement 	Sing Listen Play Improvise	Rhythm Structure		'In The Hall of the Mountain King' from <i>Peer Gynt</i> by Grieg	Singing Syllables
4. Copying and creating rhythmic patterns.	Clockwork Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform a steady pulse using percussion instruments ★ To copy simple rhythmic patterns 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre Structure		The Evolution of Call and Response	Big Ben
	Copy My Pattern Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To copy rhythmic action patterns ★ To practise starting and stopping together 	Sing Listen Improvise Genre/History/ Musicians	Rhythm Structure		Gumboot Dancing	Christmas Conga Hey, You in the Middle
	Long Or Short? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To create musical patterns using longer and shorter sounds ★ To represent sounds using simple graphic notation 	Sing Listen Play Compose Notation	Rhythm Timbre			We're Detectives




KEY KSI NATIONAL CURRICULUM REQUIREMENTS

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

 Play tuned and untuned instruments musically

 Listen with concentration to a range of high-quality live and recorded music


 Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 1, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring how sounds can be changed	Fast Or Slow? Ideal for a single session	★ To recognize changes in tempo	Sing Listen Notation Play	Tempo		<i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'The Swan'</i> from <i>Carnival of the Animals</i> by Saint-Saëns	Clap Hands! Stamp Feet! Counting That's The Way We're Put Together
	Sound Collectors Ideal for 1-2 sessions	★ To investigate how sounds can be changed ★ To recognize and describe musical changes	Sing Play Improvise Genre/History/ Musicians	Articulation Dynamics Tempo Timbre Pitch		<i>Étude Aux Chemins De Fer</i> by Schaeffer	Sound Collectors We're Detectives
	Ways To Play Ideal for a single session	★ To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) ★ To investigate different ways of playing an instrument	Sing Listen Improvise Play	Articulation Dynamics Tempo Timbre		Recycled Orchestra	Spider Music Blow, Tap, Pluck, Shake
2. Exploring the timbre of instruments and voices	Musical Characters Ideal for a single session	★ To explore vocal timbre ★ To perform songs with expression	Sing Listen Notation Improvise	Articulation Dynamics Timbre		Artful Dodger from <i>Oliver!</i> by Lionel Bart Major-General from <i>The Pirates of Penzance</i> by Gilbert and Sullivan Rum Tum Tugger from <i>Cats</i> by Andrew Lloyd Webber	It's A New Year Good Morning Hello, Hello
	Different Voices Ideal for a single session	★ To explore vocal timbre	Sing Listen Improvise	Articulation Dynamics Timbre			I'll Sing This Song Make A Face Who Am I?
	Unique Timbre Ideal for a single session	★ To explore vocal timbre ★ To explore instrumental timbre	Sing Listen Play	Dynamics Timbre			I'm A Miracle It's A New Year Good Morning Hello, Hello
	Sounds From Words Ideal for 2 sessions	★ To create vocal and instrumental sound effects ★ To choose, order and combine sounds ★ To use musical vocabulary to describe sounds	Sing Listen Play Compose Improvise	Dynamics Rhythm Structure Tempo Timbre			Sounds
3. Sequencing sounds to tell stories and create effects	Create A Character Ideal for a single session	★ To recognize how music can communicate character 	Sing Listen	Dynamics Pitch Tempo Timbre			<i>'The Hut on Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky <i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'Waltz of the Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'He's A Pirate'</i> from <i>Pirates of the Caribbean</i> by Klaus Badelt and Hans Zimmer <i>'Mars'</i> from <i>The Planets</i> by Hoist



YEAR 1, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
(3.)	Character Motifs Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To create simple sound and movement motifs ★ To perform a sequence of motifs using instruments 	Compose Improvise Listen Play	Dynamics Tempo Timbre Pitch			I Am A Giant Fairytale Tea Party Who Am I?	
	The Mouse And The Giant Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to control dynamics using voices and instruments ★ To use music to tell a story 	Sing Listen Play	Dynamics Pitch Timbre		<i>William Tell Overture</i> by Rossini	The Mouse And The Giant	
4. Copying and creating rhythmic patterns	Inventing Notation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To investigate different ways of playing an instrument ★ To create a variety of contrasting sounds ★ To create notation to represent sounds 	Sing Play Notation	Articulation Dynamics Structure Tempo Timbre			Spider Music	
	Musical Storyboards Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a sequence of sounds (beginning/middle/end) ★ To interpret simple notation (e.g. pictorial storyboard) ★ To follow simple performance directions 	Sing Play Notation Compose	Dynamics Pitch Structure Tempo Timbre			The Seed Song A Tiny Seed Was Sleeping Once Upon A Time I Don't Want To Be A Frog's Egg Food Chain	
	A Spring Score Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To explore musical texture ★ To play instruments while following a graphic score 	Play Notation	Tempo Texture Dynamics Timbre Structure			<i>Symphony No. 1 'Spring'</i> by Schumann <i>On Hearing The First Cuckoo In Spring</i> by Delius	A Perfect Day In Spring A Tiny Seed Was Sleeping The Seed Song Springtime
	A Tiny Seed Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with musical texture ★ To follow simple notation ★ To create a graphic score 	Sing Play Notation Compose	Structure Texture Timbre			<i>'Waltz Of The Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'Flower Duet'</i> from <i>Lakmé</i> by Delibes	A Tiny Seed Was Sleeping

KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



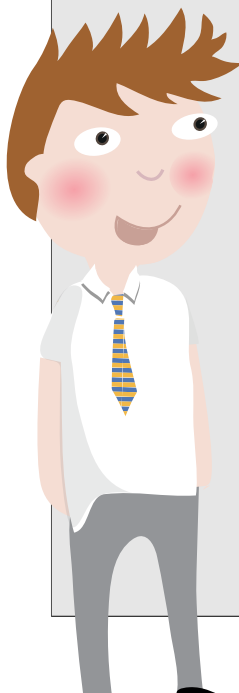
Listen with concentration to a range of high-quality live and recorded music





Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 1, TERM 3 – CONTENT COVERAGE

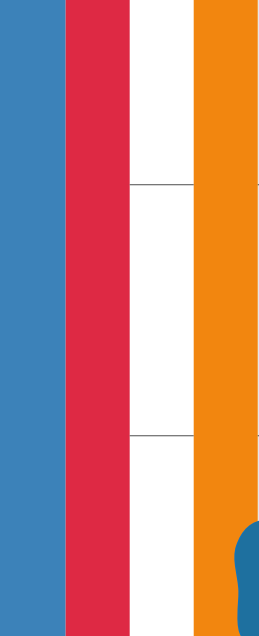
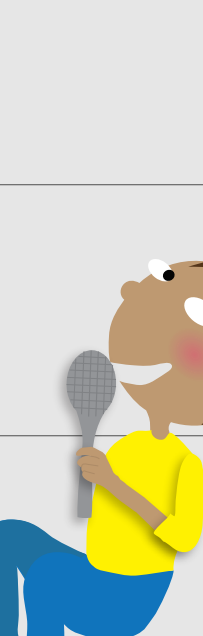
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing changes in pitch and copying simple pitch patterns	High Or Low? Ideal for a single session	<ul style="list-style-type: none"> ★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre		'Characters With Long Ears' and 'The Elephant' from <i>Carnival Of The Animals</i> by Saint-Saëns 'The Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky	The Brrrass Band The Doodling Song The Marching Band
	Mystery Sounds Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize high and low sounds in the environment ★ To imitate high and low sounds using voices ★ To compose song lyrics and simple vocal effects 	Sing Listen Compose	Pitch Timbre		'The Lonely Goatherd' from <i>The Sound Of Music</i> by Rodgers and Hammerstein	If You Were A Turkey Sound Collectors
	Up To The Sky, Down To The Ground Ideal for a single session	<ul style="list-style-type: none"> ★ To identify high and low sounds ★ To listen to and recall a sequence of high and low sounds 	Listen Play	Pitch		'The Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky, played by GlassDuo	Happy Sun High We're Detectives
	Cuckoo Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To improvise a two-note melody 	Sing Listen Play Improvise Notation	Pitch		'The Cuckoo In The Heart Of The Woods' from <i>Carnival Of The Animals</i> by Saint-Saëns Organ Concerto in F Major by Handel	Come With Me To The Beach Lying In The Daisies
	Climbing Up And Down Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To identify melodies moving by step 	Sing Listen	Articulation Dynamics Pitch Structure Timbre		<i>Mishra Bhairavi Thumri</i> (Indian Classical)	Climbing Up The Beanstalk Pitter Patter Caterpillar Rapunzel, Let Your Hair Down Who's That Stealing My Lettuces?

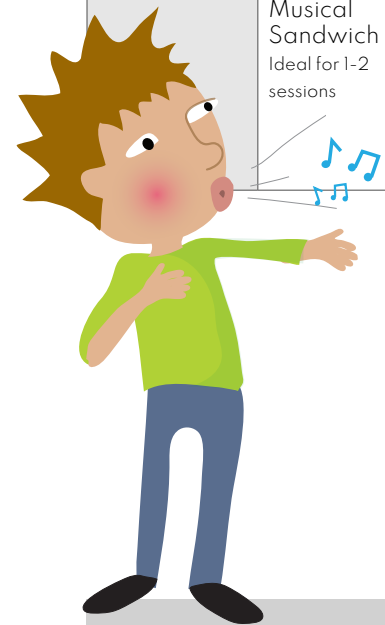


YEAR 1, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Performing simple melodic patterns using voices and pitched instruments	Climbing The Beanstalk <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment 	Sing Listen Play	Pitch Structure			Climbing Up The Beanstalk Little Red Riding Hood Picnic
	Sound Effects <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To create sound effects using voices and tuned percussion ★ To identify examples of musical storytelling ★ To perform songs to an audience 	Sing Listen Play	Dynamics Pitch Structure Tempo		Cartoon music	Climbing Up The Beanstalk Down Came That Mighty Beanstalk It Popped Right Out! Rapunzel, Let Your Hair Down Splosh! There Goes The Prince
	Songs With Percussion <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To accompany a song using tuned and untuned percussion ★ To identify musical patterns (e.g. high/low/high/low) ★ To explore timbres produced by tuned percussion instruments 	Sing Listen Play	Pitch Timbre		<i>Flight Of The Bumblebee</i> by Rimsky-Korsakov	Come With Me To The Beach Dandelion Clocks
3. Representing pitch	Pipe Cleaners <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To use informal notation 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>Rhapsody In Blue</i> by Gershwin	
	Build A Melody <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To compose melodies using higher and lower notes ★ To create graphic notation to represent a pattern of higher and lower notes 	Sing Listen Play Improvise Compose Notation	Pitch Structure			Come With Me To The Beach Dandelion Clocks Happy Sun High Just Sing! Perfect Symmetry Steam Train

YEAR 1, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating music for a performance	Perfect Picnic Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To write new lyrics for well-known songs ★ To follow simple musical scores 	Sing Listen Play Compose Notation	Dynamics Pitch Structure Texture			Healthy Me Lunch Picnic
	Show Time Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To follow simple performance directions ★ To suggest ways to improve a performance 	Play Sing	Articulation Dynamics Pitch Pulse Rhythm Structure Texture			Your choice of songs from Year 1
	Musical Sandwich Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To order sounds in a structure ★ To compose simple melodies ★ To perform simple rhythmic patterns based on spoken words 	Sing Listen Play Compose	Pitch Pulse Rhythm Structure			Come With Me To The Beach Don't Forget Your Sun Cream Healthy Me Lunch Picnic Sunglasses



KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



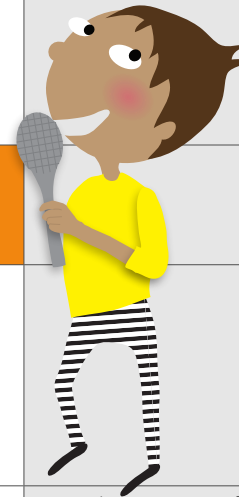
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Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
1. Performing rhythms and movement to a steady pulse	Exercise Rhythms Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse ★ To copy pulse action sequences ★ To compose call-and-echo movement sequences 	Sing Listen Improvise	Pulse Rhythm Structure Tempo			Coordination Funk Get Going Look What I Can Do!	
	Musical Instructions Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform movements to music ★ To recognize and respond to musical instructions ★ To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch) 	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm Tempo Timbre		French National Anthem <i>La Marseillaise</i> <i>All You Need Is Love</i> by The Beatles <i>Unsquare Dance</i> by Dave Brubeck	Bean Harvest Harvest Hoedown	
	Pass The Ball! Ideal for a single session	<ul style="list-style-type: none"> ★ To perform actions to a steady pulse ★ To use movement to identify the first beat of the bar ★ To develop ensemble skills 	Listen Play	Pulse Rhythm Tempo		<i>Waltz No. 2</i> from Jazz Suite, No. 2 by Shostakovich <i>On The Beautiful Blue Danube</i> by Strauss II <i>The Liberty Bell March</i> by Sousa <i>'In the Hall Of The Mountain King'</i> from <i>Peer Gynt</i> by Grieg	Beautiful Bird Coordination Funk Line Up, Line Up Lunch Make A Picture With Shapes Together Walking To School	
	Change! Ideal for a single session	<ul style="list-style-type: none"> ★ To perform actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills 	Sing Listen Play	Rhythm Pulse			Coordination Funk Line Up, Line Up Lunch This Day Together Walking To School	
2. Copying and creating rhythmic patterns	Foodie Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To copy rhythm patterns ★ To create rhythm patterns based on spoken words ★ To play rhythms to a steady pulse 	Sing Listen Play Compose	Pulse Rhythm			Healthy Me The Harvest List We Can Help We've Got Tomatoes!	
	Song Tennis Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize rhythm and melody ('thinking voice') ★ To copy rhythmic and melodic patterns ★ To follow a conductor 	Sing Listen Play	Pitch Pulse Rhythm			A Song You'll Love To Know! Careful How You Cross Counting It's Great When You Know The Alphabet! Perfect Symmetry The Number Bus	
	How Will You Play? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play rhythm patterns ★ To begin to control dynamics when singing and playing instruments ★ To explore the timbre of instruments 	Sing Listen Play	Dynamics Pulse Rhythm Timbre			Symphony No. 4, fourth movement by Bruckner	Bang, Tap, Stop!
	Time For A Rest Ideal for a single session	<ul style="list-style-type: none"> ★ To keep a steady pulse ★ To listen to a rhythm and clap it back (call and response) ★ To explore rests in music 	Listen Play	Pulse Rhythm Structure			Coordination Funk I Can Play Medication Wake Up!	



YEAR 2, TERM 1 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Have You Heard Me? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic chant with a steady pulse ★ To begin to recognize patterns of sound and silence ★ To choose suitable sounds to accompany a poem 	Sing Play Compose	Articulation Dynamics Pulse Rhythm Timbre	   		Have You Heard Me?
3. Combining rhythmic patterns	Body Percussion Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize repeated rhythmic patterns ★ To compose and perform a simple rhythmic ostinato 	Sing Listen Play Compose	Pulse Rhythm	   	Stomp - Live	Coordination Funk Medication Together We Are The Even Numbers
	We Can Play! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group 	Sing Listen Play	Pulse Rhythm Tempo Texture	   		I Can Play
	Combining Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement ★ To copy rhythm patterns ★ To experiment with musical texture ★ To perform a rhythmic ostinato 	Sing Listen Play	Pulse Rhythm Texture	   	Beardyman's <i>Kitchen Diaries</i>	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pulse ★ To identify beats in a bar ★ To compose simple beat patterns ★ To follow a simple graphic score 	Sing Listen Play	Pulse Rhythm Structure Texture Timbre	   		Coordination Funk London Bells Marching In The Snow Medication Put Your Coat On Together We Are The Even Numbers
	Four-Beat Patterns Ideal for a single session	<ul style="list-style-type: none"> ★ To identify beats in a bar ★ To compose four-beat sound patterns ★ To create a simple graphic score 	Sing Listen Play Compose Notation	Pulse Rhythm Structure Texture	   	<i>We Are Family</i> by Sister Sledge	Coordination Funk London Bells Medication The Brussel Sprout Blues Wake Up! We Are The Even Numbers
	Meet The Beat Monsters! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify patterns in music ★ To copy rhythm patterns ★ To identify rests in music ★ To compose and play simple rhythm patterns 	Sing Listen Play Compose Notation	Pulse Rhythm	   		Black And White Christmas Dear Santa Our Christmas Tree The Mince Pie Song Three Little Pigs

KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



Listen with concentration to a range of high-quality live and recorded music



Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing and exploring musical mood	How Do You Feel? <small>Ideal for a single session</small>	<ul style="list-style-type: none"> ★ To recognize how songs can communicate different moods ★ To use movement to respond to the mood of music 	Sing Listen	Dynamics Tempo		'Air On The G String' from Orchestral Suite No. 3 by J. S. Bach Gymnopédie No. 3 by Satie Maple Leaf Rag by Scott Joplin 'Triumphal March' from Aida by Verdi 'Wedding March' from A Midsummer Night's Dream by Mendelssohn 'Jupiter' from The Planets by Holst	Clap Hands! Stamp Feet! Get Going Let's Be Quiet Make A Face Keep On Smiling
	Musical Moods <small>Ideal for a single session</small>	<ul style="list-style-type: none"> ★ To recognize how music can communicate different moods ★ To explore vocal timbre ★ To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.) 	Sing Listen	Articulation Dynamics Tempo Timbre			Count Your Blessings Good Morning Hello, Hello Hello, Hello, Good Morning I'll Sing This Song Keep On Smiling Let's Be Quiet
	Walk Like This! <small>Ideal for 2 sessions</small>	<ul style="list-style-type: none"> ★ To recognize and describe changes in musical mood ★ To recognize how tempo affects the mood of a song ★ To begin to identify tempos in contrasting pieces of music 	Sing Listen	Dynamics Tempo		Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 1 'Classical' by Prokofiev Symphony No. 9 'From the New World' by Dvořák	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion <small>Ideal for 1-2 sessions</small>	<ul style="list-style-type: none"> ★ To begin to control dynamics ★ To select appropriate vocal and percussion sounds to match a theme 	Sing Listen Play Compose	Dynamics Pitch Tempo Timbre		4'33" by John Cage	Hush Let's Be Quiet Rapunzel's Song
	Calm And Cross <small>Ideal for 1-2 sessions</small>	<ul style="list-style-type: none"> ★ To begin to learn about musical articulation and how it can be used expressively within music ★ To compose and notate a piece of music with contrasting sections ★ To vary tempo, dynamics and timbre to communicate a mood 	Sing Listen Play Compose Notation	Articulation Dynamics Structure Tempo Timbre			I'll Sing This Song I'm Cross! I'm A Wicked Witch, That's Me! I'm The Big, Bad Wolf Let's Be Quiet Rapunzel's Song Spider Music Who's That Stealing My Lettuces?
	Musical Doodle Boards <small>Ideal for a single session</small>	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To use musical vocabulary to describe sounds ★ To follow a graphic score 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Timbre Tonality		'Infernal Galop' from Orpheus In The Underworld by Offenbach Adagio from Clarinet Concerto in A Major by Mozart 'Mars' from The Planets by Holst Fanfarra Cabua-Le-Le by Sergio Mendes	The Doodling Song

YEAR 2, TERM 2 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To follow a conductor 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre	■ ■ ■ ■	'Spring' from <i>The Four Seasons</i> by Vivaldi <i>Night On Bald Mountain</i> by Mussorgsky 'Air On The G String' from <i>Orchestral Suite No. 3</i> by J. S. Bach	Colours Of The World Sing Of A Rainbow The Doodling Song
3. Sequencing and combining sounds to tell stories and create effects	Stormy Weather Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify and describe a sequence of sounds ★ To identify and control dynamics 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	■ ■ ■ ■	<i>Easter Song</i> by GLAD 'Storm Interlude' from <i>Peter Grimes</i> by Britten	
	Weather Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To select sounds to accompany a song ★ To create and perform a sequence of weather sounds ★ To improvise sounds within a structure 	Sing Play Improvise Compose	Texture Tempo Dynamics Timbre Articulation Structure	■ ■ ■ ■	<i>Helios Overture</i> by Nielsen <i>Symphony No. 1 'Winter Daydreams'</i> by Tchaikovsky	Can You See The Lightning? Hey Little April Shower Lazy Days Mister Wind Song For Every Season Wet, Wet, Wet! When It's A Sunny Day
4. Creating and performing soundscapes	Spring Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres ★ To improvise sounds on a given theme ★ To experiment with and recognize changes in musical texture 	Sing Play Improvise	Structure Texture Timbre	■ ■ ■ ■		Five Shiny Eggs I'm A Little Chick Spring Chicken
	Morning Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to define and recognize a range of timbres and dynamics ★ To create a musical story using appropriate timbres and dynamics on instruments 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	■ ■ ■ ■	'Morning Mood' from <i>Peter Gynt</i> by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!



