



Cycle A

Autumn 1 - The Menu Song	Autumn 2 - Colonel Hathi's March/Magical Music Aquarium	Spring 1 - Football	Spring 2 - 'Dawn' from Sea Interludes/Musical Conversations	Summer 1 - Nautilus/Cat and Mouse	Summer 2 - Come Dance with Me
<p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in the Spring and Summer terms in order to collect evidence of pupils' progress.</p>	<p>Colonel Hathi's March - This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p> <p>Magical Music Aquarium - Experiencing music through practical and active learning helps children get inside the music - in this case, 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.</p>	<p><i>Football</i> is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song <i>Rain is falling down</i> covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress.</p>	<p>'Dawn' from Sea Interludes - In this unit, children will listen actively to music inspired by the sea. Warm up your pupils' ears and voices with a sailor singing game. Sharpen their quick reactions with a seaside signal game, using classroom percussion. Then introduce them to the three contrasting themes in 'Dawn' from Benjamin Britten's <i>Sea interludes</i>, bringing the piece to life by creating a moving, musical picture.</p> <p>Musical Conversations - Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with your children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p>	<p>Nautilus - Enter the zany world of Anna Meredith's <i>Nautilus!</i> This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.</p> <p>Cat and Mouse - This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements - rhythm, tempo, timbre, and dynamics - to create an emotional response that helps us tell a story.</p>	<p>This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p>



Cycle B

Autumn 1 - Tony Chestnut	Autumn 2 - Carnival of the Animals/Composing Music Inspired by Birdsong	Spring 1 - Grandma Rap	Spring 2 - Orawa/Trains	Summer 1 - Swing-a-long with Shostakovich/Charlie Chaplin	Summer 2 - Tanczmy Labada
<p>A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p>	<p>Carnival of the Animals - Based around five of the movements from <i>Carnival of the animals</i>, pupils will explore ways that the composer - Camille Saint-Saëns - has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p> <p>Composing Music Inspired by Birdsong - Many composers have been inspired by birds - their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>	<p>This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p>	<p>Orawa - <i>Orawa</i> (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p> <p>Trains - This unit is all about modes of transport and specifically train travel. Children will begin by listening and analysing four great pieces of music, each one describing a different vehicle. Then they will discover how composers use volume, speed, and rhythm in their music. Finally, they will create their own transport-inspired pieces.</p>	<p>Swing-a-long with Shostakovich - Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's <i>Jazz suites</i>, each in a different metre, using scarves, ribbons, cloths, or even old socks! This unit offers an excellent next step for pupils who have already established a strong sense of beat.</p> <p>Charlie Chaplin - Film composing is an art form all of its own - different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements.</p>	<p>Tanczmy Labada - This unit is based around a welcoming Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children. This unit also contains the final of three progression snapshots to collect evidence of pupils' progress.</p>