Music

Unit Overviews

Music

Overview of Topics

	Autumn Term	Spring Term	Summer Term
EYFS (Seed Class)	**Expressive Arts and Design:** • Nursery rhymes	**Expressive Arts and Design:** • Dragon music	**Expressive Arts and Design:** • Transport music
KS1 A (Seed Class)	Menu Song Magical Musical Aquarium Singing Together	Football Who Stole My Chickens and My Hens?	Dancing and Drawing to *Nautilus* Cat and Mouse *Come Dance With Me*
KS1 B (Seed Class)	*Tony Chestnut* *Carnival of the Animals* Singing Together	*Grandma Rap* Swing-a-long with Shostakovich Charlie Chaplin	The Rockpool Rock *Tanczymy Labada*
LKS2 A (Sapling Class)	*I've Been to Harlem* *Chilled-out Clap Rap*	*Latin Dance – Ukelele* 'March' from *The Nutcracker* From a Railway Carriage	*Fly With the Stars* Singing Together
LKS2 B (Sapling Class)	*This Little Light of Mine* *My Fantasy Football Team*	The Doot Doot Song – Ukelele Fanfare For The Common Man Spain	Global Pentatonics The Horse In Motion Singing Together
UKS2 A (Blossom Class)	*What Shall We Do With The Drunken Sailor?* *Why We Sing?* Introduction to Songwriting	*Madina Tun Nabi* Building a Groove *Epoca*	*Baloo Baleerie* Singing Together
UKS2 A (Blossom Class)	Hey, Mr Miller Shadows Composing For Protest!	Dona Nobis Pacem Ain't Gonna Let Nobody	Ame Sau Vala Tara Bal Singing Together

EYFS

Autumn	Spring	Summer
Expressive Arts and Design: • Nursery rhymes	**Expressive Arts and Design:** • Dragon music	**Expressive Arts and Design:** • Transport music

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember?
Unit grid: Music: Menu (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="7">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

music.

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

of music.</td><td>1</td><td>• Become familiar with the song's structure by listening actively to the music.
• Understand that the menu increases for each day of the week, when a new dish is added.
• Be able to join in singing most of the song</td><td rowspan="7">Perform the song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Practise keeping a steady beat.
• Take part in activities to help memorise the words.
• Practise singing the song.</td></tr>
<tr><td rowspan="5">Active listening
movement
beat
echo singing
pitch
moving</td><td>3</td><td>• Practise keeping a steady beat.
• Listen out for a bass instrument, moving fingers in time with it playing.
• Learn the song Rain is falling down by rote, and show the shape of the pitch moving with actions.
• Learn singing Rain is falling down to mi-re-do.
• Practise singing Menu song.</td></tr>
<tr><td>4</td><td>• Recap singing Rain is falling down with ‘rain’ and body ladder actions.
• Listen to The herring song and talk about the structure.
• Practise singing Menu song from memory to the backing track.
• Use percussion instruments to improvise an accompaniment to Menu song</td></tr>
<tr><td>5</td><td>• Practise singing the song along with the backing track.
• Choose instruments to play in the performance and practise accompaniment ideas along with the singing.
• Plan props and costumes for the performance in the final week.</td></tr>
<tr><td>6</td><td>• Warm-up.
• Take part in a dress rehearsal.
• Take part in a performance – either live to an audience or videoed.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you remember what beat and pitch means?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Do you remember?
Unit grid: Music: Magical musical aquarium (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="4">Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Pupils play tuned and untuned instruments musically.

Pupils listen with concentration and understanding to a range of high-quality live and

recorded music.

Pupils experiment with, create, select, and combine sounds using the inter-related

dimensions of music.</td><td>1</td><td>• Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly.
• Understand what an aquarium is and what lives in it.
• Work together in groups to create aquarium-inspired music.
• Draw graphic symbols to represent their music and provide a ‘score’ for Lesson 2.</td><td rowspan="4">Movement reflecting the character of the song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Actively listen to ‘Aquarium’, representing two musical ideas with movement.
• Use the graphic symbols created in Lesson 1 to recap playing their aquarium-inspired music.
• Perform a class magical musical aquarium piece, record it, listen back and talk about it.
• Listen to Down there under the sea, creating actions, and joining in.</td></tr>
<tr><td>Dynamics
Soft
loud
Tempo
fast
slow
Structure
ternary form (ABA)
Timbre
untuned/tuned percussion instruments
compose
graphic symbol</td><td>3</td><td>• Learn to sing Down there under the sea rhythmically and in tune.
• Create a ‘drip-drop’ chime bar accompaniment for the song using the note C.
• Create a ternary-shaped piece bringing together the aquarium-inspired compositions, song and accompaniment.
• Record a performance of the full piece.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you remember songs from when you were little?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Do you remember?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="4">use their voices expressively and creatively by singing songs

listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.</td><td>1</td><td>Listen to the songs for the nativity and discuss the musical features/qualities</td><td rowspan="4">To perform the Nativity to parents</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn the songs for the Nativity</td></tr>
<tr><td rowspan="2">Nativity
sing</td><td>3</td><td>Learn the songs for the Nativity</td></tr>
<tr><td>4</td><td>Perform on stage for an audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you remember songs from when you were little?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Where shall we go?
Unit grid: Music: Football (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links

Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="2">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

music.

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

of music.</td><td colspan="2">Session overviews</td><td rowspan="2">Unit Outcomes

Reflect on work produced</td></tr>
<tr><td>Key Vocabulary

• Duration: beat, rhythm, rest.

• Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.

• Structure: ostinato (repeating pattern), echo, call-and-response.

• Tempo: steady beat.</td><td>1</td><td>• Tap the rhythm of their name on a drum.
• Learn the words and rhythms of Football.
• Practise counting the number of syllables in words.
• Perform the words steadily with clear diction.</td></tr>
<tr><td colspan="2"></td><td>2</td><td>• Perform the chant with clear words and a strong beat.
• Clap a rhythm together in time with the chant.
• Play a simple ostinato on untuned percussion.
• Perform the ‘rain’ actions to Rain is falling down.</td><td></td></tr>
<tr><td colspan="2"></td><td>3</td><td>• Sing Rain is falling down in call-and-response.
• Tap the beat of the music as they sing.
• Tap the rhythm of the words, understanding there is one beat for each syllable.</td><td></td></tr>
<tr><td colspan="2"></td><td>4</td><td>• Recap Rain is falling down with body ladder actions.
• Clap the rhythm of the words of Football.
• Working with a partner compose melodies using mi-re-do (E-D-C).</td><td></td></tr>
<tr><td colspan="2"></td><td>5</td><td>• Invent word patterns as a class and chant them to a steady beat.
• Work in groups to compose their own word patterns.
• Perform their word patterns as a group over a backing track.</td><td></td></tr>
<tr><td colspan="2"></td><td>6</td><td>• Compose melodies using mi-re-do (E-D-C) to their own word patterns and rhymes.
• Perform their melodies for each other.
• Consider the difference between an unpitched and pitched pattern.
• Reflect upon the work they have produced during the unit.</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where shall we go in the music world?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Where shall we go?
Unit grid: Music: Who stole my chickens and my hens? (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="7">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

music.</td><td>1</td><td>• Learn the song Who stole my chickens and my hens?
• Copy 4-beat patterns.
• Listen and move to a piece of music with a ‘skipty’ rhythm</td><td rowspan="7">Record performance and put it on Dojo</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Sing a song that includes the skipty rhythm.
• Make up some body percussion sounds for the rests.
• Play a partner clapping game.</td></tr>
<tr><td rowspan="5">Duration: 4-beat rhythm pattern, dotted quaver-semiquaver rhythm (‘skipty’ rhythm), rests, repeating pattern.