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■ Use their voices expressively and creatively by singing songs and speaking chants and rhymes

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■ Listen with concentration to a range of high-quality live and recorded music

■ Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
1. Identifying and describing changes in pitch	Pitch Doodles <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds 	Listen Sing Genre/History/ Musicians	Pitch Timbre		<i>The Waltzing Cat</i> by Leroy Anderson <i>Amazing Grace</i> (Traditional) <i>'Chinese Dance'</i> from <i>The Nutcracker</i> by Tchaikovsky	Sunflowers Growing The Brrrass Band The Marching Band	
	Pitch Perfect <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch ★ To pitch-match simple phrases ★ To explore vocal timbre 	Sing Listen	Articulation Dynamics Pitch Rhythm			Good Morning	
	High, Middle, Low <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To use graphic notation to represent pitch 	Sing Listen Play Improvise Compose Notation	Pitch Structure			Happy Sun High In 1666 We're Detectives	
2. Copying pitch patterns	Up And Down <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify changes in pitch ★ To play ascending and descending melodies on tuned percussion 	Sing Listen Play Compose	Pitch Timbre			Building Bricks I Wish I Had A Robot Old Toys, New Toys Step It Up For Sport Relief	
	Copy My Action <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch 	Listen Play	Pitch			<i>'Do Re Mi'</i> from <i>The Sound Of Music</i> by Rodgers and Hammerstein	Climbing Up The Beanstalk Follow The Silver Trail
	Vocal Story Maps <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To imitate and describe changes in pitch ★ To compose and notate a short composition using graphic notation 	Sing Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre				
3. Creating and notating simple melodies	Just Five Notes <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To sing pentatonic songs ★ To begin to recognize pentatonic scales 	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm		<i>The Girl With The Flaxen Hair</i> by Debussy	Just Five Notes Try and Try Again What Goes In, Must Come Out	

YEAR 2, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
(3.)	Pentatonic Play Ideal for 1-2 sessions	★ To compose simple pentatonic melodies	Sing Listen Improvise Notation	Pitch Structure			Just Five Notes Try and Try Again What Goes In, Must Come Out	
	Step Or Leap? Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To recognize melodies that move by step or leap ★ To use graphic notation to represent a melody	Sing Listen Play Compose Notation	Pitch Structure			Joey Pitter Patter Caterpillar	
4. Performing simple musical accompaniments and preparing for performance	Summer Songs Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment	Sing Listen Play Compose	Pitch Structure			Did You Ever? Lovely Summer's Day	
	Songs Of The Sea Ideal for 2 sessions	★ To perform songs with instrumental accompaniment ★ To play a simple rhythmic and/or melodic ostinato	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			Leave Her Johnny (Traditional Sea Shanty)	Hey, Mr Pirate! Red Sails Remember The Mary Rose Sail West, Señor! The Deep Blue Sea
	Meet The Dragons Ideal for 2-3 sessions	★ To compare songs on a given theme ★ To develop a short performance to share with others	Sing Listen Play	Dynamics Pitch Structure Tempo Timbre			Guangling Melody (Chinese Traditional)	Dragon Dance My Dragon We're Going Round The World
	Show Time Ideal for 2 sessions	★ To prepare songs for performance ★ To perform simple instrumental accompaniments ★ To suggest ways to improve a performance	Sing Play	Articulation Dynamics Pitch Structure Texture				Your choice of songs from Year 1



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Experiment with, create, select and combine sounds using the inter-related dimensions of music

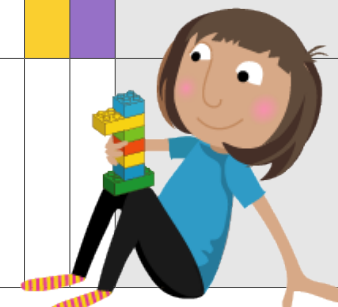
YEAR 3, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Feeling the pulse and copying rhythmic patterns	Stretch, Stamp, Clap Ideal for a single session	<ul style="list-style-type: none"> To recognize and define the duration of different note values while maintaining a steady beat To maintain movement accurately in time to music 	Sing Listen Play Notation	Pulse Rhythm Tempo		<i>Oh Happy Day</i> performed by The Edwin Hawkins Singers	Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	One Action Behind Ideal for a single session	<ul style="list-style-type: none"> To perform rhythmic actions to a steady pulse To internalize pulse To develop ensemble skills 	Listen Play	Pulse Rhythm		Conductors in action	Coordination Funk The Vegetable Song This Day Walking To School Well Done!
	Find The Beat Ideal for a single session	<ul style="list-style-type: none"> To recognize and maintain a pulse in different time signatures To develop ensemble skills To identify musical characteristics of the waltz 	Sing Listen Play	Pulse Rhythm Tempo		<i>On The Beautiful Blue Danube</i> by Strauss II Viennese Waltz performance	Coordination Funk In My Trolley Song Of Blessing These Simple Things
	How Does The Rhythm Go? Ideal for a single session	<ul style="list-style-type: none"> To perform body-percussion rhythms at various tempos 	Sing Listen Play Compose	Pulse Rhythm Tempo		The Percussion Show	A Song You'll Love To Know! Warm The Brain
	I Can Play Ideal for 2 sessions	<ul style="list-style-type: none"> To combine simple rhythm patterns To identify changes in musical texture To maintain a simple rhythmic part in a group 	Sing Listen Play Genre/History/Musicians	Pulse Rhythm Texture Tempo		Balinese Gamelan	I Can Play
2. Exploring call and response	Copy Cups Ideal for 1-2 sessions	<ul style="list-style-type: none"> To identify the first beat of a bar in 4 To copy and create simple call-and-response rhythm patterns To create a rhythmic accompaniment to a song To identify musical characteristics of disco music 	Sing Listen Play	Pulse Rhythm Structure Tempo		<i>Everybody Dance</i> by Chic	Coordination Funk Medication Monday Morning
	Hear The Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> To perform call-and-response songs To identify the call-and-response structure of a song To perform a part within an ensemble 	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure		<i>Shosholoza</i> (Traditional)	The Greeting The Road Building Song



YEAR 3, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Musical Jokes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify the call-and-response structure of a song ★ To identify dynamics ★ To compose and perform call-and-response phrases ★ To identify the use of call and response in gospel music 	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Rhythm Structure		<i>Oh Happy Day</i> performed by The Edwin Hawkins Singers	Can You? I'm OK! Knock, Knock! Who's There? Perfect Symmetry
3. Performing a simple rhythmic ostinato	Ostinato Blues Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify beats in a bar ★ To compose and perform a rhythmic ostinato ★ To listen to and compare versions of a song 	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Texture		<i>Hound Dog</i> by Elvis Presley, Eric Clapton and Willie Mae 'Big Mama Thorton'	New Day Blues The Brussel Sprout Blues
	Mystery Number Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pulse and rhythm ★ To create rhythmic layers and perform these as a group 	Sing Listen Play	Pitch Pulse Rhythm Texture Timbre		'Hallelujah Chorus' from <i>Messiah</i> by Handel	
	Human Drum Kit Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform rhythmic patterns together accurately and in time ★ To play polythythms on instruments as a group accurately and in time ★ To recognize some features of 1950s' rock 'n' roll music 	Play Listen Sing Genre/History/ Musicians	Rhythm Texture Timbre		<i>Shake, Rattle and Roll</i> and <i>Rock Around The Clock</i> by Bill Haley and His Comets	Hey Diddle Diddle Rock Around The Shops Teddy-Bear Rock
	It's Wicked At Gran's! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To carefully select sounds to accompany a poem ★ To perform a poem with instrumental accompaniment ★ To create and perform an ostinato accompaniment 	Listen Play Compose	Pulse Rhythm Texture Timbre			It's Wicked At Gran's!



YEAR 3, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Composing and notating rhythmic patterns	Cube Notation Ideal for a single session	<ul style="list-style-type: none"> ★ To compose melodic patterns ★ To create a simple graphic score ★ To use informal notation 	Sing Listen Play Compose Notation	Pitch Pulse Rhythm Structure			Coordination Funk Medication The Greeting The Road Building Song Well Done!
	Beat Monsters! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play rhythmic patterns ★ To identify rests in music ★ To compose rhythmic patterns ★ To use informal notation 	Sing Listen Play Compose Notation	Pulse Rhythm			Doctor Onomatopoeia Make A Mummy The Greeting The Mince Pie Song When Santa Comes Down My Chimney
	Christmas Improvisation Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To improvise by varying dynamics, timbre and tempo ★ To interpret a graphic score 	Sing Listen Play Improvise Notation	Dynamics Rhythm Structure Texture Tempo Timbre		Improvisation by Bobby McFerrin	Christmas Has Started Christmas Stocking Grab A Plastic Reindeer Pull A Christmas Cracker!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



Improvise and compose music for a range of purposes using the inter-related dimensions of music



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



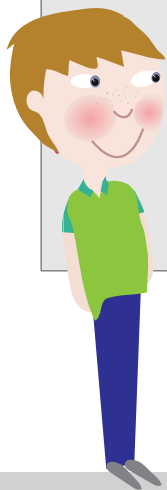
Develop an understanding of the history of music

YEAR 3, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Identifying the inter-related dimensions of music	Dynamic Actions Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize differences in dynamic levels in music ★ To define different dynamic levels using musical vocabulary 	Sing Listen	Dynamics		Symphony No.5, first movement by Beethoven Piano Sonata No. 14 'Moonlight Sonata' by Beethoven	I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Dynamic Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To define different dynamic levels using musical vocabulary ★ To improvise sound effects using body percussion, voices and instruments ★ To control dynamics 	Sing Listen Play Improvise	Dynamics Timbre			I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Musical Doodling Ideal for a single session	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To identify and describe the inter-related dimensions of music 	Sing Listen Notation	Articulation Dynamics Notation Pitch Pulse Rhythm Structure Tempo Texture Timbre		'Winter' from <i>The Four Seasons</i> by Vivaldi <i>Short Ride In A Fast Machine</i> by John Adams Hungarian Dances No. 5 and 6 by Brahms <i>Sabre Dance</i> by Khachaturian	The Doodling Song
2. Accompanying songs with suitable timbre and expression	We're Going Round The World Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select suitable instruments to accompany a song ★ To identify instruments according to a criterion (e.g. instrument families, country of origin) 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre		<i>Asturias (Leyenda)</i> by Albeniz	We're Going Round The World
	Suitably Samba! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify instruments used in samba music ★ To select appropriate instruments according to their timbre ★ To perform simple samba rhythms 	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		Batucada	Ai Caramba Samba Harvest Samba
	Musical Instructions Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and define different dynamics and articulation in music ★ To perform using different musical techniques ★ To use notation for dynamics and articulation 	Sing Listen Notation Genre/History/ Musicians	Articulation Dynamics		'Berceuse' from <i>Dolly Suite</i> by Fauré <i>Pizzicato Polka</i> by Strauss II	Silly Donkey! Spider Music The Body Song
3. Creating sounds in response to a stimulus	Sound Actions Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to define and recognize different timbres of instruments ★ To improvise sounds in response to a stimulus ★ To play instruments with varied dynamics, articulation and tempo ★ To use musical vocabulary to describe sounds 	Listen Play Improvise	Articulation Dynamics Timbre			Stretch And Grow What A Flexible Body!
	Poetry In Motion Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore and select suitable sounds to communicate mood and atmosphere ★ To vary the inter-related dimensions of music to achieve an intended effect ★ To identify some features of a symphonic poem 	Listen Play Compose Genre/History/ Musicians	Articulation Dynamics Structure Tempo Timbre		<i>The Hebrides Overture 'Fingal's Cave'</i> by Mendelssohn <i>Nuages</i> by Debussy	Poetry in Motion The Love Of God For Us These Simple Things

YEAR 3, TERM 2 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Musical Phone Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To improvise sounds within a structure ★ To improvise sounds from a stimulus ★ To vary the inter-related dimensions of music to achieve an intended effect 	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre	■ ■ ■ ■ ■	<i>Duetto buffo di due gatti</i> 'The Cat Duet' attrib. Rossini	All My Friends Seeds Of Friendship Special Friend
4. To compose music to communicate stories and settings	Musical Stories Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize a range of timbres and dynamics ★ To experiment with creating layers of musical sound ★ To create a musical story using appropriate timbres and dynamics on instruments 	Sing Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre	■ ■ ■ ■ ■		A Healthy Life Dawn Chorus In The Band Pigs Oink-Oink The World Around Me
	Journey Into Space Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To visualize a story from a piece of music ★ To compose and perform a space sound-effect accompaniment ★ To use graphic notation to represent sounds 	Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre	■ ■ ■ ■ ■	'Jupiter' from <i>The Planets</i> by Holst <i>Deep Field</i> by Eric Whitacre <i>Three Million Light Years From Home</i> by John Williams	I'm Gonna Be An Astronaut! One Step On The Moon Space Music
	The Sound Of The Wind Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score 	Play Compose Improvise Notation	Dynamics Structure Texture Timbre	■ ■ ■ ■ ■		The Sound Of The Wind
	Composition Wheels Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score 	Sing Listen Play Compose Improvise Notation	Dynamics Structure Tempo Texture Timbre	■ ■ ■ ■ ■	'Morning Mood' from <i>Peer Gynt Suite No. 1</i> by Grieg	A Perfect Day In Spring As The Sun Rises Morning Has Broken New Day Sun Arise



