

Foundation Subject Planning and Progression (Academic Year: 2024 – 2025)

Class	Chestnut Oak Sycamore	Subject	Music (Model Music Curriculum 2021 / SingUp Resources Two-Year Rolling Programme)	Cohorts	Y1; Y2	Y3; Y4	Y5: Y6
EYFS Early Learning Goals	EYFS will have the opportunity to develop child-led imaginative and expressive activities discretely outside of the carousel alongside children in pre-school.		Key Stage 2 N.C. Objectives				
Being Imaginative and Expressive			Encounter music by living composers and see composition as a current art form				
Sing a range of well-known nursery rhymes and songs.			Gain confidence through the repetition of techniques including songs, chants and listening repertoire				
Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time with music.			Continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.				
Key Stage 1 N.C. Objectives			Build musical confidence through active engagement				
Internalise key skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.			Create music through improvisation exploring how to write for a specific purpose learning more sophisticated compositional techniques and structures.				
Create music through improvisation.			Further develop shared knowledge of important moments in the evolution of music and of key musicians in a range of genre and styles.				
Start to learn some simple compositional techniques and structure			Explore the history of music in a variety of ways place music in artistic, historical, social and political contexts.				
Autumn Term 2024							
KS1 Term 1 Cycle A							
Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen		
Lesson 1: Get to know the song 1. Lesson 2: Get to know the song 2. Lesson 3: Progression snapshot 1. Make a video recording of children singing. Lesson 4: Improvise a percussion accompaniment to Menu song. Lesson 5: Prepare for a dramatic performance of Menu song. Lesson 6: Performance day.	Menu Song	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.	<ul style="list-style-type: none"> Active listening (movement) Beat Progression snapshot 1 (echo singing, showing pitch moving). 	Menu Song	Video/audio – 'Be our guest' from <i>Beauty and the Beast</i> . Video/audio – 'Food, glorious food' from <i>Oliver!</i>		

Lower KS2 Term 1 Cycle A

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Get to know the song. Lesson 2: Sing I've been to Harlem showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale. Lesson 3: Progression snapshot 1. Make a video recording of children singing. Lesson 4: Invent 3-note melodies to accompany I've been to Harlem. Lesson 5: Learn cup rhythms to I've been to Harlem. Lesson 6: Create and perform a class arrangement of I've been to Harlem.</p>	<p>I've Been to Harlem</p>	<p>A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers.</p>	<ul style="list-style-type: none"> • Pitch shape • Ostinato • Round • Pentatonic • Call-and-response • Progression snapshot 1. 	<p>I've Been to Harlem</p>	<p>Song Bank – I've been to Harlem Song Bank – Tongo Video/audio – Siren warm-up (video) Video/audio – Pentatonic body ladder from the Developing Musicianship Toolkit</p>

Upper KS2 Term 1 Cycle A

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Sing a sea shanty expressively and with a strong beat. Lesson 2: Learn a cup rhythm game, keeping to the beat of the song. Lesson 3: Progression snapshot 1. Make a video recording of children singing. Lesson 4: Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid. Lesson 5: Create accompaniments with bass notes and chords. Lesson 6: Rehearse and perform <i>What shall we do with the drunken sailor?</i></p>	<p>What Shall We Do With a Drunken Sailor?</p>	<p><i>What shall we do with the drunken sailor?</i> is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments.</p>	<ul style="list-style-type: none"> • Sea shanties • Beat • Rhythm • Chords • Bass • Dot notation • Progression snapshot 1. 	<p>What Shall We Do With a Drunken Sailor?</p>	<p>Song Bank – <i>What shall we do with the drunken sailor?</i> Song Bank – <i>Rubber chicken</i> Video/audio – <i>What shall we do with the drunken sailor?</i> Video/audio – BBC 4 <i>Sea Shanties</i> Documentary by BBC 4 starring Gareth Malone.</p>

Spring Term 2025

KS1 Term 3 Cycle A

Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Learn the chant.</p> <p>Lesson 2: Practise the chant and create a simple ostinato on untuned percussion.</p> <p>Lesson 3: Make a video recording of children singing (<i>Rain is falling down</i>). Progression snapshot 2.</p> <p>Lesson 4: Compose melodies using mi-re-do (E-D-C) and the rhythm of the words from <i>Football</i>.</p> <p>Lesson 5: Compose and perform word patterns in groups.</p> <p>Lesson 6: Compose melodies for their own word patterns using mi-re-do (E-D-C).</p>	Football	<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.</p>	<ul style="list-style-type: none"> • Beat • Ostinato • Pitched/unpitched patterns, mi-re-do (notes E-D-C) • Progression snapshot 2. 	Football	<p>Song Bank – <i>Football</i>.</p> <p>Song Bank – <i>Tap your name</i>.</p> <p>Video/audio – video: <i>Rain is falling down</i>: matching pitch using body ladders.</p>