Pitch: Higher, lower.

Tempo: steady beat, getting faster.

Timbre: body percussion sounds, whispering, sad voice etc.</td><td>3</td><td>• Sing along to a song that includes the skipty rhythm.
• Play a partner clapping game in time with a song.
• Play percussion instruments in place of rests.</td></tr>
<tr><td>4</td><td>• Perform a clapping game.
• Invent new lyrics for the song.
• Sing their new lyrics.</td></tr>
<tr><td>5</td><td>• Explore using their bodies to make sounds.
• Work in groups to create body percussion patterns.
• Sing a song at the same time as performing a body percussion pattern.</td></tr>
<tr><td>6</td><td>• Recap and rehearse their work from the past five weeks.
• Perform their work to an audience, live or recorded.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Where shall we go in the music world?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: What is home?
Unit grid: Music: Dancing and drawing to Nautilus (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="4">Listen with concentration and understanding to a range of high-quality live and recorded music.</td><td>1</td><td>• Learn about composer Anna Meredith.
• Explore the piece using movement.
• Feel the beat using whole body movements.</td><td rowspan="4">Be able to talk about and personal preference</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Use their bodies to demonstrate an internal sense of beat.
• Explore sounds as images.
• Draw pictures to the music</td></tr>
<tr><td>Pitch: the highness or lowness of a note.

Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.

Duration: the length of a sound, often counted in beats. For instance, a 4-beat note should be counted ‘1,2,3,4’.</td><td>3</td><td>• Compare different version of the same piece of music.
• Identify differences and similarities and how music can tell a story.
• Talk about personal preferences.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music make us feel at home?</td><td colspan="2">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: What is home?
Unit grid: Music: Cat and mouse (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
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Pitch Tempo Dynamics</td><td rowspan="4">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</td><td>1</td><td>• Explore using different voices for different characters.
• Play a singing game with mood and tone changes.
• Copy short rhythm patterns.</td><td rowspan="4"></td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Respond to music physically.
• Invent new rhythm patterns.
• Perform a group piece using composed rhythms.</td></tr>
<tr><td>Duration: rhythm, beat.
Dynamics: loud and quiet, gradual, and sudden changes.
Pitch: high and low sounds and the notes in a tune.
Timbre: the quality of a vocal or instrument sound.
Other: Improvising – experimenting within a structure.</td><td>3</td><td>• Play rhythms from notation.
• Work in groups to compose rhythm patterns and notate them.
• Perform their compositions for each other.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music make us feel at home?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: What is home?
Unit grid: Music: Come dance with me (Sing Up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links

Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="2">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

music.

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

of music</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Key Vocabulary

Duration: beat, rhythm.
Pitch: stepping notes A-G-F, tuned and untuned percussion.
Structure: call-and-response, verse, chorus.
Texture: solo.</td><td>1</td><td>• Join in with the actions of Come dance with me.
• Learn the ‘response’ lines of Come dance with me.
• Develop understanding and show pitch shape using ‘pitch pencils’.
• Develop a sense of beat and practise moving to it through movement activities.</td><td rowspan="6">Invent new song lyrics</td></tr>
<tr><td></td><td>2</td><td>• Learn the repeated chorus lines of Come dance with me.
• Sing and join in with the actions of Come dance with me.
• Practise echo singing pitched phrases.
• Play call-and-response rhythms.
• Develop a sense of beat and practise moving to it through movement activities.</td></tr>
<tr><td></td><td>3</td><td>• Sing a line on their own with teacher leading.
• Sing as part of a pair in echo format.
• Make a video of their singing.</td></tr>
<tr><td></td><td>4</td><td>• Develop a sense of beat by practising stepping in time to music.
• Practise holding beaters correctly.
• Learn to play the phrase ‘Oh yes we can!’ on tuned percussion.
• Sing and play in call-and-response.</td></tr>
<tr><td></td><td>5</td><td>• Practise holding beaters correctly and playing a response phrase on tuned percussion.
• Practise singing both call and response phrases of a song.
• Practise keeping a beat by stepping in time to music.
• Practise pitch matching skills.</td></tr>
<tr><td></td><td>6</td><td>• Invent new song lyrics.
• Play the new song on percussion instruments in call-and-response.
• Sing the new verses with actions.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music make us feel at home?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: How has life changed?
Unit grid: Music – Tony Chestnut (sing up)
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td rowspan="3">Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</td><td rowspan="6">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically

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

Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</td><td>1</td><td>• Practise echoing actions to a beat.
• Get familiar with the song structure and understand the word play.
• Learn the melody of the song.
• Keep a steady beat while they sing.</td><td rowspan="6">Composing call-and-response music in pairs.</td></tr>
<tr><td>2</td><td>• Practise making up 4-beat action patterns for each other to copy.
• Echo sing in a group as part of a warm-up.
• Make noisy pictures.
• Sing the song quietly and gently to a ‘la’ sound and follow the shape with their hand.
• Improve their singing of the song.</td></tr>
<tr><td>3</td><td>• Lead or respond to a 4-beat action pattern.
• Echo sing in a name game.
• Copy and demonstrate a noisy picture using a pitch pencil.
• Learn the song Hi lo chicka lo and perform the song with beat actions.</td></tr>
<tr><td>Key Vocabulary</td><td>4</td><td>• Play warm-up games to practise keeping a steady beat, and pitch match singing.
• Practise taking the lead in an action echo activity.
• Recap the song Hi lo chicka lo.
• Begin to learn the ‘call’ or ‘response’ phrases of the song’s melody on a tuned percussion instrument.</td></tr>
<tr><td rowspan="2">Pitch: ‘cuckoo call’ interval (minor 3rd), melody.
Structure: echo, call-and-response.
Tempo: beat, steady beat.
Timbre: tuned (has notes) and untuned percussion instruments (doesn’t have notes).
Other: diction, improvise.</td><td>5</td><td>• Practise singing Tony Chestnut with good diction.
• Practise playing the melody of Tony Chestnut with a partner, and as a class.</td></tr>
<tr><td>6a</td><td>• Play a follow-my-leader 4-beat action game.
• Listen to Fanfarra (Cabua-le-le) by Sérgio Mendes.
• Play a copy game using the notes C and G to the backing track.
• Composing call-and-response music in pairs.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How has music changed over time?</td><td colspan="3">Acceptance – Learn music from a diverse range of cultures and traditions</td></tr>
</table>

Big Question Link: How has life changed?
Unit grid: Music: Carnival of the animals (sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="3">Play tuned and untuned instruments musically

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

Experiment with, create, select, and combine sounds using the inter-related dimensions of music</td><td>1</td><td>• Find out about the piece of music.
• Listen to the music, identifying instruments and talking about the character of the music and the kind of animals it represents.
• Show the character of the music through movement.</td><td rowspan="3">Identify how the composer uses rhythm and articulation to create character.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Get moving and warmed up with I once saw an elephant.
• Listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Identify how the choices of instruments create character. Respond to the character of the piece through drawing.
• Listen to an extract from Danse macabre.</td></tr>
<tr><td>Timbre: xylophone, strings, piano, clarinet.
Pitch: high.
Rhythm: long/short notes.
Tempo: fast.
Articulation: short/detached notes (staccato).
Character: brittle, jerky.</td><td>3</td><td>• Get moving and warmed up with I once saw an elephant.
• Listen to two movements from Carnival of the animals – ‘The elephant’ and ‘Aviary’.
• Identify how the composer uses rhythm and articulation to create character.
• Respond to the character of the piece through movement.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does music change?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Do you remember?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

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<tr><td rowspan="2">Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td>1</td><td>Listen to the songs for the nativity and discuss the musical features/qualities</td><td rowspan="4">To perform the Nativity to parents</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn the songs for the Nativity</td></tr>
<tr><td rowspan="2">Nativity
Sing
Ensemble
Piano
Forte</td><td>3</td><td>Learn the songs for the Nativity</td></tr>
<tr><td>4</td><td>Perform on stage for an audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you remember songs from when you were little?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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use their voices expressively and creatively by singing songs

listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.