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■ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

■ Improvise and compose music for a range of purposes using the inter-related dimensions of music

■ Listen with attention to detail and recall sounds

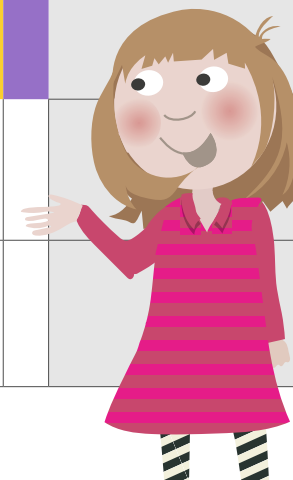
■ Use and understand staff/stave and other musical notations

■ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

■ Develop an understanding of the history of music

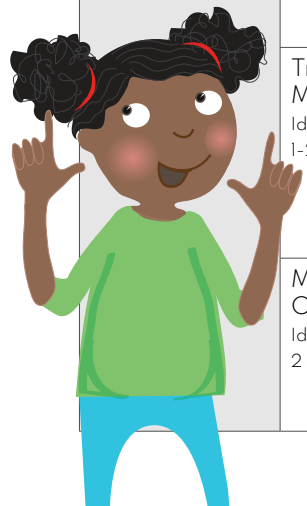
YEAR 3, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and experimenting with pitch	Farewell Melodies <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch ★ To pitch-match with growing accuracy ★ To compose a two-note melody based on the rhythm of words 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm		Prelude No. 18 by Weinberg - encore performance	Encore! Goodbye School Is Nearly Over So Long, Farewell, Cheerio!
	Identifying Pitch <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To represent pitch using actions and identify note names 	Sing Listen Play	Pitch Structure		<i>The Skaters' Waltz</i> by Émile Waldteufel	Happy Sun High In 1666 Sunflowers Growing
	Pass The Solo <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To sing a solo line ★ To recall pitch ★ To sing accurately with variations in dynamics, articulation and timbre 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Texture Timbre		Symphony No. 1 by Brahms 'No. 2 Adonai Roi' from <i>Chichester Psalms</i> by Leonard Bernstein	Down, Down To The Allotment The 'Losing Things' Song
	Park Soundscape <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To use pitch to create an effect ★ To describe pitch ★ To compose motifs, using appropriate pitch and timbre 	Sing Listen Play Compose	Pitch Structure Timbre		'Let's Go Fly A Kite' from <i>Mary Poppins</i> by Richard and Robert Sherman	Go To The Park The Park
2. Representing pitch	Pipe Cleaner Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To imitate and describe changes in pitch ★ To use graphic notation to represent pitch 	Sing Listen Play Compose Notation	Pitch Rhythm Structure			
	Coin Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To begin to describe the shape of a melody ★ To use graphic notation to represent pitch ★ To gain an understanding of different forms of musical notation 	Sing Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>O Virgo Splendens</i> (Plainsong)	Healthy Heart Mr Jack-In-A-Box Sunflowers Growing
	Dotty Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use listening skills to correctly order a sequence of notes (C D E) ★ To play music from graphic notation 	Sing Listen Play Compose Notation	Pitch Structure			Un, Deux, Trois
	Dotty Call And Response <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To create simple call-and-response (question and answer) phrases ★ To represent music using graphic notation 	Sing Listen Play Compose Notation	Dynamics Pitch Structure Tempo			Un, Deux, Trois



YEAR 3, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Exploring the pentatonic scale	Pentatonic Improvisation Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To sing pentatonic songs ★ To improvise using the pentatonic scale 	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre		<i>A La Claire Fontaine</i> (Traditional) <i>Skye Boat Song</i> (Traditional)	Just Five Notes
	Try A Pentatonic Scale Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and play a pentatonic scale ★ To improvise and compose a pentatonic melody ★ To perform an ostinato accompaniment on tuned percussion ★ To compose a melody to reflect the mood of the lyrics 	Sing Listen Play Compose Improvise	Dynamics Pitch Rhythm Tempo Timbre		Symphony No.9 by Beethoven	Sing Something Silly! Try And Try Again
	Pentatonic Haiku Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To work as a class to compose a pentatonic melody for a haiku ★ To perform a pentatonic melody ★ To read informal notation (note names) 	Play Improvise	Pitch Rhythm Structure		<i>Acadian Lullaby</i> (Traditional)	
4. Performing songs with tuned accompaniments	In Harmony Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform a simple harmony ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Rhythm Structure		<i>'Hallelujah Chorus'</i> from Messiah by Handel <i>'Barcarolle'</i> from <i>The Tales of Hoffmann</i> by Offenbach	Just Sing! Music Matters
	Trip-Trap Melody Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a simple melody using rhythmic notation ★ To understand the note values of crotchets, quavers and minims ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Pulse Rhythm Structure		<i>'March Of The Trolls'</i> from <i>Lyric Pieces</i> by Grieg	Trip, Trip-Trap
	Melodic Ostinato Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melodic ostinato ★ To play melodies and rhythms accurately and in time together as an ensemble 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			The Gift Of The Nile The Road Building Song





YEAR 3, TERM 3 – CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Interludes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To combine ostinato patterns ★ To perform a melodic tuned ostinato ★ To compose a musical interlude for a performance 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture		'Intermezzo' from <i>Cavalleria Rusticana</i> by Mascagni	Are You Ready For Some Summer Fun? Don't Forget Your Sun Cream Fun At The Seaside Start The Celebrations What I Love Best On A Summer's Day
	Plan A Performance Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To suggest ways to improve a performance 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Structure Tempo Texture		'There's No Business Like Show Business' from <i>Annie Get Your Gun</i> by Irving Berlin	Your choice of songs from Year 3 Encore! Note To The Audience





KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

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 Improvise and compose music for a range of purposes using the inter-related dimensions of music

 Listen with attention to detail and recall sounds

 Use and understand staff/stave and other musical notations

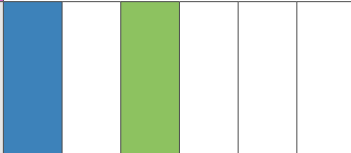
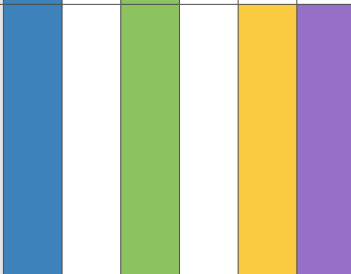
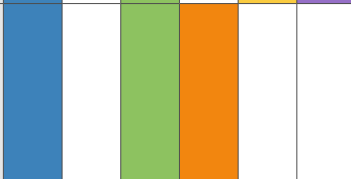
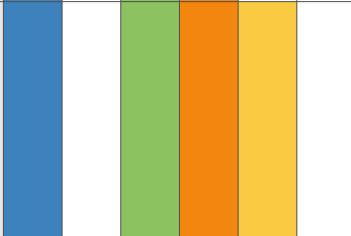


 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

 Develop an understanding of the history of music

YEAR 4, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Copying rhythmic patterns and performing together	One Action Behind Ideal for a single session	<ul style="list-style-type: none"> ★ To perform rhythmic actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills 	Listen Play	Pulse Rhythm		Symphony No. 6, third movement by Tchaikovsky	Coordination Funk Food Colours Start The Day With Exercise The Vegetable Song Walking To School
	Bouncy Waltz Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the first beat of a bar in $\frac{3}{4}$ ★ To maintain a steady beat accurately and in time with balls and percussion instruments in $\frac{3}{4}$ 	Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo		'Waltz No. 2' from Jazz Suite No. 2 by Shostakovich 'Waltz' from Masquerade Suite by Khachaturian	Come To The Globe Hibernation Just The Same Thank You For Loving Me
	Call-And-Response Cups Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify the first beat of a bar in $\frac{4}{4}$ ★ To copy and create simple call-and-response rhythm patterns ★ To create a rhythmic accompaniment to a song 	Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Jambo recorded by Ella Jenkins	Alfred The Great Build A Fort Coordination Funk Medication Monday Morning
	Rhythm Grids Ideal for a single session	<ul style="list-style-type: none"> ★ To read and perform rhythms accurately and in time using body percussion ★ To recall vocabulary of different tempos in music and apply them accurately ★ To compose rhythmic patterns and perform at different tempos 	Listen Play Notation Compose	Pulse Rhythm Tempo		'In The Hall of the Mountain King' from Peer Gynt by Grieg	Join In The Dance Moving To The Music The School Rule Song
2. Exploring notation	Introducing Note Values Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music 	Listen Play Notation	Pulse Rhythm Tempo			Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	Recognizing Note Lengths Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music 	Listen Play Notation	Pulse Rhythm Tempo			Down, Down To The Allotment Sing A Song In Unison The Harvest Of The Whole World Well Done!
	Rhythm Pizzas Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the duration of different note values ★ To create and perform a rhythmic accompaniment ★ To experiment with different rhythmic structures 	Play Notation Compose	Pulse Rhythm Structure			Doing Our Bit For The Nation Pizza! Pizza Pieces Space (If I Had A Rocket) We're Going To The Country
	Four Beats In A Bar Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify rhythms from song lyrics ★ To compose a sequence of four-beat rhythms using minims, crotchets and quavers ★ To recognize how the dimensions of music are used to establish mood and atmosphere ★ To identify instruments in the string family 	Listen Play Notation Compose Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre		Lyric For Strings by George Walker	Sometimes I Wonder

YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Sticking to my part	Drum Away Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic ostinato ★ To perform instrumental polyrhythms accurately as an ensemble ★ To control dynamics 	Sing Listen Play	Dynamics Rhythm Texture			Seeds of Friendship Sing A Song In Unison The Vegetable Song
	Samba Band Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform individual rhythms accurately and in time on instruments ★ To play instrumental polyrhythms accurately and in time as an ensemble ★ To identify instruments used in samba music ★ To select instruments according to their timbre 	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		<i>Magalenha</i> by Sergio Santos Mendes	Ai Caramba Samba Harvest Samba
	More Mystery Numbers Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To internalize pulse and rhythm ★ To maintain an independent part in an ensemble ★ To perform rhythmic patterns together accurately and in time 	Listen Play Notation	Pulse Rhythm Texture Timbre			
	I Like... Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To maintain an independent part in an ensemble ★ To lead a call-and-response chant in small groups ★ To recognize and use different articulation, dynamics and tempos when playing instruments 	Sing Listen Notation Improvise Genre/History. Musicians	Articulation Dynamics Pulse Rhythm Tempo			Different Drums I'm OK! This Is Me!
4. Composing in a rhythmic framework	This Is Me! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a verse of a song following a rhythmic structure ★ To perform a rhythmic ostinato 	Sing Listen Compose	Pulse Rhythm Structure Texture			This Is Me!
	Beatbox Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To create vocal beatbox sounds that imitate the timbre of a drum kit ★ To perform beatbox sounds using polyrhythms as a group ★ To compose and perform a rap accurately and in time with a beatbox accompaniment 	Sing Listen Notation Compose	Pulse Rhythm Structure Texture Timbre		<i>Beatbox Ventriloquism</i> by Beardyman	A Great Big Change Give It All You've Got


YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Festive Phrases Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance 	Sing Listen Play Improvise Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>Carol Symphony</i> by Hely-Hutchinson	Ding Dong! Ding Dong! Merrily On High Joy To The World O Come All Ye Faithful O Little Town Of Bethlehem
	Rhythmic Layers Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance 	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>'Little' Fugue in G minor</i> by J.S. Bach	In The Band Just Sing! Life Is A Song Music Italiano Sing - Just Because We Can! Sing Anyway The Bonkers Song
	Character Motifs Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic motif ★ To vary timbre, articulation, pitch, dynamics and tempo ★ To structure a composition ★ To perform as an ensemble 	Sing Listen Play Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Timbre		<i>Symphony No.5</i> by Beethoven	I Like Books!





