

Reception - Term 1

Title No. lessons	Musical learning	Musical material
I've got a grumpy face - 3 lessons	Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions.	Song Bank: I've got a grumpy face. Watch/Listen/Move: • 'Mars' from The planets suite (Gustav Holst). • 'Happy' from Despicable Me 2 (Pharrell Williams). • 'In the hall of the mountain king' from Peer Gynt (Edvard Grieg). • 'The imperial march' from Star wars (John Williams). • 'Dance of the sugar plum fairy' from The nutcracker (Pyotr Ilyich Tchaikovsky).
The sorcerer's apprentice - 3 lessons	Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.	Song Bank: Alice the camel. Watch/Listen/Move: • The sorcerer's apprentice (Paul Dukas). • Percussion instruments for kids (Green Bean's Music). • BBC Young Musician 2020 Percussion final clips: • Isaac Harari – Concerto, 1st mvmt (Sergei Golovko). • Fang Zhang – Rain the blind monk (Heng Liu). • Toril Azzalini-Machecler – Le corps a corps (George Aperghis). • Lewis Kentaro Isaacs – Til the cows come home (Rick Dior). • Fantasia – The 1940 Disney animation (Parts 1, 2, & 3).
Witch, witch - 3 lessons	Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song.	Song Bank: Witch, witch.
Row, row, row your boat - 3 lessons	Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.	Song Bank: Row, row, row your boat; The transport song. Watch/Listen/Move: • Rowing a boat video. • A short clip demonstrating rowing actions. • Row, row, row your boat animation (Super Simple Songs).

Reception - Term 2

Title No. lessons	Musical learning	Musical material
Bird spotting: Cuckoo polka - 3 lessons	Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music.	Song Bank: Dabbling ducks. Watch/Listen/Move: • Video clips of different bird song (Wildlife World): • Tawny owl, Black grouse, Whooper swans, & Common quail. • The blue Danube (Johann Strauss II). • Cuckoo polka (Johann Strauss II). • The lark ascending (Ralph Vaughan Williams).
Shake my sillies out - 3 lessons	Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions.	Song Bank: Jelly on a plate; Shake my sillies out. Watch/Listen/Move: • Sharing the beat video from Sing Up's Developing musicianship toolkit • Hippobottomus video (Steve Smallman & Ada Grey. Mr Wickins Reads).
Up and down - 3 lessons	Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch.	Song Bank: Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees. Watch/Listen/Move: • Feeling the shape of a melody using a body ladder (m-r-d) and Pitch pencils videos from Sing Up's Developing musicianship toolkit. • Flight of the bumble bee (Nikolai Rimsky-Korsakov. Performed by Emma He). • Flight of the bumble bee animation (Nikolai Rimsky-Korsakov). • The lark ascending (Ralph Vaughan Williams).

Five fine
bumble bees
-
3 lessons

Focus: Timbre, tempo, structure (call-and-response), active listening.

Objectives:

- Improvise a vocal/physical soundscape about minibeasts.
- Sing in call-and-response and change voices to make a buzzing sound.
- Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.
- Listen to a piece of classical music and respond through dance.

Song Bank: Five fine bumble bees.

Watch/Listen/Move:

- Bumblebee warm-up video – Spring vocal exploration (Track Tribe).
- Le Festin de l'Araignée ('The spider's feast') (Albert Roussel).
- The glow worm (Johnny Mercer, Lilla C. Robinson, & Paul Lincke).
- La cucaracha ('The cockroach') (The Mariachis).
- 'Overture' to The wasps (Ralph Vaughan Williams).
- Close up video of bees collecting pollen from flowers to make honey by Flow Hive.
- Mad about minibeasts video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).

Reception - Term 3

Title No. lessons	Musical learning	Musical material
Down there under the sea - 3 lessons	Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement.	Song Bank: Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone? Watch/Listen/Move: • Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). • Miroirs III – Une barque sur l'océan (Maurice Ravel). • Video of sea life swimming in an aquarium (Georgia Aquarium).
It's oh so quiet - 3 lessons	Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Song Bank: Pass the secret round; Bang my drum. Watch/Listen/Move: • It's oh so quiet (Björk). • Bang my drum video (London Rhymes). • 5th symphony (1st mvmt) (Ludwig van Beethoven). • In the mood (The Glenn Miller Orchestra).