Big Question Link: Who can help me?
Unit grid: Music: Grandma rap (Sing up)
Year A/Year B
Autumn/ Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="7">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</td><td>1</td><td>• Get ready with the Grandma rap warm-up.
• Recap using pitch pencils to draw the shape of the melody to Hi lo chicka lo.
• Perform beat actions to Grandma rap.
• Play the Copy my actions game.
• Learn the actions to Grandma rap.</td><td rowspan="7">Perform Grandma rap</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Practise Hi lo chicka lo pitch beat actions.
• Play the Copy my actions game.
• Practise Grandma rap.
• Play the Walk and stop game and move on the spot to Marble machine.</td></tr>
<tr><td>Duration: beat, duration actions ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest), rhythm.
Pitch: pitch shape.
Structure: 4-beat rhythm.
Tempo: steady beat.
Texture: round.</td><td>3</td><td>• Practise moving to a ‘walk’ duration.
• Practise drawing the shape of the Hi lo chicka lo melody using pitch pencils.
• Learn a clapping game and play with a partner.
• Perform singing and playing the game for a video recording.</td></tr>
<tr><td></td><td>4</td><td>• Practise the Hi lo chicka lo clapping game.
• Play the Walk and stop and Stepping durations games.
• Identify the durations ‘walk’ (crotchet) and ‘jogging’ (quavers).
• Practise the ‘walk’ and ‘jogging’ durations to music.
• Practised Grandma rap in a round.</td></tr>
<tr><td></td><td>5</td><td>• Recap the notation of durations crotchet and quavers.
• Play the Stepping durations game.
• Create 4-beat rhythms using a rhythm grid. Learn about rests.
• Play from each other’s rhythm grids.
• Play Copy my actions – ‘Walk’ and ‘jogging’ durations.
• Practise Grandma rap in a round.</td></tr>
<tr><td></td><td>6</td><td>• Create 4-beat rhythm loops to accompany Grandma rap (or create 4-beat body percussion patterns to accompany Grandma rap).
• Practise Grandma rap with their own loops/body percussion patterns and perform.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music help us feel better?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Who can help me?
Unit grid: Music: Swing-a-long with Shostakovich (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="4">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.</td><td>1</td><td>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.
• Move freely and creatively to music using a prop.
• Learn how beats can be grouped into patterns, and identify beat groupings in familiar songs.</td><td rowspan="4">Listen actively</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.
• Learn how beats can be grouped into patterns.
• Create action patterns in 2- and 3-time.</td></tr>
<tr><td>Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.
Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the ‘strong beat’. For example, a 3-time waltz will have a swinging ‘1,2,3, 1,2,3’ feel, while a march in 4-time will have you counting ‘1,2,3,4, 1,2,3,4’ as you walk along.
Rhythm: is made up of patterns of different length notes. In this unit, the children will step several rhythmic patterns in their feet. These movements include ‘walk’ (crotchet), ‘jog-ging’ (two quavers) and ‘skip-ty’ (dotted quaver, semiquaver).</td><td>3</td><td>• Move freely and creatively to music using a prop.
• Create action patterns in 2- and 3-time.
• Listen actively and move, stepping a variety of rhythm patterns in their feet (‘walk’, ‘jogging’, ‘skipty’).</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music help us feel better?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Who can help me?
Unit grid: Music: Charlie Chaplin (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="3">Experiment with, create, select, and combine sounds using the inter-related dimensions of music</td><td>1</td><td>• Watch a short film and analyse it.
• Learn about short and long durations.
• Discover which instruments can play short and long sounds.
• Make a soundtrack using short and long sounds.</td><td rowspan="3">Make a soundtrack using long and short sounds</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Learn about high and low pitch.
• Discover which instruments can play pitches.
• Make a soundtrack using high and low sounds.
• Combine pitch with duration</td></tr>
<tr><td>Duration: the length of a note, described as short and long.
Pitch: notes are described as being ‘high’ or ‘low’ pitched.
Dynamics: the volume of a piece, piano (p, soft), forte (f, loud).
Other: compose, soundtrack, Silent film.</td><td>3</td><td>• Learn about soft and loud dynamics.
• Discover which instruments can play dynamics (all of them!)
• Add dynamics to a soundtrack thus combining pitch, duration, and volume.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music help us feel better?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Are we there yet?
Unit grid: Music: The rockpool rock (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="7">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.</td><td>1</td><td>• Learn about rock ‘n’ roll music.
• Listen to a piece of rock ‘n’ roll music and talk about it.
• Learn Verse 1 and the Chorus of The rockpool rock.</td><td rowspan="7">Perform the song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Listen to rock ‘n’ roll music and talk about it.
• Listen to two versions of the same song.
• Recap singing Verse 1 of The rockpool rock.
• Learn to sing the Chorus in two parts.</td></tr>
<tr><td rowspan="5">Pitch: melody, notes (C, D, F, G).
Structure: introduction, verse, chorus, 12-bar blues.
Timbre: tuned percussion, electric guitar, double bass, piano, accordion, lap steel, voices, saxophone.
Other: rock ‘n’ roll.</td><td>3</td><td>• Listen to rock ‘n’ roll music and talk about it.
• Recap singing Verse 1 and the Chorus in two parts.
• Learn to sing Verse 2 and 3.
• Invent a rockpool-themed dance for the choruses.</td></tr>
<tr><td>4</td><td>• Practise their rockpool-themed dance for the choruses.
• Listen to rock ‘n’ roll music and talked about it.
• Learn an instrumental introduction to the song.</td></tr>
<tr><td>5</td><td>• Recap each line of the instrumental introduction.
• Put them together in the right order.
• Practise Verse 3 and the final Chorus.</td></tr>
<tr><td>6</td><td>• Practise the choreography.
• Practise the singing.
• Practise the introduction.
• Put it altogether and perform.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What music can help us when we are bored?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Are we there yet?
Unit grid: Music: Tanczymy labada (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Listening Finding a steady beat
Copy-back Improvisation
Singing Pulse/beat Rhythm
Pitch Tempo Dynamics</td><td rowspan="7">Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

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

music</td><td>1</td><td>• Practise finding and matching the walking speed of others.
• Learn how to perform a sidestep in a circle.
• Learn to sing Tańczymy labada.
• Watch a demonstration of the Krakowiak, the national dance of Poland.</td><td rowspan="7">Write an introduction for their performance that includes information about Poland and the games they have been learning</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Practise finding and matching the walking speed of others.
• Practise singing the song.
• Practise sidestepping in a circle.
• Put both of these skills together and learn how to play the game.
• Listen to a classical music version of the Krakowiak dance by Frédéric Chopin.</td></tr>
<tr><td>Duration: beat, 4 beats per bar.
Pitch: notes F, C, G, and A.
Texture: accompaniment.
Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums).</td><td>3</td><td>• Recap the Hi lo chicka lo clapping game.
• Make up their own body percussion sounds to the rhythm of Hi lo chicka lo, and accompany themselves singing.
• Demonstrate that they understand the difference between beat and rhythm.</td></tr>
<tr><td></td><td>4</td><td>• Play a game of ‘walk and freeze’.
• Practise keeping a body percussion pattern to music that gets faster.
• Invent new lines to the song with accompanying actions.
• Learn to play an accompaniment on tuned percussion.</td></tr>
<tr><td></td><td>5</td><td>• Learn to sing and play the game to the song Płynie statek.
• Invent a 4-beat body percussion pattern to the verse of Płynie statek.</td></tr>
<tr><td></td><td>6</td><td>• Work together to plan a performance for younger children in the school.
• Write an introduction for their performance that includes information about Poland and the games they have been learning, as well as some of the musical things they have been practising, like singing songs and playing an accompaniment.
• Practise the singing and games for both songs, as well as the accompaniment to Tańczymy labada and Płynie statek.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What music can help us when we are bored?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Lower Key Stage 2 (Years 3 and 4)