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 Develop an understanding of the history of music

YEAR 4, TERM 2 – CONTENT COVERAGE

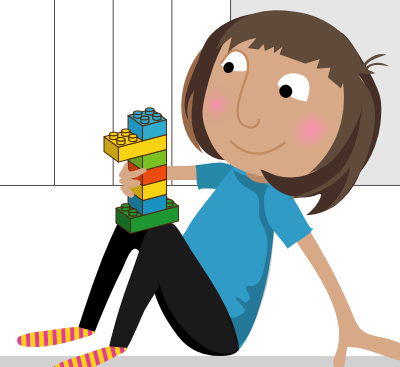
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring instrumental timbre and instrument families	Instrument Families Ideal for a single session	<ul style="list-style-type: none"> ★ To recall instruments of all orchestral families: strings, woodwind, brass and percussion ★ To recognize different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion 	Sing Listen Genre/History/ Musicians	Articulation Timbre			In The Band We're Going Round The World
	Instruments Of The Orchestra Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and define the instrumental families in an orchestra ★ To recognize and define timbres of different instruments ★ To recognize and recall the structure of a piece of music 	Listen Notation Genre/History/ Musicians	Structure Timbre		<i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten	Composer Fun Facts Fireworks (Warm Up) Please Miss!
	A Musical Journey Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize and define a range of timbres ★ To use appropriate timbres and dynamics on instruments ★ To create a journey soundscape 	Compose Listen Notation Play Genre/History/ Musicians	Dynamics Structure Timbre		'Vltava' from <i>Má Vlast</i> by Smetana <i>Kočka leze dírou</i> (Traditional)	Living and Learning On The Move Round The Bend The Gift Of The Nile Walk To School
2. Exploring major and minor tonalities	Major Or Minor? Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities 	Sing Listen	Pitch Tempo Timbre Tonality		Piano Sonata No. 14 'Moonlight' by Beethoven Tocatta and Fugue in D minor by J. S. Bach <i>Eine Kleine Nachtmusik</i> by Mozart 'Hallelujah Chorus' from <i>Messiah</i> by Handel	Mary's Song Sad Song (In Winter) Song Of The Wives Today Is The Start
	Melancholic Music Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities ★ To create musical ideas to communicate different moods ★ To organize sounds in a musical structure 	Sing Listen Play Compose Notation	Dynamics Pitch Rhythm Tempo Timbre Tonality		<i>Eleanor Rigby</i> and <i>Ob-La-Di, Ob-La-Da</i> by The Beatles	
	Major And Minor Call And Response Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities ★ To play major and minor chords ★ To perform call-and-response rhythms 	Sing Listen Play Compose Notation	Pitch Rhythm Tonality			Florence Nightingale Great Explorers Song Of The Wives

YEAR 4, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Recognizing and responding to musical instructions	Lead And Follow Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the difference between staccato and legato articulation ★ To control dynamics ★ To explore vocal timbre ★ To lead an ensemble 	Sing Listen	Articulation Dynamics Pulse Timbre			I'm Cross!
	Scarfig Around Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize the difference between staccato and legato articulation ★ To perform a dance sequence in response to staccato and legato articulation ★ To identify the structure of a piece of music 	Sing Listen	Articulation Structure		'Kangaroos' from <i>The Carnival of the Animals</i> by Saint-Saëns	It's Nearly Playtime
	Kandinsky Improvisation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo ★ To follow a graphic score ★ To play as an ensemble ★ To lead an ensemble 	Listen Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo Timbre		'Heil, Konig Heinrich!' from <i>Lohengrin</i> by Wagner	
	Sound Movement Improvisation	<ul style="list-style-type: none"> ★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo ★ To lead performance directions 	Listen Play Improvise	Dynamics Pitch Rhythm Tempo Timbre			
4. Composing in a structure	AB Structure Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and recall the structure of a piece of music ★ To compose music following an AB structure 	Sing Listen Compose Genre/History/ Musicians	Dynamics Pulse Rhythm Structure			All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?

YEAR 4, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Antonyms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and recall the structure of a piece of music ★ To explore techniques to vary dynamics, articulation, pitch and tempo ★ To describe sounds using appropriate musical vocabulary ★ To compose music following an AB structure 	Sing Play Listen	Articulation Dynamics Pitch Structure Tempo		<i>Blowin' In The Wind</i> by Bob Dylan <i>Heidenröslein</i> by Schubert	All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?
	Catchy Chorus Returns Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To create music with contrasting sections ★ To recognize a rondo structure ★ To follow a graphic score 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Structure Tempo Timbre		<i>Für Elise</i> by Beethoven	Spring Chicken Spring Into Action Spring Fever! Wake Up!
	Musical Top Trumps Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To compose musical motifs ★ To assign musical characteristics to characters, justifying choices ★ To organize musical ideas into a structure 	Play Compose	Articulation Dynamics Pitch Rhythm Structure Tempo Timbre			Fee, Fi, Fo, Fum Have You Heard The Story?



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Use and understand staff/stave and other musical notations

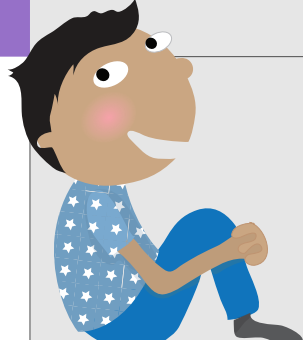


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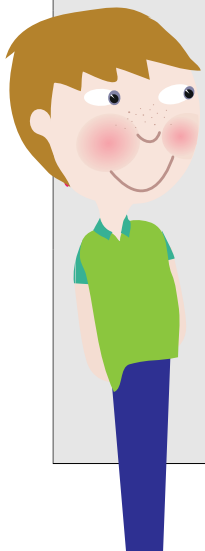
Develop an understanding of the history of music

YEAR 4, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
1. Describing and internalizing pitch	Up And Down The Stairs Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and describe direction of pitch ★ To internalize pitch ★ To represent pitch using actions and staff notation 	Sing Listen Play Notation	Pitch Tempo		<i>Alap In Raag Desh</i> (Indian Classical)	Take A Major Scale	
	Ascending Or Descending? Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize direction of pitch accurately ★ To use musical vocabulary to describe changes in pitch ★ To recognize how melodies can be used as a 'call to action' 	Sing Listen Genre/History/ Musicians	Pitch		'Lights Out' bugle call <i>Last Post</i> and <i>Rouse Fanfare For The Common Man</i> by Copland	Memories The Grasshopper Song Why Worry?	
	Thinking Voice Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pitch, rhythm and melody ★ To sing musical phrases with accurate tuning ★ To follow performance directions 	Sing Listen	Pitch Pulse Rhythm			Composer Fun Facts Conkers! Coordination Funk 8 Times Funk 7 Times Table 12 Times Table The 'Good Times' Tables The School Rule Song Wake Up!	
	Missing Words Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pitch and melody ★ To perform movements to a steady pulse 	Sing Listen	Pitch Pulse Rhythm			<i>Hora Medura</i> (Israeli Folk Dance)	Moving To The Music That's The Way We're Put Together
2. Composing and improvising with a given range of notes	Pentatonic Lucky Dip Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize a pentatonic scale ★ To create pentatonic music ★ To begin to recognize features of aleatoric music 	Sing Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre			<i>In C</i> by Terry Riley	Just Five Notes
	Flowers In Spring Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To improvise on instruments using notes from the F major pentatonic scale ★ To maintain a part in an ensemble ★ To compose and notate a pentatonic melody 	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Pitch Pulse Rhythm Texture			<i>Zousan</i> (Japanese Traditional) <i>Auld Lang Syne</i> , lyrics by Robert Burns (composer Anon.)	Cause To Be Grateful

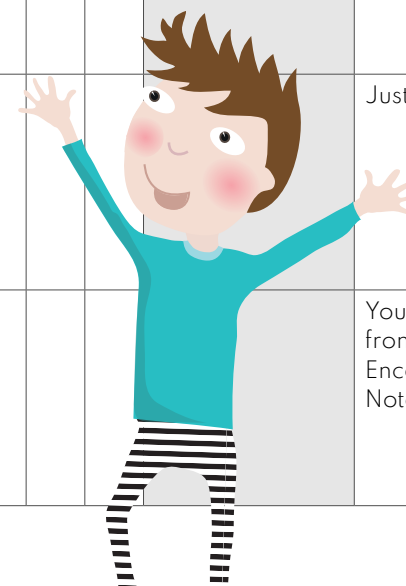
YEAR 4, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Call-And-Response Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform on an instrument in time as an ensemble ★ To perform call-and-response patterns ★ To improvise a melodic response 	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm Structure		Papageno/Papagena duet from <i>The Magic Flute</i> by Mozart	Funny Sunny Song Knock, Knock! Who's There? Song Of The Social Classes We're Here Again
3. Composing and notating melodies	Longer Than The Line Before! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To describe the shape of a melody ★ To use graphic notation to represent pitch ★ To recognize the structure of a cumulative song 	Sing Listen Notation Genre/History/ Musicians	Pitch Structure		<i>The Twelve Days Of Christmas</i> (Traditional)	I Got A Little Dog In My Garden In The Jungle It's A Spring Thing! The Harvest List The Mad Moon Song The Marching Band
	Leaping And Stepping! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To use graphic notation to represent pitch and duration ★ To identify and describe changes in pitch ★ To identify monophonic texture in contrasting pieces of music 	Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Texture		<i>O Euchari</i> by Hildegard of Bingen <i>Bushes And Briars</i> (Traditional Folk Song)	Wet Play Yodelling
	Two-Bar Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a simple melody using rhythmic notation ★ To create two-beat rhythms ★ To understand the note values of crotchets, quavers and minims 	Sing Listen Play	Dynamics Pitch Pulse Rhythm			Lovely Summer's Day
	Class Conducting Ideal for a single session	<ul style="list-style-type: none"> ★ To follow graphic notation ★ To play as part of an ensemble ★ To lead an ensemble ★ To use dynamics to enhance a performance 	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch		<i>The Rite Of Spring</i> by Stravinsky	Living And Learning Sing Anyway



YEAR 4, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Exploring song structure and preparing for performance	Song Structure Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to recognize and define how music is ordered into different sections ★ To prepare a song for performance ★ To follow performance directions 	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch Structure		<i>O Waly, Waly</i> (Traditional): three arrangements by Benjamin Britten, Eva Cassidy and John Rutter	Every Brand New Day This Day
	Songwriter Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To recognize rhythmic syllable placement in music ★ To prepare songs for performance 	Sing Compose	Pitch Rhythm Structure			When I Grow Up
	Lyrics Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize recurring rhythm and rhyme patterns in lyrics ★ To compose lyrics within a given rhythmic and rhyming scheme ★ To prepare a song for performance 	Sing Listen Play	Pitch Rhythm			Just Sing!
	Let's Perform! Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To suggest ways to improve a performance 	Sing Genre/History/ Musicians	Dynamics Articulation Structure Texture			Your choice of songs from Year 4 Encore! Note To The Audience