Slap clap clap - 3 lessons	Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner.	Song Bank: Slap clap clap; Rocking; Hey, hey. Watch/Listen/Move: • 'Once upon a dream' from Disney's Sleeping Beauty. • Mull of Kintyre (Paul McCartney & Wings).
Bow, bow, bow Belinda - 3 lessons	Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.	Song Bank: Bow, bow, bow Belinda; Siren. Watch/Listen/Move: • Video of children singing and playing In and out the dusty bluebells. • Shenandoah (Traditional, version by Tom Roush).

Year 1 - Term 1

Title	Musical learning	Musical material
No. lessons Menu song - 6 lessons	Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives: - Participate in creating a dramatic group performance using kitchen-themed props. - Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. - Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. - Listen and move in time to the song.	Song Bank: Rain is falling down; Menu song; Hip hop songwriting backing track. Watch/Listen/Move: 'Be our guest' from Beauty and the Beast. 'Food, glorious food' from Oliver! - The herring song (Traditional arr. Chris Haslam). - Rain is falling down progression snapshot 1 videos (Sing Up).
Colonel Hathi's march - 3 lessons	Focus: Beat, march, timbre, film music. Objectives: - Compose music to march to using tuned and untuned percussion. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Song Bank: The grand old Duke of York. Watch/Listen/Move: 'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman). 'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman arr. Laurent Pierre). - Tuba demonstration (Minnesota Orchestra). - Glockenspiel demonstration (Minnesota Orchestra). - Royal Marines massed bands – beating retreat 2018. - Follow my feet video from Sing Up's Developing musicianship toolkit. 'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine). 'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).
Magical musical aquarium - 3 lessons	Focus: Timbre, pitch, structure, graphic symbols, classical music. Objectives: - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Sing a unison song rhythmically and in tune. - Play percussion instruments expressively, representing the character of their composition. - Listen to 'Aquarium', reflecting the character of the music through movement.	Song Bank: Hey, hey; Down there under the sea. Watch/Listen/Move: 'Aquarium' from The carnival of the animals (Camille Saint-Saëns). - Hey, hey activity: Matching pitch – with voices and Have you brought your speaking voice? Teacher reference videos from Sing Up's Developing musicianship toolkit.

Year 1 - Term 2

Title No. lessons	Musical learning	Musical material
Football - 6 lessons	Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Song Bank: Tap your name; Football; Rain is falling down; My fantasy football team. Watch/Listen/Move: • Don't clap this one back. • Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up's Developing musicianship toolkit. • Rain is falling down progression snapshot 2 videos (Sing Up).
'Dawn' from Sea interludes 3 lessons	Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music. Objectives: • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture.	Song Bank: Down by the bay. Watch/Listen/Move: • Pitch pencils video from Sing Up's Developing musicianship toolkit. • 'Dawn' from Sea interludes (Benjamin Britten). • Sailor, sailor on the sea .
Musical conversations - 3 lessons	Focus: Question-and-answer, timbre, graphic score. Objectives: • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound.	Song Bank: Plasticine person. Watch/Listen/Move: • Dueling banjos (Eric Dunbar & Stephen Baime).

Year 1 - Term 3

Title No. lessons	Musical learning	Musical material
Dancing and drawing to Nautilus - 3 lessons	Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music.	Watch/Listen/Move: • Nautilus animated video (Anna Meredith). • Nautilus live video (Anna Meredith). • Tremble (Scottish Ballet). • Prada Spring/Summer 2014 Women's clothes advert.
Cat and mouse - 3 lessons	Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Objectives: • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.	Song Bank: Skin and bones; Three little mice; What do you want to eat, little mouse? The old grey cat; Hip hop songwriting backing track. Watch/Listen/Move: • Sing Up videos with Steve Grocott: • Three little mice. • Expression, pitch, and tempo using The old grey cat. • Rhythm, pulse, beat, and pitch using What do you want to eat, little mouse? • Duetto buffo di due gatti (Cat duet) (Rossini/Pearsall). • The cat and the mouse (Aaron Copland).
Come dance with me - 6 lessons	Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. Objectives: • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.	Song Bank: Come dance with me; Hip hop songwriting backing track; Walk and stop. Watch/Listen/Move: • Sing Up's Developing musicianship toolkit videos: • Playing with pitch pencils. • Copy my actions. • Let's copy your actions! • Walk and stop. • Rain is falling down progression snapshot 3 videos (Sing Up).