Big Question Link: What does it mean to be human?
Unit grid: Music: I've been to Harlem (Sing Up)
Year A/Year B
Autumn Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="7">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 with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Begin to learn the song I've been to Harlem.
• Listen carefully to the shape of the melody, representing the pitches using body ladder actions.
• Listen to Tongo and compare two different versions</td><td rowspan="7">Learn about and/or find a connection with the song or music
Performances of chosen song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Recap singing the song I've been to Harlem and show the shape of the tune with their voices.
• Listen to, and talk about, two pieces that use the pentatonic scale: Tongo and 'Morning mood' from Peer Gynt Suite No. 1.
• Make up an accompaniment for the singing using notes from the pentatonic scale.</td></tr>
<tr><td rowspan="5">Pitch shape, ostinato, round, pentatonic, call-and-response</td><td>3</td><td>• Practise singing I've been to Harlem.
• Practise keeping a steady beat.
• Learn the melody of Tongo.
• Sing Tongo in call-and-response, holding notes at the end of phrases for the full length.</td></tr>
<tr><td>4</td><td>• Practise singing I've been to Harlem, from memory and unaccompanied.
• Invent three-note melodic ostinatos to accompany I've been to Harlem.
• Play an ostinato, note cluster chord together with singing.</td></tr>
<tr><td>5</td><td>• Learn a series of rhythms using a firm plastic cup to play along with I've been to Harlem.
• Keep a beat using a 'prop' cup.</td></tr>
<tr><td>6</td><td>• Practise body percussion patterns to Born to be wild.
• Invent melodic and rhythmic accompaniments to I've been to Harlem.
• Perform the song in unison, as a round, and with accompaniment.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Does Music Bring Us Together?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What does it mean to be human?
Unit grid: Music: Chilled-out clap rap (sing up)
Year A/Year B
Autumn Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Explore hand clapping music.
• Learn Chilled-out clap rap and perform dynamic changes.
• Listen to examples of rap and identify how to chant effectively.</td><td rowspan="7">Perform the song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Learn a football rhythm piece.
• Clap an offbeat accompaniment.
• Perform the song in three groups.</td></tr>
<tr><td rowspan="4">Duration: beat, rhythm, offbeat, crotchet, quavers, crotchet rest.
Dynamics: piano (p), forte (f), fortissimo (ff) subito (suddenly).
Structure: verse, chorus, ostinato.
Other: ‘walk’ – word and action for crotchet, ‘jogging’ – word and action for a pair of quavers, ‘shh’ – sound for a crotchet rest, rhythm grid.</td><td>3</td><td>• Learn the last chorus of the song.
• Recognise crotchets, quavers, and crotchet rests in rhythm examples.
• Use walk, jogging and rest durations confidently to create their own patterns.</td></tr>
<tr><td>4</td><td>• Perform a body percussion rhythm.
• Turn rhythms into clapped rhythms.
• Compose a 4-beat rhythm in pairs.</td></tr>
<tr><td>5</td><td>• Practise identifying and reading from notation.
• Work in groups to create 4-beat rhythms.
• Translate these rhythms to single notes on instruments.</td></tr>
<tr><td>6</td><td>• Reflect on the work they have done in this unit.
• Work in a group to rehearse one verse and the chorus, combining rapping, clapping, and instrumental playing.
• Play a part in a group performance.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does music connect us?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: Music: Latin dance playing the ukulele (sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="5">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="4">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>Ukulele part 1: single note played on A string
Listen to a range of Cuban pieces, understanding influences on the music and recognizing some of its musical features</td><td rowspan="6">Perform using the ukelele</td></tr>
<tr><td>2</td><td>Ukulele part 2: two alternating notes played on E string
Sing the syncopated rhythms od latin dance and recognize a verse/chorus structure</td></tr>
<tr><td>3</td><td>Ukulele part 3: single strum chords of A minor and F
Improvise percussion drum rhythms to play on the body of the ukelele</td></tr>
<tr><td>4</td><td>Ukulele part 4: a more difficult strumming pattern on chords of A minor and F</td></tr>
<tr><td>Key Vocabulary</td><td>5</td><td>Compose a short piece for ukulele, demonstrating the skills learnt</td></tr>
<tr><td>Duration
Pitch
Structure
Texture
Timbre
style</td><td>6</td><td>Perform the composed piece</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use music to improve our lives?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: How do we use…?
Unit grid: Music: March from the nutcracker (sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="4">Listen with attention to detail and recall sounds with increasing aural memory.

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.</td><td>1</td><td>• Develop active listening skills by responding to musical themes through movement.
• Develop a sense of beat and rhythmic pattern through movement.
• Explore how the abstract nature of music can be analysed through movement, shape, and colour</td><td rowspan="4">Use movement to match the rhythms of the piece</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Develop a sense of beat and rhythmic pattern through more precise movement.
• Demonstrate an understanding of call-and-response patterns when working with a partner.
• Explore structure in music and begin to understand rondo form.</td></tr>
<tr><td>Duration: beat.
Pitch: higher, lower.
Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase.
Timbre: staccato (short, detached notes to create a ‘spiky’ sound/articulation).
Other: orchestral suite, ballet.</td><td>3</td><td>• Recognise the different sections in a piece of music that form a rondo structure.
• Actively listen to music and respond through movement.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use music to learn about our community?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: Music: From a railway carriage (sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Describe the relationship between the sounds and images in an audio-visual clip.
• Use appropriate musical language to describe a piece of music.
• Explore dynamics, timbre, tempo, and structure to improvise ideas.
• Use words from a poem to create a piece.</td><td rowspan="4">Create and perform a group rhythm rap</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Explore and improvise sounds in response to other works of art – a painting and a poem.
• Identify and talk about the relationship between music, painting, and poetry.
• Use words creatively, through exploring dynamics, tempo, and timbre.
• Combine and organise musical ideas within a creative piece.</td></tr>
<tr><td>Duration: steady beat, repetition, rhythm.
Structure: pattern, fugue, round.
Texture: unison, layers, combining sounds.
Timbre: exploring sounds for intended effect, using words and voices musically.
Other: collaboration, rap, music NOT sound effects.</td><td>3</td><td>• Identify and create rhythm patterns from spoken phrases.
• Combine spoken rhythm patterns.
• Chant and maintain spoken rhythms to a steady beat.
• Develop, extend, and structure ideas to create a group rhythm rap.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="2">How does water shape our lives?</td><td colspan="2">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: Music: Fly with the stars
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="7">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 with increasing aural memory.