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Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



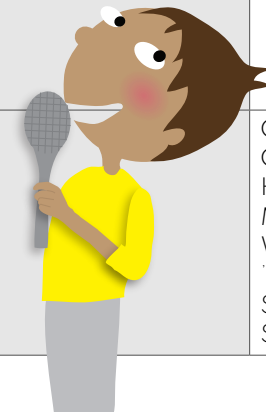
Develop an understanding of the history of music

YEAR 5, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Pass The Beanbag Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time)	Sing Listen	Pulse Rhythm		<i>Al Citron</i> (Traditional)	Coordination Funk Just The Same Thank You For Loving Me Ubuntu Who Was William Shakespeare? Wouldn't It Be Funny?
	The Rhythm Of Life Ideal for 1-2 sessions	★ To perform rhythms accurately and in time as an ensemble ★ To perform a canon ★ To identify note values and follow rhythmic notation	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Timbre			Living And Learning R.H.Y.T.H.M. The Rhythm Of Life Time For Everything
	Noodle Dance Ideal for 2 sessions	★ To feel the difference between time signatures ($\frac{3}{4}$ and $\frac{4}{4}$) ★ To perform rhythms accurately and in time as an ensemble ★ To compare traditional folk dances from around the world	Sing Listen Notation Genre/History/ Musicians	Pulse Rhythm		Basque Stick Dance (Traditional) Victorian Morris Dance (Traditional)	Build A Fort Doing Our Bit For The Nation Elizabethan Music Thank You For Loving Me The Cow Appreciation Song These Simple Things
	Elizabethan Dance Ideal for 2 sessions	★ To perform a rhythmic accompaniment in $\frac{3}{4}$ time ★ To copy rhythmic patterns accurately ★ To identify some characteristics of Elizabethan music	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo Timbre		<i>Galliard</i> (Traditional) <i>Dances For Broken Consort</i> by Morley	Come To The Globe Elizabethan Music Ful-de-lul-de-loo! Who Was William Shakespeare?
	Hot Potato Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time) ★ To recognize some characteristics of minuets and polkas	Sing Listen Play Notation Genre/History/ Musicians	Pulse Tempo		<i>Jenny Lind Polka</i> (Traditional) <i>Minuet</i> by Boccherini	Child In A Manger Born Come To The Globe Elizabethan Music Just The Same
2. Performing rhythms expressively	Colour Palette Dynamics Ideal for a single session	★ To listen to and copy rhythmic patterns ★ To use dynamics expressively in performance ★ To use musical vocabulary to describe dynamics ★ To recognize some characteristics of music from the Romantic period	Sing Listen Play Notation	Dynamics Pulse Rhythm Timbre		Piano Concerto No. 2, first movement by Rachmaninoff	Fiesta Give Yourself A Clap
	Tabletop Percussion Machine Ideal for 1-2 sessions	★ To recognize and define a range of timbres ★ To create and perform rhythmic patterns ★ To organize rhythmic ideas within a structure	Sing Listen Play Improvise	Dynamics Pulse Rhythm Structure Timbre			Coordination Funk R.H.Y.T.H.M. Rock Around The Shops The Sand Dance

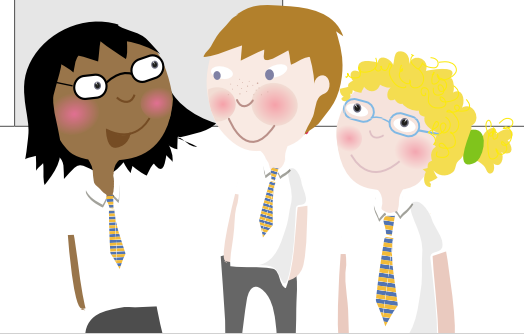
YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	National Anthems Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To copy rhythms accurately ★ To follow rhythmic notation ★ To use dynamics in performance ★ To identify characteristics of a national anthem 	Sing Listen Play Notation Genre/History/ Musicians	Dynamics Rhythm Pulse		Welsh National Anthem: <i>Land Of My Fathers</i> Polish National Anthem Japan National Anthem	The National Anthem
	Musical Motifs Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To sing and play percussion with changes in tempo, articulation, dynamics, pitch and timbre ★ To use the inter-related dimensions of music to evoke mood and atmosphere 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Pulse Rhythm Structure Timbre		Symphony No. 5, first movement by Beethoven <i>Smoke On The Water</i> by Deep Purple <i>'Hedwig's Theme'</i> from <i>Harry Potter And The Philosopher's Stone</i> by John Williams	
3. Exploring rhythmic texture	Rhythmic Layers Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain an independent part in an ensemble ★ To perform rhythms accurately ★ To experiment with rhythmic texture 	Listen Play Compose Notation	Dynamics Pulse Rhythm Texture Timbre		<i>Clapping Music</i> by Steve Reich	Clomp, Stomp Crazy Clapping
	Rhythm Wall Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform rhythms as an ensemble ★ To recognize the difference between a sparse and a dense texture ★ To experiment with musical texture when singing songs 	Sing Listen Play Notation	Pulse Rhythm Texture		Flash Mob Performances: <i>Grease</i> <i>Lean On Me</i> <i>Bolero</i>	I Have A Song To Sing One Little Voice Seeds Of Friendship
	Watch The Conductor Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain rhythms accurately and in time as a group ★ To perform polyrhythms accurately and in time with others ★ To follow accurately the directions of a conductor, with an understanding of dynamic contrasts 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture		<i>Bolero</i> by Ravel	Time For Everything
	Syncopated Rhythms Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize a syncopated rhythm ★ To maintain a syncopated rhythm accurately and in time as a group 	Sing Listen Play	Pulse Rhythm Structure Texture			Calypso Carol Christmas Has Started Harvest Samba Mary's Boy Child When It's A Sunny Day 'S No Problem Sing Yourself A Happy Song





YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating and notating musical texture	Crazy Clapping Improvisation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To follow rhythmic patterns accurately ★ To follow graphic notation ★ To experiment with musical texture ★ To create a class improvisation 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		<i>Peter Gunn Theme</i> by Henry Mancini <i>The Pink Panther Theme</i> by Henry Mancini	Crazy Clapping
	Video-Call Composition Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To experiment with musical texture ★ To create graphic notation ★ To describe the structure of a piece of music ★ To research information about significant composers 	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture Timbre		Horn Concerto No. 4, third movement by Mozart <i>Water Music, Suite No. 3</i> , third movement by Handel <i>Brandenburg Concerto No. 5</i> , third movement by J. S. Bach Symphony No. 5, first movement by Beethoven	Composer Fun Facts
	Recycled Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with rhythmic texture ★ To create graphic notation ★ To investigate different ways of classifying instruments ★ To describe the timbre of instruments 	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Tempo Texture Timbre		<i>Fish Bucket</i> by Weapons of Sound	Recycle Me Recycle It!





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YEAR 5, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Developing an understanding of the inter-related dimensions and musical vocabulary	Musical Ingredients <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To identify and describe the inter-related dimensions of music (pitch, dynamics, rhythm/duration, tempo, timbre, articulation) ★ To use the inter-related dimensions of music to enhance a performance ★ To recognize Italian musical vocabulary 	Sing Listen Improvise Notation	Articulation Dynamics Pitch Rhythm Tempo Timbre			I'll Sing This Song Music Italiano
	Italiano <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and use Italian musical vocabulary ★ To vary tempo, dynamics and articulation when singing ★ To follow musical directions 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Tempo		Trumpet Concerto, third movement by Haydn 'Largo' from <i>Xerxes</i> by Handel Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 9 'From The New World', second movement by Dvořák 'Summer' from <i>The Four Seasons</i> by Vivaldi	I'll Sing This Song Music Italiano
	Symbols And Colours <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To use musical vocabulary associated with timbre, tempo and dynamics ★ To devise graphic notation in response to music 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Tempo Timbre		'Artikulation' by Ligeti 'Cellogram' from <i>Postal Pieces</i> by James Tenney <i>Postcard Pieces</i> by Deborah Pritchard, Will Darkin, Samantha Fernando, Helen Darkin, James Joslin and Bethany Porter Lewis, performed by Louise McMonagle	Today
	Meet The Artists <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To recognize changes in musical style ★ To create artwork in response to features in a piece of music 	Sing Listen Notation Genre/History/ Musicians	Articulation Notation Pitch Rhythm Tempo Texture Timbre		<i>English Folk Song Suite</i> by Vaughan Williams	Take 5 Styles
2. Improvising musical patterns	Beat Improvisation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To create sounds using voices and body percussion ★ To improvise sounds to a four-beat pulse ★ To develop ensemble skills, playing sounds accurately and together 	Listen Play Improvise	Articulation Pitch Rhythm Timbre			Coordination Funk New Day Blues Monday Morning Song Of Blessing Start The Day With Exercise Thank You For Loving Me The 'Good Times' Tables (Any Table)

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Mind The Gap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify the call-and-response structure of a song ★ To improvise rhythmic patterns to a four-beat pulse ★ To develop ensemble skills, playing accurately and together 	Sing Listen Play Improvise	Dynamics Pitch Pulse Rhythm Structure		'I'd Do Anything' from <i>Oliver!</i> by Lionel Bart	A Song You'll Love To Know! Music Makes The World Go Round Song Of The Social Classes Thank You God The Road Building Song
	Musical Conversations Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play call-and-response rhythms ★ To improvise rhythmic patterns, performing to a steady pulse ★ To develop ensemble skills, playing accurately and together 	Listen Play Improvise Genre/History/ Musicians	Dynamics Rhythm Structure Timbre		Trumpet Concerto, first movement cadenza by Haydn Concerto for Turntables and Orchestra by Gabriel Prokofiev	At The Cross Music Makes The World Go Round Thank You God
	Improvising Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play an improvised instrumental 'response' on pitched percussion ★ To improvise simple melodies over four beats 	Sing Play Improvise	Pitch Rhythm Structure		Spontaneous Inventions by Bobby McFerrin	Springtime
3. Exploring Jazz	That's Jazz Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize some stylistic features of jazz music ★ To find out about influential jazz musicians ★ To sing songs with an awareness of style 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre		<i>Heebie Jeebies</i> or <i>Indiana</i> by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore vocal timbre, imitating instrumental sounds ★ To compose rhythms using 'scat' sounds ★ To use the inter-related dimensions of music (timbre, dynamics, structure, tempo) in a composition ★ To gain an understanding of 'scat' singing as a feature of jazz and blues music 	Sing Listen Compose Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre		<i>How High The Moon</i> performed by Ella Fitzgerald <i>Take The 'A' Train</i> performed by Duke Ellington and His Orchestra <i>Heebie Jeebies</i> performed by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Im-provisation Ideal for 1- 2 sessions	<ul style="list-style-type: none"> ★ To improvise melodies musically and in time using 'scat' syllables 	Sing Listen Improvise Genre/History/ Musicians	Pitch Rhythm Timbre		<i>One Note Samba</i> performed by Ella Fitzgerald	Have You Heard? (He Has Risen!) Something Special