Year 2 - Term 1

Title No. lessons	Musical learning	Musical material
Tony Chestnut - 6 lessons	Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Objectives: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.	Song Bank: Tony Chestnut; Hi lo chicka lo. Watch/Listen/Move: • I want you to be my baby (Louis Jordan & his Tympany Five). • Pitch pencils video from Sing Up's Developing musicianship toolkit. • Hi lo chicka lo progression snapshot 1 videos (Sing Up). • Fanfarra (Cabua-le-le) (Sérgio Mendes).
Carnival of the animals - 3 lessons	Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement.	Song Bank: I once saw an elephant. Watch/Listen/Move: • 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from Carnival of the animals (Camille Saint-Saëns). • Danse macabre (Camille Saint-Saëns).
Composing music inspired by birdsong - 3 lessons	Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. Objectives: • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.	Watch/Listen/Move: • Skylark – singing and chirping birds in the spring sky (Wildlife World). • The birds (P.154 – V. The cuckoo) (Ottorino Respighi). • Oiseaux exotiques (Olivier Messiaen). • The lark ascending (Ralph Vaughan Williams).

Year 2 - Term 2

Title No. lessons	Musical learning	Musical material
Grandma rap - 6 lessons	Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Song Bank: Grandma rap; Hip hop songwriting backing track; Supercalifragilisticexpialidocious; Hi lo chicka lo. Watch/Listen/Move: • Walk and stop, Copy my actions, and Stepping durations videos from Sing Up's Developing musicianship toolkit. • Hi lo chicka lo progression snapshot 2 videos (Sing Up). • Marble machine (Wintergatan). • Supercalifragilisticexpialidocious lyric video (Sherman & Sherman).
Orawa 3 lessons	Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Song Bank: H. E. L. L. O.; Baby one, two, three; Płynie statek Watch/Listen/Move: • Orawa (Wojciech Kilar).
Trains - 3 lessons	Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto). Objectives: • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.	Watch/Listen/Move: • Short ride in a fast machine (John Adams). • The little train of Caipira (Heitor Villa-Lobos). • Main theme from 633 Squadron (Ron Goodwin) • The wagon passes (Nursery suite V) (Edward Elgar).

Year 2 - Term 3

Title No. lessons	Musical learning	Musical material
Swing-along with Shostakovich - 3 lessons	Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.	Song Bank: Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons. Watch/Listen/Move: • Jazz suite No. 1 – 2. 'Polka' (Dmitri Shostakovich). • Jazz suite No. 2 – 6. 'Waltz II' (Dmitri Shostakovich).
Charlie Chaplin - 3 lessons	Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). Objectives: • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.	Watch/Listen/Move: • 'The lion's cage' – a scene from the 1928 film The circus (Charlie Chaplin).
Tanczymy labada - 6 lessons	Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. Objectives: • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.	Song Bank: Tanczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.' Watch/Listen/Move: • Demonstration of the Krakowiak dance. • Follow my feet and Walk and freeze videos from Sing Up's Developing musicianship toolkit. • Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin). • Hi lo chicka lo progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