Lower KS2 Term 3 Cycle A

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Listening to 'March' from <i>The Nutcracker</i> by Tchaikovsky and interpreting the music through movement and art.</p> <p>Lesson 2: Exploring pattern and structure in response to 'March' from <i>The Nutcracker</i>.</p> <p>Lesson 3: Demonstrating the structure of rondo form using movement and performance.</p>	Nutcracker	<p>This unit is based upon the 'March' from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of each musical section and focuses on showing how the music might look or move if it were visible. Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be analysed and experienced.</p>	<ul style="list-style-type: none"> • Rondo structure • Beat • Higher/lower • Staccato • Call-and-response • Romantic ballet music. 	<p>'March' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky</p>	<p>Song Bank – <i>As I was walking down the street</i>.</p> <p>Video/audio – 'March' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</p> <p>Visual resource – <i>Suprematism</i> by Kazimir Malevich.</p> <p>Visual resource – <i>Succession</i> by Wassily Kandinsky.</p>
<p>Lesson 1: Create a piece of music using Benjamin Britten's <i>Night mail</i> as a starting point.</p> <p>Lesson 2: Compose a piece using a poem and a painting as inspiration.</p> <p>Lesson 3: Use word patterns to create a geographical rhythm rap.</p>	From a Railway Carriage	<p>Take a musical journey and explore the relationship between words and music through listening and composing using a variety of stimuli including music, poetry, and works of art – all featuring trains and railways.</p>	<ul style="list-style-type: none"> • Structure (repetition, round, pattern) • Texture (layers, unison) • Timbre • Beat • Classical music. 	<p>Night mail by Benjamin Britten</p> <p>Geographical Jiggle by Ernest Toch</p>	<p>Song Bank – <i>Boom chicka boom</i></p> <p>Video/audio – <i>Night mail</i> by Benjamin Britten.</p> <p>Visual/online resource – a copy of the poem <i>Night mail</i> by W. H. Auden.</p>

Upper KS2 Term 3 Cycle A

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Get to know the song and where it comes from.</p> <p>Lesson 2: Get to know the song and learn more about Islamic music and the Nasheed.</p> <p>Lesson 3: Progression snapshot 2. Make a video recording of children singing.</p> <p>Lesson 4: Learn to sing Verse 1, play the drone, and improvise.</p> <p>Lesson 5: Learn to sing Verse 2 and play the chorus chords.</p> <p>Lesson 6: Practise all of the elements, bringing them together in a performance of the piece.</p>	<p>Madina Tun Nabi</p>	<p>Madina tun Nabi is a catchy modern Nasheed (Islamic song) with a chorus in two parts. Pupils will learn to sing the song, develop their own accompaniment with a drone, chords, and improvisation, and play together with a percussion backing track. On the way, they will be developing their 'ear' with lots of echo singing and playing by ear. They'll find out about the type of song called a Nasheed and its connection with the Islamic faith.</p>	<ul style="list-style-type: none"> • Nasheed (Islamic song) • Drone, • Melody • Harmony • Chords (D and G) • Vocal decoration • Microtones • Progression snapshot 2. 	<p><i>Madina tun nabi.</i></p>	<p>Song Bank – <i>Siren.</i></p> <p>Song Bank – <i>Madina tun nabi.</i></p> <p>Video/audio – <i>Siren</i> warm-up (video).</p> <p>Video/audio – <i>Madina tun nabi</i> echo exercise audio track (03 – 1 bar pitch patterns (easy)).</p> <p>Video/audio – <i>Madinah tun nabi.</i> Performed by Aashiq al-Rasul</p>

Summer Term 2025

KS1 Term 5 Cycle A

Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Find the beat and learn to sing the 'response' lines.</p> <p>Lesson 2: Practise finding the beat, join in singing the chorus, and play call-and-response rhythms.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Sing the song confidently and play the response phrase on tuned percussion.</p> <p>Lesson 5: Sing and play in call-and-response.</p> <p>Lesson 6: Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.</p>	Come Dance With Me	<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>	<ul style="list-style-type: none"> • Call-and-response • Echo singing and playing • Playing percussion • Developing beat skills • Crotchet, quavers and crotchet rest • Progression snapshot 3. 	Come Dance With Me	<p>Toolkit video. <i>Playing with pitch pencils.</i></p> <p>Toolkit video. <i>Copy my actions.</i></p> <p>Song Bank - <i>Come dance with me</i></p> <p>Song Bank - <i>Songwriting backing tracks - Hip hop backing track.</i></p>

Lower KS2 Term 5 Cycle A

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
<p>Lesson 1: Get inside the song structure 1.</p> <p>Lesson 2: Get inside the song structure 2.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Play note rhythms to the verse and chorus following the chord changes in the song.</p> <p>Lesson 5: Explore accompaniment ideas.</p> <p>Lesson 6: Create a class arrangement of <i>Fly with the stars</i></p>	Fly With the Stars	<p><i>Fly with the stars</i> is a song in an electronic dance style, based on a verse/chorus structure using two chords A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The unit will conclude with a performance of their own arrangement of the song using voices and classroom percussion.</p>	<ul style="list-style-type: none"> • Minor and major chords (A minor, C major) • Arpeggio • Chord • Dot notation • Durations (crotchet, quavers) • Progression snapshot 3. 	Fly With the Stars	<p>Video/audio - <i>Walk and stop</i> from Sing Up Developing Musicianship Toolkit.</p> <p>Video/audio - <i>Twice as fast, four times as fast</i> from Sing Up Developing Musicianship Toolkit.</p> <p>Video/audio - 'Soldiers march' from <i>Album for the young</i> (Op.68) by Robert Schumann.</p> <p>Video/audio - 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i></p>

Upper KS2 End of Year Musical Performance

No. of Lessons	Title	Focus	Musical Learning	Song Bank	Watch & Listen
End of Year Performance					