

	Autumn		Spring		Summer	
Year 1	<u>Action Songs (1.1)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Active listening and movement to music</li> <li>Beat / Pulse</li> <li>Rhythm</li> <li>Body Percussion</li> </ul>	<u>The beat goes on (1.2)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Duration</li> <li>Tempo</li> <li>Introduction to boom whackers</li> <li>Working as a team</li> <li>Following a piece of music</li> </ul> Future Learning 2.4	<u>Follow the conductor! (1.3)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Active Listening</li> <li>Call and response</li> <li>Tempo</li> <li>Response to actions and pitch</li> </ul>	<u>Musical Conversations (1.4)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Questions and answers</li> <li>Timbre</li> <li>Singing games</li> <li>Graphic Score</li> </ul>	<u>I wanna sing, sing, ... (1.5)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Active Listening</li> <li>3-part song</li> </ul>	<u>Who stole my chickens and my hens? (1.6)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Beat</li> <li>Rests</li> <li>Rhythmic patterns</li> </ul>
Year 2	<u>Just 3 notes (2.1)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Pitch C D E</li> <li>Rhythm patterns</li> <li>Structure</li> <li>Minimalism</li> <li>Dot notation</li> </ul> Future Learning 3.2, 3.5, 3.6	<u>Tony Chestnut (2.2)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Echo</li> </ul>	<u>Baby one, two, three (2.3)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Keeping the beat/pulse</li> <li>Co-ordination while singing</li> <li>Durations</li> <li>Syncopation</li> </ul>	<u>The beat goes on (2.4)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Duration</li> <li>Tempo</li> <li>Introduction to boom whackers</li> <li>Working as a team</li> <li>Following a piece of music</li> </ul> Prior Learning: 1.2 Future Learning 3.1	<u>Swing-along with Shostakovich (2.5)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>2- and 3- beat</li> <li>Beat</li> <li>Beat groupings</li> <li>20<sup>th</sup> Century classical music</li> </ul>	<u>Hey Mr. Miller (2.6)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Learn about swing music</li> <li>Syncopation and back beat</li> <li>Scat singing</li> <li>WWII historical context</li> </ul>
Year 3	<u>The beat goes on (3.1)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Duration</li> <li>Varied tempo</li> <li>Introduction to using boom whackers to create sound and pitch</li> <li>Working as a team</li> <li>Following a piece of music</li> </ul> Prior Learning 1.2, 2.4	<u>Just 3 notes (3.2)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Pitch C D E</li> <li>Rhythm patterns</li> <li>Structure</li> <li>Minimalism</li> <li>Dot notation</li> </ul> Prior Learning 2.1 Future Learning 3.5, 3.6	<u>Chilled out clap rap (3.3)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Crotchet</li> <li>Crotchet rest</li> <li>Paired quavers</li> <li>Tempo</li> <li>Dynamics</li> </ul>	<u>'March' from Nutcracker (3.4)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Rondo structure</li> <li>Beat</li> <li>Higher/lower</li> <li>Call and response</li> <li>Ballet music from Romantic period</li> </ul>	<u>Just 3 notes (3.5)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Pitch C D E</li> <li>Rhythm patterns</li> <li>Structure</li> <li>Minimalism</li> <li>Dot notation</li> </ul> Prior Learning: 2.1, 3.2 Future Learning 3.6	<u>Just 3 notes cont. (3.6)</u> <b>Musical Focus</b> <ul style="list-style-type: none"> <li>Samba big band</li> <li>Timbre – untuned percussion/ drum kit</li> <li>Variety of beaters</li> <li>Cultural aspects of music</li> </ul> Prior Learning: 2.1, 3.2, 3.5

Year 4	<u>Ukulele (4.1)</u> <ul style="list-style-type: none"> <li>• Focus on basic skills of handling/ playing the ukulele;</li> <li>• Understanding and reading fretboard/ chord diagrams;</li> <li>• Techniques/ rhythms</li> </ul> <p>Future Learning: 6.5</p>		<u>Don't worry be happy (4.3)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Structure of song</li> <li>• Vocal patterns in pitch</li> <li>• Texture</li> <li>• Timbre</li> <li>• Beat</li> </ul>	<u>This little light of mine (4.4)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Pentatonic scale</li> <li>• Gospel music</li> <li>• Off-beat, back-beat</li> <li>• Rhythm</li> <li>• Call and response</li> </ul>	<u>Electronic Music (4.5)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Listen and appraise</li> <li>• Beat</li> <li>• Tempo/Pulse</li> <li>• Rhythmic patterns</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Structure</li> <li>• Music colouring</li> </ul>	<u>The Pink Panther (2.6)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Rhythm</li> <li>• Dynamics</li> <li>• Atmosphere</li> <li>• Music from film</li> <li>• Instrumentation</li> <li>• Music coloring</li> </ul>
Year 5	<u>Dancing in the street (5.1a)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Listen and appraise</li> </ul> <p><u>Haka/Connect it (5.1b)</u></p> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Chord structures</li> <li>• Major/Minor keys</li> <li>• Lyric writing</li> <li>• Performing</li> </ul>	<u>3 and 4-part singing/call and response songs (5.2)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Cultural importance</li> <li>• Create a chant song</li> </ul>	<u>What shall we do with the drunken sailor (5.3)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Sea shanties</li> <li>• Beat</li> <li>• Rhythm</li> <li>• Chords</li> <li>• Dot notation</li> <li>• Verse/Chorus</li> <li>• Form/Structure</li> <li>• Poems/Lyrical writing</li> </ul>	<u>Three little birds (5.4)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Reggae</li> <li>• Blues and roots</li> <li>• Riffs</li> <li>• Chords</li> <li>• Bassline</li> <li>• Harmony</li> </ul>	<u>Composing for a protest (5.5)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Composing (non-musical stimulus)</li> <li>• Vocal chants</li> <li>• Call and response</li> <li>• Lyrics</li> <li>• Melody</li> <li>• Ostinato/Coda</li> </ul>	<u>Building a groove (5.6)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Basslines</li> <li>• Riffs</li> <li>• Song writing</li> <li>• Lyrical writing</li> </ul>
Year 6	<u>Elements of Music (6.1)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Dynamics</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Texture</li> <li>• Timbre</li> </ul>	<u>Spiritual, Gospel, Music Motown (6.2)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Civil Rights</li> <li>• Black lives matter</li> <li>• Black History Month</li> <li>• Rhythm and Blues</li> <li>• Cultural and social context</li> </ul>	<u>Keyboard (6.3)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Basic skills</li> <li>• Individual hand techniques</li> <li>• Both hand techniques</li> <li>• Reading chord diagrams</li> <li>• Treble and bass clef</li> </ul> <p>Future Learning: 6.4</p>	<u>Jazz and blues (6.4)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Keyboard improvisation</li> <li>• Chords C and G7</li> <li>• Recap of chords F, G and Am</li> </ul> <p>Prior Learning: 6.3</p>	<u>Ukulele (6.5)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Basic skills</li> <li>• Understanding and reading fretboard</li> <li>• Chord diagrams</li> <li>• Techniques</li> <li>• Rhythm</li> </ul> <p>Prior Learning: 4.1</p>	<u>Celebration (6.6)</u> <p><b>Musical Focus</b></p> <ul style="list-style-type: none"> <li>• Song writing</li> <li>• Chords</li> <li>• Writing lyrics on the 'leavers' theme</li> </ul>