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

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4. Composing and notating music inspired by lyrics and poetry	Volcano Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To use the inter-related dimensions of music expressively when composing ★ To identify how music can be used to create an atmosphere or mood ★ To create and perform from a graphic score 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Texture Tempo Timbre		<i>Artikulation</i> by Ligeti <i>'Clair de lune'</i> from <i>Suite Bergamasque</i> by Debussy	Volcano
	Word Work-Out! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use voices creatively, making subtle changes to vocal timbre to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notations 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre Tonality		<i>'The Hut On Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	The Synonym Song Wonderful Words
	Composing From Lyrics Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melody to accompany a song using standard notation ★ To compose music inspired by song lyrics over a simple melodic accompaniment ★ To represent musical ideas using a combination of standard and graphic notation ★ To recognize how music can establish mood and atmosphere 	Sing Listen Play Compose Notation	Articulation Dynamics Notation Pitch Rhythm Structure Texture Timbre		<i>Piece Peace</i> by Bill Evans	Crazy Clapping Memories That's The Way We're Put Together Warm The Brain When Morning Comes



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YEAR 5, TERM 3 – CONTENT COVERAGE

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1. Exploring melodic layers	Round We Go Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a part in a group when singing ★ To perform a simple round ★ To sing with a good awareness of pitch 	Sing Listen	Pitch Rhythm Structure Texture		<i>Canon In D</i> by Pachelbel	Poor Little Pluto School Is Nearly Over Tick Tock (The Clocks Go Forward)
	Round And Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To identify phrases in a round ★ To sing in two parts, identifying the difference between unison and harmony singing ★ To compare rounds 	Listen Sing Genre/History/ Musicians	Pitch Structure Timbre		<i>Three Blind Mice</i> (Traditional) <i>Three Country Dances In One</i> (Traditional compiled by Thomas Ravenscroft)	School Is Nearly Over
	Layers Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing a song in parts ★ To describe how melodies fit together and produce harmony ★ To develop listening skills when performing as a group 	Sing Listen	Pitch Pulse Rhythm Structure Texture		' <i>One Day More</i> ' from <i>Les Misérables</i> by Alain Boublil and Claude-Michel Schönberg Live Looping by Reinhardt Buhr	I Got A Little Dog In The Band The Bonkers Song We Sing Your Praise
	Play A Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To play phrases from a round ★ To play a round in two parts 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Structure Timbre		<i>Frère Jacques</i> (Traditional) performed by Mundwerk	I Love To Sing! I Went To The Shop Sing A Round Start The Day With Exercise
2. Exploring scales, intervals and chords	Melodies From Words Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify scalic patterns ★ To compose simple melodies ★ To notate melodies using informal and standard notation 	Sing Listen Play Notation	Dynamics Pitch Rhythm Tempo			Celebrate Life Today! Chocolate Take A Major Scale
	Try A Triad Ideal for a single session	<ul style="list-style-type: none"> ★ To play triads based on a major scale ★ To hear the difference between major and minor chords ★ To play a scale following letter and staff notation 	Sing Listen Play Notation	Pitch Structure Tonality			Harmony Our Time To Shine Ubuntu

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Exploring Intervals Ideal for a single session	<ul style="list-style-type: none"> ★ To hear the difference between musical intervals ★ To identify, play and sing musical intervals ★ To begin to recognize intervals that are consonant or dissonant 	Sing Listen Play Notation	Pitch		'Buckaroo Holiday' from 'Four Dance Episodes' from Rodeo by Copland Beethoven's 5th Symphony (First movement) Star Wars Theme by John Williams	Ear Warm
	Match The Chord To The Word Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create major and minor chords ★ To choose major and minor chords to establish mood ★ To play chords accurately together as a group and produce harmony 	Play Notation	Pitch Pulse Rhythm		Nocturne No. 2, Op. 9 by Chopin Scarborough Fair (Traditional)	Newspaper Pictures Sometimes I Wonder
3. Creating and playing harmonic accompaniments (drones, chords and basslines)	Drones And Melodies Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a short pentatonic melody above a drone ★ To notate a melody using staff and letter notation ★ To sing a song with harmony parts 	Sing Listen Play Notation Improvise Compose Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo		Amazing Grace (Traditional) The Peacock Followed The Hen (Traditional)	As The Sun Rises
	Now That's Called Harmony! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify notes from the C major chord (triad) ★ To listen to and play short melodies by ear ★ To combine melodic parts to create harmony 	Sing Listen Play Notation	Pitch Structure Texture		Smile by Charlie Chaplin	Harmony The Harmony Blues Ubuntu
	Playing With Chords Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create simple major chords ★ To play chords accurately together as a group and produce three-part harmony ★ To play a chordal accompaniment using staff and letter notation 	Play Notation	Pitch Pulse Rhythm			He'll Be There
	Extra-ordinary Ensemble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To accompany a song with a bassline ★ To play as an ensemble, accurately and in time ★ To identify characteristics of country rock music 	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		Turn! Turn! Turn! by The Byrds I Can't Dance by Gram Parsons	Extraordinary Me! Extraordinary You!

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

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4. Combining lyrics, melody and harmony	Write Your Own Song Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To recognize rhythmic syllable placement in music using lyrics ★ To recognize the structure of a song ★ To compose lyrics to fit a given melody ★ To add a bassline accompaniment to a song 	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>Wuthering Heights</i> by Kate Bush <i>'The Old Castle'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	Take A Major Scale	
	Class Jingle Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify features of jingles ★ To compose and perform a class jingle ★ To notate a melody using staff or letter notation 	Sing Play Compose Notation	Pitch Rhythm Structure			Coordinating Conjunctions (FANBOYS) Give It All You've Got Perimeter-ter-ter! Ubuntu We Are One We're So Proud Of Our School	
	Lyrics And Melody Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation 	Sing Play Compose Notation	Pulse Pitch Rhythm Structure			<i>I'm Still Standing</i> and <i>Your Song</i> by Elton John and Bernie Taupin <i>The Gnu Song</i> by Michael Flanders and Donald Swann	Take A Major Scale
	We're Building A Song Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation 	Play Sing Listen Compose Notation	Pitch Rhythm Structure			<i>Olympic Hymn</i> by Spyridon Samaras <i>The Olympian: The Lighting Of The Torch and Closing</i> by Philip Glass <i>Call Of The Champions</i> by John Williams	Singing A Thankful Song Sing Together We Are One We're Building



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Develop an understanding of the history of music

YEAR 6, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Rumpty Tumpty Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to understand the construction of a $\frac{6}{8}$ time signature ★ To maintain a steady beat in $\frac{6}{8}$ 	Sing Listen Play Notation	Pulse Rhythm		<i>Sicilienne</i> for cello and piano Op. 78 by Fauré	Benediction Song Harvest Song I Will Rejoice J'ai Perdu Mon Chapeau! 93 Million Miles Ring Out Silent Night Song Of The Street Children Turn Back The Clocks
	Pass The Pebble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in a small group ★ To perform rhythmic patterns to the pulse 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm		<i>You've Got To Hide Your Love Away</i> by the Beatles <i>Sir Eglamore</i> by Kate Rusby	Benediction Song Coordination Funk Harvest Song In 1666 J'ai Perdu Mon Chapeau! 93 Million Miles This Christmas Time
	Cup Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in an ensemble ★ To perform rhythmic patterns accurately 	Sing Listen Play	Dynamics Pulse Rhythm			Coordination Funk Harvest Song 93 Million Miles Silent Night Turn Back The Clocks
	Mixed-up Rhymes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in $\frac{6}{8}$ ★ To copy and create $\frac{6}{8}$ rhythms ★ To identify characteristics of a jig (gigue) 	Sing Listen Play Compose Genre/History/ Musicians	Pulse Rhythm Structure		<i>Gigue</i> from Cello Suite No.1 by J.S. Bach <i>The Kesh Jig</i> (Traditional)	Flea Song (It's The Bee's Knees!) Ful-de-loo-de-loo Sing A Song For Harvest The 'Losing Things' Song Tickled Me Pink
	Take Five Styles Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize changes to musical pulse ★ To perform accurately in different tempos and time signatures ★ To demonstrate appropriate articulation on instruments in different styles of music 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Tempo		<i>Libertango</i> by Piazzolla	Take 5 Styles

YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)

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2. Performing rhythms expressively – solo and in small groups	Mad On Popping Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select suitable timbres to accompany a poem ★ To create layers of rhythm ★ To perform a poem with expression ★ To perform a solo part in a small group performance 	Sing Listen Play Compose	Articulation Dynamics Pulse Rhythm Structure Timbre			Mad On Popping
	Plastic Wrap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with using accents to create different musical effects ★ To prepare a poem for performance ★ To follow rhythmic notation 	Sing Listen Play Notation	Articulation Pulse Rhythm Structure		African talking drum performed by Ayan Bisi Adeleke	Plastic Wrap
	Quack, Twitter, Cluckety! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the duration of quavers, crotchets and triplets ★ To compose and perform rhythms accurately and in time 	Sing Listen Play Compose	Pulse Rhythm Structure Tempo		<i>Cantus Arcticus</i> by Einojuhani Rautavaara	Dawn Chorus Juicy Fruit Lazy Days The Mad Moon Song
	Raps Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify some features of rap music ★ To perform a rap as a class ★ To perform rhythms expressively in small groups ★ To listen carefully and give feedback about each other's performance 	Sing Listen Genre/History/ Musician	Articulation Dynamics Pulse Rhythm Timbre		<i>Rapper's Delight</i> by The Sugarhill Gang	1066 Rap
3. Performing polyrhythms with expression	African Drums Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play three different tones on an African drum ★ To play a rhythmic ostinato on drums or other untuned percussion ★ To perform polyrhythms accurately and in time as part of a group 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Djembe solo performed by M'Bemba Bangoura	Living And Learning
	Latin Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform polyrhythms ★ To recognize some features of Latin music ★ To create and perform an ostinato as an accompaniment 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture		Examples of Latin American instruments <i>La Salsa Nunca Se Acaba</i> by Susie Hansen	Ai Caramba Samba Life Is Good! Fiesta





YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Samba Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play polyrhythms accurately and in time as an ensemble ★ To identify characteristics of samba music 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		Examples of Samba percussion instruments Batucada	Ai Caramba Samba Fiesta Harvest Samba
4. Organizing rhythmic ideas in a structure	Write A Rap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize the structure of a song written in rap style ★ To compose appropriate rap lyrics over an eight-bar verse 	Sing Listen Compose	Pulse Rhythm Structure		<i>Planet Rock</i> by Afrika Bambaataa & Soulsonic Force	The Gift Of Life
	Cup Choreography Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform rhythms accurately and expressively ★ To organize rhythmic ideas into a structure ★ To identify and describe changes in musical texture ★ To compose cup and body-percussion rhythms from rhythmic notation 	Play Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Konnakol performance by V. Shivapriya and B. R. Somashekar Jois	Christmas Has Started Coordination Funk Light Up The Sky Midnight
	Body-Beat Composition Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform body-percussion rhythms as an ensemble ★ To organize rhythmic ideas into musical structures ★ To notate a composition ★ To compare how body percussion is used in different cultures and traditions 	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Gumboot dancing Saman dancing Traditional Romany dancing	





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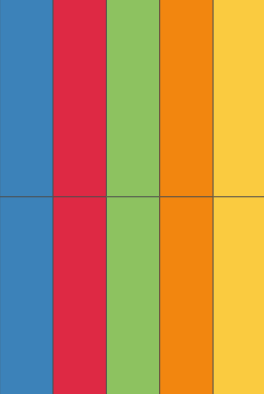
YEAR 6, TERM 2 – CONTENT COVERAGE