Use and understand staff and other musical notations.</td><td>1</td><td>• Take part in an echo warm-up.
• Revisit crotchet 'walk' and quaver 'jogging' durations.
• Begin to learn the chord structure and changes of the verse of Fly with the stars through movement work.
• Play crotchet/quaver patterns using notes A and C to follow the chord changes.</td><td rowspan="7">Record the performance</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Take part in an echo warm-up.
• Continue to learn the song structure and chords through movement work.
• Play crotchet/quaver patterns using notes A and C with the backing track.
• Learn the chorus of Fly with the stars.</td></tr>
<tr><td rowspan="5">Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm.
Pitch: chords (A minor/Am, C major/C), drone.
Structure: intro, verse, chorus, call-and-response, chord pattern.
Timbre: drums, shakers, tuned percussion.</td><td>3</td><td>• Take part in an echo warm-up.
• Sing the call-and-response song Tongo with solo parts accompanied by a drone.
• Video record their singing.</td></tr>
<tr><td>4</td><td>• Learn to sing Fly with the stars.
• Identify the chord changes of the song through movement work.
• Practise playing note rhythms to the verse and chorus following the chord structure.</td></tr>
<tr><td>5</td><td>• Practise singing Fly with the stars.
• Practise playing note rhythms to the verse and chorus following the chord structure.
• Explore accompaniment ideas to add to the song such as chords and rhythm parts.
• Create a vocal arrangement.</td></tr>
<tr><td>6</td><td>• Practise the musical components of the song they have developed so far.
• Decide what to include in their class arrangement.
• Rehearse their arrangement and record a performance of it.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Does Music Connect Us with the Environment?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What's so important about water?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="8">Play and perform in solo and ensemble contexts, using their voices

Listen with attention to detail and recall sounds with increasing aural memory.</td><td>1</td><td>Listen to the songs and identify the features</td><td rowspan="8">Perform the end of year production to parents</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn the songs to the production</td></tr>
<tr><td rowspan="6">Sing
Ensemble
Piano
Forte
Part-singing
Solo
Expression</td><td>3</td><td>Learn the songs to the production singing in balanced parts</td></tr>
<tr><td>4</td><td>Learn the songs to the production adding in dynamics and expressions</td></tr>
<tr><td>5</td><td>Learn the songs to the production putting all the skills together and adding movement</td></tr>
<tr><td>6</td><td>Perform the songs as part of the production with an awareness of the audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Does Music Connect Us with the Environment?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: Who is in control?
Unit grid: Music: This little light of mine (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="6">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 dimension of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live recorded music drawn from

different traditions and from great composers and musicians.

Develop and understanding of the history of music.</td><td>1</td><td>• Begin to learn the song.
• Listen to different versions of This little light of mine, identifying features in the music.
• Practise moving in time to a beat.</td><td rowspan="6">Create own version of This little light of mine</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Compare versions of This little light of mine.
• Invent actions to accompany the singing. Move and sing in time together.
• Sing in a Gospel style with expression and dynamics.</td></tr>
<tr><td>Pitch: pentatonic, ‘blue’ note.
Structure: verse, chorus, call-and-response, echo, phrase.
Tempo: off-beat.
Timbre: articulation, legato (smooth), staccato (spiky, detached).
Texture: melody and accompaniment, unison, solo, ensemble.
Other: improvise, gospel.</td><td>3</td><td>• Move to a jazz-styled piece.
• Learn Part 1 of the song I wanna sing scat.
• Refine their singing by paying attention to the rhythm and phrasing, articulation, and annunciating the words.
• Perform for a video recording.</td></tr>
<tr><td></td><td>4</td><td>• Play a bass part along with the song.
• Make up a rhythmic ostinato to accompany the song.
• Try to play together the bass and rhythmic parts along with the backing track and the singing.</td></tr>
<tr><td></td><td>5</td><td>• Listen to Bobby McFerrin guide people through singing the notes of the pentatonic scale.
• Improvise using notes of the scale and introduce a ‘blue note’ to their improvisations.
• Practise singing This little light of mine.</td></tr>
<tr><td></td><td>6</td><td>• Learn more about Sister Rosetta Tharpe.
• Improvise on tuned percussion instruments using the pentatonic scale.
• Create their own arrangement of This little light of mine.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Who is in control of the music we hear?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What light up the world?
Unit grid: Music: The doot doot song- ukulele (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="8">-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music.
-listen with attention to detail and recall sounds with increasing aural memory. Pupils use and understand staff 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.</td><td>1</td><td>Get to know the song I and II
Introduction to ukulele & ukulele hold
·Watch video of Somewhere over the rainbow performed by Israel ‘IZ’ Kamakawiwo’ole
Introduction to strumming</td><td rowspan="8">Learn to plat the ukelele</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Recap singing the Chorus Ukulele warm-up · Recap strumming the ukulele · Watch the Amazing ukulele drumbeat technique video · Play percussion on the ukulele video · Pick the strings video</td></tr>
<tr><td rowspan="6">Duration: beat/pulse, semibreve, minim, crotchet, quavers, 4/4, bar, offbeat
Pitch: notes (a, e, f, c), chords (Am, F, C), melody, part
Structure: intro, verse, chorus, middle 8, call-and-response
Timbre: ukulele, acoustic guitar, piano, drums, bass guitar, chucking (palm mute), up strum, down strum, pick
Style: acoustic pop, country, folk, pop
Other: ukulele tab, improvise (‘doodle’), patsch (body percussion such as slapping the knees or thighs)</td><td>3</td><td>· Warm-up I. Warm-up and stomp canon · Warm-up II. Ukulele warm-up · Ukulele notes and chords video mins</td></tr>
<tr><td>4</td><td>Recap Warm-up I. Warm up and stomp canon and try as a round

· Learn Ukulele 1. I and II. Practise and support individuals by splitting the class in two, with one half playing, the other singing. Take turns to sing or play. Play along with Part 1 audio track</td></tr>
<tr><td>5</td><td>Warm-up III. Bogapilla · Warm-up II. Ukulele warm-up Learn Ukulele 1. III and IV. Practise and support individuals where necessary by splitting the class in two, with one half playing, the other singing. Take turns to sing or play. If time, try Parts 1 and 2 together</td></tr>
<tr><td>6</td><td>Warm-up II. Ukulele warm-up · Learn Ukulele 1. V (Am, F and C chords) and practise with the groove tracks, slowing them down as appropriate · Learn Ukulele 1. Recap V in small groups to practise forming the chords and moving between them</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music light up the world?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What light up the world?
Unit grid: Music: Fanfare for the common man (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="3">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 with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Listen to a fanfare and begin to explore the musical features.
• Recognise the effects of timbre and texture in music.
• Use body percussion to create a suggested effect.</td><td rowspan="3">Compose a fanfare melody</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Follow the musical instructions of a conductor.
• Improvise fanfare melodies using short, repeated rhythm patterns.
• Compose a group fanfare melody using texture, melody, and rhythm for impact.</td></tr>
<tr><td>Duration: long and short sounds, repeated rhythm patterns.
Dynamics: contrasts, sound and silence, the dramatic effect of silence.
Pitch: melody, fanfare, phrase, harmony, chord.
Texture: unison (one part), homophonic (several parts moving together).
Timbre: brass instruments, percussion.
Other: musical commission – writing a piece of music for a specific purpose or event.</td><td>3</td><td>• Identify and talk about the pitch shape of a fanfare melody.
• Compose a fanfare melody in a group.
• Demonstrate how melody, rhythm, dynamics, and texture can be used for impact when composing a fanfare melody</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music light up the world?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What light up the world?
Unit grid: Music: Spain (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Listen to Chabrier’s Habanera and create a simple dance to it.
• Learn and perform the habanera rhythm.
• Learn to count musically.
• Play in two teams.</td><td rowspan="3">Compose two simple patterns which fit together</td></tr>
<tr><td>2</td><td>• Learn a rhythmic pattern using triplets.
• Practise counting musically whilst playing.
• Invent melodies.
• Structure ideas.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>• Fit two musical patterns together.
• Perform as an ensemble.
• Structure ideas into one big composition.
• Dance to their music.</td></tr>
<tr><td>Duration: triplets (a rhythm made of three beats filling the space usually taken by two).
Pitch: melody (a musical sentence).
Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), piano (p, soft), forte (f, loud).</td><td colspan="3">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 with increasing aural memory.