Year 1 - Optional units

Title No. lessons	Musical learning	Musical material
The king is in the castle - 6 lessons	Focus: Structure, timbre, pitch, dynamics, rhyme. Objectives: - Explore using sound quality (timbre), dynamics, and pitch to tell a story. - Change voice to suit different characters while performing appropriate actions. - Play contrasting accompaniments to reinforce the verse structure. - Identify a simple song structure and rhyme pattern.	Song Bank: The king is in the castle; Jelly on a plate. Watch/Listen/Move: - Peter and the wolf (Sergei Prokofiev). - The arrival of the Queen of Sheba (George Frideric Handel). 'Hail to the Princess Aurora' from Disney's Sleeping Beauty (Pyotr Ilyich Tchaikovsky, adapted by Bruns/Adair). - The sovereign's procession – from the coronation of Queen Elizabeth II in 1953. - The Sorcerer's apprentice video Disney animated film version (from Fantasia Parts 1 & 2).
Who stole my chickens and my hens? - 6 lessons	Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games. Objectives: - Compose new lyrics and create short body percussion patterns to accompany the song. - Sing familiar songs in low and high voices, recognising higher and lower. - Play a partner clapping game while singing a song. - Listen to and copy short rhythm patterns by ear. - Mark rests in the song with actions, their voices, and instruments.	Song Bank: Who stole my chickens and my hens?; If you're happy and you know it; I do like to be beside the seaside. Watch/Listen/Move: - The Pink Panther theme (Henry Mancini). 'Barwick Green' from My native heath (Arthur Wood). - Humoresque (Op. 101) (Antonín Dvořák).
As I was walking down the street - 6 lessons	Focus: Beat, march, jig. Objectives: - Compose new words for the greeting section of the song. - Sing a song that includes a time change from march to a jig. - Play untuned percussion instruments and use movement to show the beat changing. - Perform a song and dance simultaneously. - Listen to a jig and move in time to the music.	Song Bank: As I was walking down the street. Watch/Listen/Move: - Fundamental movement skills: How to gallop sideways (PE with Mr T). - Kesh jig/Lanigan's ball (Paul Young). - Learn to Irish dance - video of young American dancers dancing The two-hand jig (Cairde for the Irish in France St Patrick's Event 2021). - Irish jig medley: Geese in the bog/The wind that shakes the barley (Waxies Dargle). - Scottish country dancing display: The Rubislaw jig, Craig Mhor, and Tappie Toorie (Reel Club's 75th birthday party 2021).

Year 2 - Optional units

Title No. lessons	Musical learning	Musical material
Creepy castle - 6 lessons	Focus: Timbre, tempo, dynamics, graphic score, minor key, intervals. Objectives: Improve and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece, following a graphic score. • Listen to and appraise music in a minor key, recognising small steps in the music.	Song Bank: Siren; Skin and bones; Creepy castle. Watch/Listen/Move: • Creepy castle teaching video with Makaton • Creepy castle ideas for teaching KS1 • Witch, witch • Toccata and fugue in D minor (J.S. Bach). • Dynamics video (Mr Greg's Musical Madness). • Guess the Halloween sound quiz (Little Dreamers Education). • Stripsody (Luciano Berio).
Minibeasts - 6 lessons	Focus: Timbre, pitch (chord), internalising beat and phrase. Objectives: • Compose an accompaniment using tuned percussion, playing chords, and creating sound effects. • Sing clearly articulated words, smoothly, and together in time. • Match voices accurately in a singing game. • Listen to the music and create a minibeast-inspired dance.	Song Bank: Hey, hey; Minibeasts. Watch/Listen/Move: • Brain games – rhythms • Matching pitch – with voices video from Sing Up's Developing musicianship toolkit. • Video of the game, using the song Hey, hey. • Flight of the bumblebee (Nikolai Rimsky-Korsakov). • The wasps overture (Ralph Vaughan Williams). • Who we are (Kerry Andrew). • Ambient sounds: Night time in the mountains – frogs, crickets, cicadas, and other insects.
The rockpool rock 6 lessons	Focus: 2-part singing, rock 'n' roll, structure, timbre. Objectives: • Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music.	Song Bank: The rockpool rock. Watch/Listen/Move: • Tutti frutti (Little Richard). • Johnny B. Goode (Chuck Berry). • Hound dog (Elvis Presley). • Rock around the clock (Bill Haley & The Comets). • Hound dog (Big Mama Thornton).