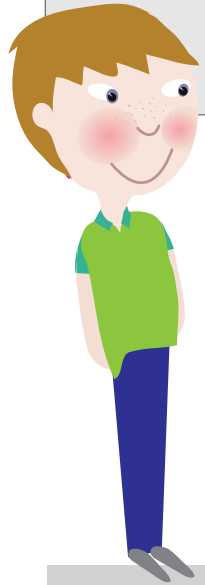
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Improvising and exploring vocal and instrumental effects	Sound Effects Ideal for a single session	<ul style="list-style-type: none"> ★ To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics ★ To follow a graphic score 	Sing Listen Improvise Notation	Articulation Dynamics Pitch Timbre		The Honda Civic 'Choir' by Steve Sidwell	Baby Business Cheeky Charlie Chick Cookies I'm Chipper and I'm Chirpy Michael Finnegan Peter Piper Sounds That's Alliteration! Warm Up In Style!
	Mickey Mousing Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics ★ To improvise on instruments in response to a stimulus ★ To describe music using appropriate musical vocabulary ★ To explore musical techniques used in film music 	Sing Play Improvise Compose Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre		<i>Steamboat Willie</i> directed by Walt Disney Clip from <i>Spider-Man</i>	What A Flexible Body!
	Fireworks! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use a range of vocal timbres to create sound imagery ★ To perform a soundscape following a graphic score (with timeline) ★ To identify key features of Tchaikovsky's <i>1812 Overture</i> 	Sing Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pitch Structure Texture Timbre		<i>1812 Overture</i> by Tchaikovsky <i>U Vorot, U Vorot</i> (Traditional) <i>La Marseillaise</i>	Fireworks (Warm-up)
	Articulate Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize staccato and legato articulation ★ To sing with appropriate articulation 	Sing Listen	Articulation Pitch Timbre		Clarinet Concerto, second movement by Mozart <i>Villageoises, Staccato</i> by Poulenc	Build A Fort I'm Chipper and I'm Chirpy Major General Calculate Medication Silly Donkey!
2. Using harmony to create moods and atmosphere	The Power Of Intervals Ideal for a single session	<ul style="list-style-type: none"> ★ To hear how different musical intervals sound ★ To identify, play and sing musical intervals ★ To recognize the difference between consonant and dissonant sounds in harmony 	Sing Play Notation Genre/History/ Musicians	Pitch Structure		'Somewhere Over The Rainbow' from <i>The Wizard Of Oz</i> by Harold Arlen Theme from <i>Jaws</i> by John Williams	Ear Warm

YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Dark And Light Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select appropriate dynamics, harmony and timbre to establish mood and atmosphere ★ To use consonant and dissonant harmony to create 'tension' and 'release' ★ To listen to and suggest ways to improve a performance 	Play Listen Compose	Dynamics Pitch Tempo Timbre		<i>Helios Overture</i> Op. 17 by Carl Nielsen	Dark And Light Sun Arise
	Unity And Discord Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To explore ways that 'unity' and 'discord' can be illustrated through music ★ To explore and play the inter-related dimensions to create contrasting musical effects ★ To play instruments responding to the directions of a conductor 	Sing Listen Play Compose	Dynamics Pitch Timbre Tonality		<i>Panic</i> by Harrison Birtwistle 'Jupiter' from <i>The Planets</i> by Holst	As One Differences Make Us Unique
3. Exploring musical styles and performance skills	On With The Show Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify key features of musical theatre in a range of songs ★ To sing songs with an awareness of style ★ To discuss the development of musical theatre ★ To consider ways to improve a vocal performance (e.g. using clear diction) 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		'Another Op'nin', <i>Another Show</i> ' from <i>Kiss Me, Kate</i> by Cole Porter 'Major General's Song' from <i>The Pirates of Penzance</i> by Gilbert and Sullivan 'I Got Rhythm' from <i>Girl Crazy</i> by George and Ira Gershwin 'Jacob And Sons' from <i>Joseph And The Amazing Technicolour Dreamcoat</i> by Andrew Lloyd Webber	Betcha Cookies I'm Chipper And I'm Chirpy Our Time To Shine! Peter Piper That's Alliteration! Today Is The Start
	Take To The Stage Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing songs with an awareness of style ★ To explore techniques to communicate characters effectively, considering the role of the performer and audience ★ To consider ways to improve a vocal performance (e.g. using clear diction, facial expression) 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre Tonality		'Consider Yourself' from <i>Oliver!</i> by Lionel Bart 'If I Only Had A Brain' from <i>The Wizard Of Oz</i> by Arlen and Harburg	Betcha Make A Difference Song Of The Social Classes Song Of The Street Children The Slave Song Tickled Me Pink!

YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

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(4.)	Roller Coaster Ride! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notation 	Play Listen Compose Notation	Dynamics Pitch Tempo Timbre		<i>1812 Overture</i> by Tchaikovsky	The Roller Coaster
	Silent Film Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose and notate music for a short section of a film ★ To identify how music can be used to create an atmosphere or mood ★ To describe music using appropriate vocabulary 	Compose Improvise Notation Play Sing	Articulation Dynamics Tempo Timbre		Excerpt from <i>The Circus</i> by Charlie Chaplin	Music Italiano



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YEAR 6, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Investigating song ingredients	What's The Message? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To discuss how songs can be used to tell a story, express a feeling and communicate a message ★ To analyze a song, identifying how the musical dimensions are used to express the lyrical content ★ To recognize the importance of song lyrics in communicating a message 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure Timbre Tonality		<i>What Have They Done To The Rain</i> , by Malvina Reynolds, performed by Joan Baez <i>Big Yellow Taxi</i> by Joni Mitchell	A Great Big Change Green Song In The Bin (7 million Tons)
	Song Structures Ideal for a single session	<ul style="list-style-type: none"> ★ To evaluate the structure of a song ★ To listen for structural features in contrasting pieces of music ★ To recognize key characteristics of pop songs 	Listen Sing Genre/History/ Musicians	Structure		<i>Hey Jude</i> and <i>With A Little Help From My Friends</i> by The Beatles	Conkers! Don't Forget Your Sun Cream Everybody Sing Harvest Samba London Bells Song For Every Day The Mary Rose We're So Proud Of Our School When We Celebrate
	Song And Dance Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the structural features of a song ★ To interpret the lyrical content of a song ★ To identify 'hooks' in pop songs ★ To represent song features with movement and dance 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		<i>Hound Dog</i> by Elvis Presley <i>Respect</i> by Aretha Franklin	Everybody Sing! When We Celebrate
	Song Detectives Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify and describe musical features of a song ★ To recognize the structure of a song ★ To develop critical listening skills 	Sing Listen Genre/History/ Musicians	Pitch Structure Tempo Texture Timbre Tonality			A Great Big Change All Around The World There Is Singing Benediction Song Different Drums Dragonfly Jazz is Cool Singsational Sun Arise The White Cliffs Of Dover 1066 Rap Today We're Building Who Was William Shakespeare?



YEAR 6, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Exploring scales and sequences	The Bells! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify melodic patterns in songs and music ★ To play melodies on tuned percussion from notation ★ To create music inspired by bell chimes 	Listen Play Notation Genre/History/ Musicians	Pitch Pulse Tempo Tonality		<i>Westminster Quarters</i> <i>Carillon de Westminster</i> by Louis Vierne <i>La Cathédrale Engloutie</i> by Debussy The Bells Of St. Paul's Cathedral	London Bells Ring Out The Bells!
	Clearly Chromatic Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify and sing a chromatic melody ★ To play a chromatic melody using tuned percussion ★ To sing a harmony part 	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm		'Flight Of The Bumblebee' by Rimsky-Korsakov 'Habeñera' from <i>Carmen</i> by Bizet	Dragonfly Happiness Is Not... Make A Mummy Wouldn't It Be Funny?
	Exploring Sequences Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To listen to and identify melodic patterns in songs ★ To listen to, identify and play a melodic sequence in music 	Sing Listen Play Notation	Pitch Rhythm Structure		<i>Symphony No. 5</i> by Beethoven 'Do-Re-Mi' from <i>The Sound of Music</i> by Rodgers and Hammerstein	Back In School Again Ding Dong! Merrily On High H.A.P.P.Y. Infant Holy The First Days Of Summer When I Grow Up
	Spot The Sequence! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To listen to and identify melodic pattern in songs ★ To listen to and identify a melodic sequence in music ★ To compose a short melodic sequence 	Sing Listen Play Notation	Pitch Rhythm Structure		<i>You Don't Have To Say You Love Me</i> by Dusty Springfield The British National Anthem	The First Days Of Summer
3. Playing and creating chord sequences and basslines	This Is The Blues Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a blues-style riff ★ To begin to recognize the structure of a 12-bar blues ★ To identify features of blues music 	Sing Listen Play Genre/History/ Musicians	Pitch Rhythm Structure		<i>Good Morning Blues</i> by Lead Belly <i>Woke Up This Morning</i> by B. B. King	New Day Blues The Brussel Sprout Blues The Harmony Blues
	Leavers' Ensemble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To describe the melodic structure of a song ★ To create musical textures using melodic ostinati ★ To play in an instrumental ensemble accurately and in time ★ To follow notation 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Tonality		Gamelan music	Leavers' Song
	Chord Changers Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify chord progressions in songs ★ To play a simple chord progression using melodic instruments 	Sing Listen Play	Pitch Rhythm Structure Tonality			Today We Celebrate

YEAR 6, TERM 3 – CONTENT COVERAGE (cont.)

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(3.)	Create A Chord Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create chords ★ To play a simple chord progression ★ To follow graphic and rhythmic notation 	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure Tempo Tonality			Different Drums Fiesta Harmony Harmony Blues Ubuntu
4. Composing and performing music for an occasion	Song Of Celebration Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To explore the structure of a song ★ To compose and notate the lyrics and melody for a celebratory song ★ To perform as an ensemble 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Tonality		<i>Zadok The Priest</i> by Handel <i>Haffner Serenade</i> by Mozart <i>This Is The Day</i> by John Rutter	Celebrate Life Today Everybody Sing! Fiesta Start The Celebrations When We Celebrate
	Moving On Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To perform a simple bassline accurately ★ To compose lyrics and melody ★ To perform together as an ensemble 	Sing Listen Play Improvise Compose Notation	Dynamics Pitch Rhythm Structure Tonality		<i>You Are My Sunshine</i> by Jimmie Davies and Charles Mitchell <i>Rock Around The Clock</i> by Billy Haley and His Comets	Leavers' Song Moving On Start The Celebrations So Long, Farewell, Cheerio! Today We Celebrate
	School Fanfare Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To compose a fanfare ★ To recognize characteristics of fanfares ★ To notate a melody using letter or staff notation 	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre Tonality		<i>Royal Entrance Fanfare</i> by Randy Dunn <i>Fanfare for St Edmundsbury</i> by Benjamin Britten <i>'The Big Turtle Fanfare'</i> from <i>South China Sea</i> and <i>'Vorspiel'</i> from <i>Le Grande Macabre</i> by György Ligeti <i>Fanfare For The Common Man</i> by Eric Copland	As One Fanfare Give It All You've Got! Sing A Song In Unison This Is our School We Are One



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