Use and understand staff 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.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music light up the world?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What is stronger-people or their environment?
Unit grid: Music: Global pentatonics (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="4">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 with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Listen to and compare extracts of music based on the pentatonic scale.
• Use musical language to discuss and compare listening extracts.
• Track the pitch shape of a melody showing where it goes up and down.</td><td rowspan="4">Create a pentatonic piece</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Use musical vocabulary to describe pitch moving.
• Match the pitch accurately in an echo song.
• Improvise and create short pentatonic patterns over an accompaniment.</td></tr>
<tr><td>Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching.
Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.
Texture: solo, accompaniment.</td><td>3</td><td>• Identify and match the rhythms that contain minims (‘stride’), crotchets (‘walk’), and paired quavers (‘jogging’).
• Create short pentatonic pieces.
• Capture creative ideas using graphic symbols and rhythm notation.</td></tr>
<tr><td colspan="2">Biq Question Link
Is music strong?</td><td colspan="3">Vision and Values Link
Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What is stronger-people or their environment?
Unit grid: Music: The horse in motion (Sing up)
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Watch a short film and analyse it.
• Create two contrasting ostinatos.
• Perform in two groups.
• Create a graphic score.</td><td rowspan="3">Perform with dynamics and structure</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Orchestrate their ideas (choose which instruments play which parts).
• Fit two contrasting rhythms together.
• Follow a graphic score.</td></tr>
<tr><td>. Structure: ostinato (a repeating – often rhythmic – pattern).
Dynamics: volume, louds and softs.
Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music).</td><td>3</td><td>• Learn about film music’s ability to enhance images and tell stories.
• Create musical motifs.
• Think about and perform with dynamics and structure.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="2">Is music strong?</td><td colspan="2">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

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 with increasing aural memory.

Use and understand staff 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.

Big Question Link: What is stronger – people or their environment?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="8">Play and perform in solo and ensemble contexts, using their voices

Listen with attention to detail and recall sounds with increasing aural memory.</td><td>1</td><td>Listen to the songs and identify the features</td><td rowspan="8">Perform the end of year production to parents</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn the songs to the production</td></tr>
<tr><td rowspan="6">Sing
Ensemble
Piano
Forte
Part-singing
Solo
Expression</td><td>3</td><td>Learn the songs to the production singing in balanced parts</td></tr>
<tr><td>4</td><td>Learn the songs to the production adding in dynamics and expressions</td></tr>
<tr><td>5</td><td>Learn the songs to the production putting all the skills together and adding movement</td></tr>
<tr><td>6</td><td>Perform the songs as part of the production with an awareness of the audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does music make us stronger?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Upper Key Stage 2 (Years 5 and 6)

Big Question Link: How do you live?
Unit grid: Music: What Shall We Do With The Drunken Sailor? (Sing Up)
Year A/Year B
Autumn Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="7">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 with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Practise keeping a steady beat with body percussion.
• Learn the song What shall we do with the drunken sailor?
• Learn about sea shanties.
• Sing a sea shanty expressively and with a strong beat.</td><td rowspan="7">Performances of What shall we do with the drunken sailor?</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Recap performing their vocal arrangement of What shall we do with the drunken sailor?
• Learn a cup game to perform with the song</td></tr>
<tr><td rowspan="5">Sea shanties, beat, rhythm, chords, bass, dot notatio</td><td>3</td><td>• Practise cup rhythms to What shall we do with the drunken sailor?
• Practise singing their arrangement of What shall we do with the drunken sailor?
• Learn Hey, ho! Nobody home and add a beat using body percussion.
Some children could transfer this beat to a drum</td></tr>
<tr><td>4</td><td>• Practise cup rhythms to What shall we do with the drunken sailor?
• Create body percussion patterns to accompany a sea shanty.
• Write the patterns out using a rhythm grid.</td></tr>
<tr><td>5</td><td>• Practise the cup rhythms to What shall we do to the drunken sailor?
• Learn to play the bass notes of the song.
• Learn to play the chords of the song.
• Learn the chord pattern of the song</td></tr>
<tr><td>6</td><td>• Recap the bass notes, chords, and chord pattern of What shall we do with the drunken sailor?
• Recap singing the song.
• Practise the cup rhythms.
• Rehearse and perform What shall we do with the drunken sailor?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How does sailors life?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: How do you live?
Unit grid: Music: Why we sing (sing up)
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Learn about spirituals and Gospel music.
• Listen to recordings of spirituals and Gospel music.
• Learn about Gospel songwriter and artist Kirk Franklin.
• Watch a performance of Why we sing and discuss the music.</td><td rowspan="3">Understand gospel music</td></tr>
<tr><td>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 with increasing aural memory.

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

Develop an understanding of the history of music.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Warm up bodies and voices with Let's start to sing.
• Recap what they have learnt about Gospel music.
• Join in with a performance of Why we sing.
• Work on skills of phrasing and articulation in singing.</td></tr>
<tr><td>Dynamics: quiet, louder, getting louder (crescendo).
Pitch: melody, harmony, high voices and low voices.
Structure: call-and-response, spoken interludes, phrase.
Texture: unison (singing same melody), homophonic (singing in harmony).
Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit.
Other: music for praise, Gospel, spiritual, expression, legato, slide (glissando), note bend, decoration, diction, articulation.</td><td>3</td><td>• Compare the features and styles of Gospel pioneers and more contemporary artists.
• Listen and move in time to songs in a Gospel style.
• Participate in a performance of Why we sing, incorporating things they have learnt about performing music in a Gospel style.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How has music changes through time?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: How do you live?
Unit grid: Music: introduction to songwriting (sing up)
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Identify the structure of a song.
• Identify what a hook is.
• Identify the texture of a song and its effect.
• Analyse the lyrics of a song and appreciate the role of a metaphor</td><td rowspan="3">Compose a part of a song</td></tr>
<tr><td>2</td><td>• Appreciate a variety of hooks.
• Develop ideas to generate their own hooks.
• Speak their hooks rhythmically in a variety of different ways.</td></tr>
<tr><td>Key Vocabulary</td><td rowspan="2">3</td><td rowspan="2">• Compose a fragment of a song that can be developed into a fully-fledged song.
• Experiment with pitch to create a strong hook.</td></tr>
<tr><td>Duration: rhythm, beat.
Pitch: melody, hook, chords, riff.
Structure: verse, chorus, bridge/middle eight, introduction (intro), ending (outro).
Texture: solo, echo, melody and accompaniment, homophonic (moving together).
Other: lyrics, rhyme, phrase, metaphor.</td><td colspan="2">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 with increasing aural memory.

Appreciate and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How has music changes through time?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: Music: Madina tun nabi
Year A/Year B
Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="7">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 dimension of music.
Listen with attention to detail and recall sounds with increasing aural memory.
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.</td><td>1</td><td>• Practise echo playing rhythms and melodies by ear.
• Learn both parts of the chorus.
• Learn about the song and what it is about.</td><td rowspan="7">Perform a song in two parts, with a drone</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Learn more about Islamic music and the Nasheed.
• Learn the introduction and Verse 1 of Madina tun nabi and recap the Chorus.
• Watch back their performance of Hey, ho! Nobody home from Term 1.</td></tr>
<tr><td rowspan="4">Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration.
Structure: introduction, verse, chorus.
Texture: call-and-response, a cappella/unaccompanied, accompaniment.
Other: improvisation, Nasheed, Arabic music.</td><td>3</td><td>• Recap the melody of Hey, ho! Nobody home and accompany themselves with a drum beat.
• Learn to sing the song in two parts, as a round with an accompaniment.</td></tr>
<tr><td>4</td><td>• Recap Verse 1, adding a soloist.
• Learn Verse 2.
• Learn to play a drone to accompany their singing.
• Improvise with the notes G – A – B – C – D.
• Listen to other examples of Arabic music.</td></tr>
<tr><td>5</td><td>• Practise the whole song Madina tun nabi.
• Learn to play the chords of the chorus.
• Practise moving between the chords and the drone.
• Listen to examples of music containing microtones.</td></tr>
<tr><td>6</td><td>• Rehearse and perform their own version of Madina tun nabi.
• Reflect on what they have learnt during the unit.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Do you believe what they are singing about?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

Big Question Link: What do you believe?
Unit grid: Music: Building a groove (sing up)
Year A/Year B
Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Recreate one or more drum grooves.
• Create their own drum patterns as part of a group.
• Notate their created drum groove.</td><td rowspan="4">Composed a riff-based melody</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Work collaboratively in groups.
• Compose a bassline to ‘lock in’ with their drum patterns.</td></tr>
<tr><td>Pitch: pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass).
Rhythm: backbeat (typically falls on beats 2 and 4, and often played by the snare drum).
Structure: riff (a repeated musical pattern that forms the basis of a song).
Timbre: legato (smooth), staccato (detached).
Other: head (the main melody of a song, specifically used in jazz/groove music).</td><td>3</td><td>• Compose a memorable riff-based melody.
• Review their work to make improvements.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="2">How can music teach us what to believe?</td><td colspan="2">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
</table>

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 with increasing aural memory.

Use and understand staff 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.

Big Question Link: What do you believe?
Unit grid: Music: Epoca (sing up)
Year A/Year B
Autumn/Spring /Summer

<table>
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Listen with attention to detail and recall sounds with increasing aural memory.

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.</td><td>1</td><td>• Listen actively in a musical statues game and respond to the music.
• Listen actively to Época.
• Show the character of the music through movement and describe it in words.
• Move in time as a group.</td><td rowspan="3">Respond to music through movement</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Develop and demonstrate an understanding of the history of Argentine tango.
• Listen actively and develop listening skills by responding to different musical parts through movement.
• Explore staccato movement and represent it in their bodies.</td></tr>
<tr><td>Duration: beat.
Pitch: semitone (a half step distance between two pitch levels), bass.
Structure: ostinato.
Style: tango, neotango, electronic music, fusion.
Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.
Timbre: cello, accordion, singer, drum kit, staccato (short, detached notes to create a ‘spiky’ sound/articulation), legato (smooth articulation of notes, creating a seamless flow in the music).</td><td>3</td><td>• Listen actively and develop listening skills by responding to different musical parts through movement.
• Work creatively in small groups, sharing and developing ideas.
• Respond to music, showing legato movement in their bodies.
• Improvise an 8-beat movement pattern.
• Move to show the character of the drums.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How can music teach us what to believe?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: Music: Baloo baleerie (sing up)
Year A/Year B
Autumn/Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="4">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">-Use voices expressively and creatively
-Play tuned and untuned instruments musically
-Listen with concentration and understanding to a range of music
-Experiment with sounds using the inter-related dimensions of music.</td><td>1</td><td>• Understand the purpose of lullabies.
• Sing Baloo baleerie.
• Explore the meaning of the lyrics.</td><td rowspan="7">Understand the history of lullabies and perform the chorus of Baloo</td></tr>
<tr><td>2</td><td>• Listen to a lullaby from Palestine and Scotland.
• Sing with expression.
• Explore 3/4 and 4/4 time.</td></tr>
<tr><td>Key Vocabulary</td><td>3</td><td>• Listen to and talk about a lullaby from Mali.
• Play the melody, chords, or bass notes of the Chorus.
• Play the Chorus together as an ensemble.</td></tr>
<tr><td rowspan="3">Duration: 3/4 time, three beats per bar, 4/4 time, four beats per bar.
Dynamics: piano (quiet), pianissimo (very quiet).
Pitch: pentatonic scale (F, G, A, C, D), melody, drone.
Structure: question-and-answer phrasing.
Timbre: tuned percussion.</td><td rowspan="3">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 with increasing aural memory.

Use and understand staff 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.</td><td>4</td><td>• Listen to a Northumbrian lullaby and understand the lyrics.
• Identify and tap out the Scotch snap pattern.
• Recap the accompaniment to Baloo baleerie.</td></tr>
<tr><td>5</td><td>• Improvise a gentle melody in 3/4 time.
• Create call-and-response phrases.
• Compose a lullaby to help send a baby to sleep</td></tr>
<tr><td>6</td><td>• Listen to lullabies from different places across the globe.
• Show we can feel the metre of 3/4 and 4/4 and understand the difference between them.
• Perform the Chorus of Baloo baleerie with chords, bass, and melody.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Does Music Shape Our Way of Life?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: ¿Qué hizo que los mayas fueran increíbles?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

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-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="8">Play and perform in solo and ensemble contexts, using their voices

Listen with attention to detail and recall sounds with increasing aural memory.</td><td>1</td><td>Listen to the songs and identify the features</td><td rowspan="8">Perform the end of year production to parents</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn the songs to the production</td></tr>
<tr><td rowspan="6">Sing
Ensemble
Piano
Forte
Part-singing
Solo
Expression</td><td>3</td><td>Learn the songs to the production singing in balanced parts</td></tr>
<tr><td>4</td><td>Learn the songs to the production adding in dynamics and expressions</td></tr>
<tr><td>5</td><td>Learn the songs to the production putting all the skills together and adding movement</td></tr>
<tr><td>6</td><td>Perform the songs as part of the production with an awareness of the audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How did the Mayans use music?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Evacuee or Refugee?
Unit grid: Music: Hey, Mr Miller (Sing up)
Year A/Year B
Autumn /Spring /Summer

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<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
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-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="4">-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 with increasing aural memory.
-Use and understand staff 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.</td><td>1</td><td>• Watch/ listen to In the mood by Glenn Miller, noticing the instruments and how they are played.
• Embody the rhythms of the solo instruments through movement.
• Practise looking at and finding information on a score.
• Learn the first two sections of the song Hey, Mr Miller.</td><td rowspan="6">Create a final arrangement video recording their performance.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Rehearse the tune of Sections 1 and 2 of Hey, Mr Miller.
• Learn Section 3 and introduce the term ‘chromatic’.
• Learn about the cultural, social, and historical context of swing music.
• Embody the rhythms of swing music by dancing to audio examples.</td></tr>
<tr><td rowspan="2">Duration: beat, pulse, count-in, swing/swung rhythm, syncopation.
Pitch: arpeggio, chromatic, C major scale.
Structure: question-and-answer.
Texture: layers.
Timbre: rhythm section, brass section, woodwind section, scat singing (scatting).
Other: improvisation, big band, swing music.</td><td>3</td><td>• Learn the melody of Throw, catch.
• Learn dance steps to add to the song.
• Combine singing and dancing.
• Perform their song for a video recording.</td></tr>
<tr><td>4</td><td>• Learn the terms ‘arpeggio’ and ‘syncopation’ in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of Hey, Mr Miller is based on an arpeggio.
• Listen to Ella Fitzgerald and Duke Ellington, learn about scat singing, have a go!
• Sing rhythmically and with a sense of the style of swing.</td></tr>
<tr><td>5</td><td>• Sing and dance to Throw, catch as a physical and vocal warm-up.
• Practise singing an arpeggio figure to help tune the opening of section 3 of Hey, Mr Miller.
• Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor.
• Using the rhythm pattern improvise using a selection of notes from the C major scale.
• Sing and play Hey, Mr Miller combining the class singing and improvising.</td></tr>
<tr><td>6</td><td>• Rehearse Hey, Mr Miller in 3-parts.
• Practise scat singing with the backing track.
• Practise improvising on instruments.
• Create a final arrangement video recording their performance.
• Listen back/ watch their favourite performance from the unit.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music take you back to the country of your birth?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Evacuee or Refugee?
Unit grid: Music: Shadows (Sing up)
Year A/Year B
Autumn /Spring / /Summer

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-Experiment with sounds using the inter-related dimensions of music.</td><td rowspan="4">Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn

from different traditions and from great composers and musicians</td><td>1</td><td>• Explore the influences on Lindsey Stirling by comparing pieces of music from different genres.
• Identify features of timbre/instrumentation and expression in an extract of recorded music.
• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</td><td rowspan="4">Perform in front of an audience</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Explore the influences on an artist.
• Discuss and plan ideas for a creative response to music.</td></tr>
<tr><td>Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins.

Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical.</td><td>3</td><td>• Develop ideas for a creative response to music.
• Listen to and appraise others' performances.
• Perform in front of an audience.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can music take you back to the country of your birth?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: Evacuee or Refugee?
Unit grid: Music: Composing for protest! (Sing up)
Year A/Year B
Autumn /Spring /Summer

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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 with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Learn about the suffragettes and listen to their anthem.
• Decide on a topic to protest about.
• Create a set of lyrics.
• Fit their words/lyrics to a pulse.</td><td rowspan="3">Perform the song</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Create a melody and sing it.
• Sing with a sense of pulse.
•</td></tr>
<tr><td>Pulse: a steady beat (like a ticking clock).
Tempo: the speed of a piece of music.
Structure: ostinato (a repeating pattern), coda (a fancy ending).
Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).</td><td>3</td><td>• Structure their musical ideas into a song.
• Add instruments and possibly an introduction and ending.
• Perform to an audience.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
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Big Question Link: How far can you go?
Unit grid: Music: Dona nobis pacem
Year A/Year B
Autumn /Spring /Summer

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Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff 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.</td><td>1</td><td>• Sing 5-note scales, and arpeggios.
• Learn to sing Section 3 of the round Dona nobis pacem.
• Learn about monophonic, homophonic, and polyphonic textures.</td><td rowspan="7">Sing the whole song as a round in three parts.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Practise scales, arpeggios, and Section 3 of the round.
• Learn Section 2 of the round.
• Recap monophonic and polyphonic textures.
• Identify these musical textures in 17th-century sacred music from Europe.</td></tr>
<tr><td>Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest.
Pitch: thinking voice, F major, C major.
Structure: round, 3 sections, phrase.
Texture: polyphonic, homophonic, monophonic.
Timbre: a cappella (unaccompanied).
Other: sacred vocal music, Latin.</td><td>3</td><td>• Recap the song Throw, catch, learnt in Term 1.
• Learn a harmony part for the chorus and sing in two parts.
• Practise Sections 1 and 3 of the round Dona nobis pacem.
• Compare the textures of Throw, catch and Dona nobis pacem.</td></tr>
<tr><td></td><td>4</td><td>• Learn Section 1 of the round.
• Recap Section 2 and sing with Section 3.
• Play a game that uses notation from the song.
• Find out about sacred music in Latin.</td></tr>
<tr><td></td><td>5</td><td>• Practise each section of the song.
• In three groups, practise different ways to combine the 3 lines of music. Finish with all three sung at the same time.
• Begin to compose using given rhythms and notes.</td></tr>
<tr><td></td><td>6</td><td>• Recap the three sections of the round and sing the whole song in unison.
• Sing the whole song as a round in three parts.
• Continue the composing activity started the previous lesson.
• Perform and record the pieces.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Far can Music Improve Our World?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: How far can you go?
Unit grid: Music: Ain't gonna let nobody
Year A/Year B
Autumn /Spring / /Summer

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of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff 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</td><td>1</td><td>• Compare song versions, identifying lyrical changes, and other differences between them.
• Create new verses lyrics to fit the song structure and melody.
• Demonstrate knowledge and understanding of the historical and social context of the song.</td><td rowspan="7">Perform their own arrangements of the song for the rest of the class.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Copy improvised vocal phrases.
• Identify when chords change within a song.
• Play chords at the right time.</td></tr>
<tr><td rowspan="5">Pitch: chords C minor and G7, melody.
Structure: phrase.
Texture: melody and accompaniment, three-part harmony.
Other: improvise, protest songs, civil rights movement.</td><td>3</td><td>• Improvise a musical conversation over a backing track.
• Learn Melody 2.
• Sing all three melody lines of the song.</td></tr>
<tr><td>4</td><td>• Create a rhythmic backing for the song.
• Sing a part in a three-part ensemble piece, entering in the correct place and on the correct note.</td></tr>
<tr><td>5</td><td>• Organise their own rehearsal of a song.
• Perform for each other and give feedback.</td></tr>
<tr><td>6</td><td>• Perform their own arrangements of the song for the rest of the class.
• Give each other valuable feedback.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How Far can Music Improve Our World?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: What would you vote for?
Unit grid: Music: Ames au vala tara bal (sing up)
Year A/Year B
Autumn /Spring /Summer

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

Develop an understanding of the history of music.</td><td>1</td><td>• Sing the bhairavi raga that features in Ame sau vala tara bal.
• Listen to and learn about Indian musical instruments.
• Learn to sing the asthayi (chorus) of Ame sau vala tara bal.</td><td rowspan="6">Create a final performance combining, singing, dancing, and rhythmic compositions.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>• Sing the first antara (Verse 1) and practise the asthayi (chorus) of Ame sau vala tara bal.
• Develop knowledge and understanding of a variety of musical styles from India.
• Be able to identify features of Indian music: the instruments, the character, and social context.</td></tr>
<tr><td>Duration: chaal rhythm, bols.
Pitch: bhairavi raga.
Structure: asthayi (chorus), antara (verse), echo.
Tempo: pulse, beat.
Texture: solo, unison voices.
Other: styles – bhangra, Bollywood, Indian classical music.</td><td>3</td><td>• Sing the first antara (Verse 1) and practise the asthayi (chorus) of Ame sau vala tara bal.
• Develop knowledge and understanding of a variety of musical styles from India.
• Be able to identify features of Indian music: the instruments, the character, and social context.</td></tr>
<tr><td rowspan="3"></td><td>4</td><td>• Learn to move in time with the music.
• Learn a variety of bhangra dance steps.
• Learn to play the bhangra ‘chaal’ rhythm using ‘bols’.</td></tr>
<tr><td>5</td><td>• Practise singing Ame sau vala tara bal, with solo lines.
• Learn to play the chaal rhythm with both hands.
• Identify rhythm patterns from a bhangra performance.
• Create a rhythmic piece in groups using percussion instruments.</td></tr>
<tr><td>6</td><td>• Create a final performance combining, singing, dancing, and rhythmic compositions.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Can you vote for the best music? Or is it up to the individual?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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Big Question Link: What would you vote for?
Unit grid: Music: Singing together
Year A/Year B
Autumn/ Spring /Summer

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Expression</td><td>3</td><td>Learn the songs to the production singing in balanced parts</td></tr>
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<tr><td>5</td><td>Learn the songs to the production putting all the skills together and adding movement</td></tr>
<tr><td>6</td><td>Perform the songs as part of the production with an awareness of the audience</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Which song would you vote for as an encore and why?</td><td colspan="3">Life live in all its fullness – listen to, appreciate, explore and play music with others</td></tr>
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