



Music

Music Curriculum

Music is a powerful medium for communication between people of different ages, cultures, social backgrounds and abilities. The art of music is the organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures. Successful participation in music develops pupils' self-esteem, confidence and learning skills. It promotes teamwork, turn-taking, sense of leadership and allows cross-curricular learning. It is an effective medium for self-expression, fosters enjoyment, encourages co-operative working and creates a sense of community. Music is an integral part of daily life and routines for the pupils at Benson C of E School. We endeavour to provide a curriculum which promotes enjoyment and a love of music through performance, composition, listening and appraising and by celebrating our successes within the school and with the wider local community.

Scheme Used

At Benson we follow the Sing Up scheme. This scheme meets the requirements of the National Curriculum and incorporates the themes of the Model Music Curriculum, providing a solid foundation to deliver a creative and engaging programme. It sets out the skills, knowledge and understanding to be gained by all pupils at each stage of learning. Sing Up supports a fully integrated approach to musical development, connecting the interrelated strands of singing, improvising, composing, listening and appraising.

Teaching of Music

Music at Benson is taught throughout the year using the Sing Up scheme and children are encouraged to learn a variety of songs in assembly. Alongside this, we have whole class instrumental lessons for Year 3/4 (delivered by Oxfordshire County Music Service (OCMS)), individual/group music lessons, iRock, and singing club. Each term, children learn about a composer or musician, and opportunities are provided for them to listen to recorded music during collective worship and take part in follow up activities during music lessons. In addition, performances take place throughout the year including Nativity, Year 6 summer performance, topic related musical assemblies, iRock concerts and instrument ensemble concerts. We also provide opportunities for children to take part in local and national events such as: Benson Christmas Tree Festival, Dorchester Festival of Voices, OCMS Schools' Concert, Young Voices and live orchestral ensembles visits.

Useful links

<https://www.oxfordshire.gov.uk/residents/music-service/music-lessons/learning-instrument>

www.irockschool.com/enrol

Support and Adaptions for Children with SEND

Regular singing opportunities as a whole school or in class, provide an inclusive space for children to engage in their own way. Children are taught group warm – ups, turn taking and call and response songs, and songs in different languages. Makaton signing is also used to support singing. Visual music displays, knowledge organisers, key vocabulary and picture cues are available to all children during music lessons. Playing tuned and untuned percussion is also an integral part of each unit of work, allowing children time to recap and build skills at their own pace, either in a small group or whole class setting.

Recording of Work and Assessment

Progression of musical skill and knowledge is assessed using three **‘progression snap shots’** over the academic year. These are already integrated in ‘Sing Up’ scheme of work across the school. Knowledge organisers linked to each unit of work are also used to support learning. Sequenced lessons are matched to the expectations for each year group and build on previous learning. Children also have access to displays and live/ recorded music (in assembly and class) linked to the **composer of the term**, including composer timelines in each class. Retrieval of this learning is encouraged during whole school assemblies, composer quizzes and regular recording of pupil voice.

Structure of the Music Curriculum

Music teaching follows a two-year cycle, building on previous learning in line with National and Model Music Curriculum objectives for each year group. Topics throughout Early Years are inspired by the Early Learning Goals - specifically themes that relate to ‘Personal, Social and Emotional Development’ and ‘Understanding the world’. Children are encouraged in their musical development through the observation of 4 main areas: Hearing and listening, Vocalising and singing, Moving and dancing, Exploring and playing.

Knowledge & Skills Progression 2026-2027

Nursery	Term 1	Term 2	Term 3
	Let’s be friends Making friends, turn-taking, sharing, working together, and building confidence in the classroom.	Travel and Movement Moving and travelling in different ways.	This is me! Exploring who we are - how we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.
	Term 4 Animal Tea Party Children invite their own cuddly toys to a party. Explore animal movements and sounds, and discover some musical terms through the song Bang my drum.	Term 5 I’ve got feelings Exploring different emotions through sounds, song and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Term 6 Let’s Jam! Explore different sounds and instruments, as well as playing together as a ‘band’ and in small groups.
Reception	Term 1	Term 2	Term 3
Unit	I’ve got a grumpy face - 3 lessons	Nativity Performance	Bird spotting: Cuckoo polka - 3 lessons
Knowledge	Timbre, beat, pitch contour.	Active listening, beat, pitch, repeated patterns e.g. chorus and verse.	Active listening, beat, pitch (so-mi), vocal play.
Skills	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.	Use voices expressively and creatively by singing songs. Recognise a verse/chorus structure. Listen to recorded music with concentration and understanding.	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.
Unit	The sorcerer’s apprentice - 3 lessons		Shake my sillies out - 3 lessons

Knowledge	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.		Timbre, pitch (higher/lower), tempo (faster/slower), beat.
Skills	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.		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
	Term 4	Term 5	Term 6
Unit	Up and down - 3 lessons	Down there under the sea - 3 lessons	Slap clap clap - 3 lessons
Knowledge	Pitch contour rising and falling, classical music.	Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	Music in 3-time, beat, composing and playing.
Skills	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.	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.	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.
Unit	Five fine bumble bees - 3 lessons	It's oh so quiet - 3 lessons	Bow, bow, bow Belinda - 3 lessons
Knowledge	Timbre, tempo, structure (call-and-response), active listening.	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Beat, active listening, instrumental accompaniment.
Skills	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.	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.	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.
Yr 1/2	Term 1	Term 2	Term 3
Unit	Carnival of the animals - 3 lessons	Nativity Performance	As I was walking down the street - 6 lessons
Knowledge	Timbre, tempo, dynamics, pitch, classical music.	Active listening, beat, pitch, repeated patterns e.g. chorus and verse.	Beat, march, jig.
Skills	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	Use voices expressively and creatively by singing songs. Recognise a verse/chorus structure. Listen to recorded music with concentration and understanding.	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

	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 and dance simultaneously. Listen to a jig and move in time to the music.
Unit	Magical musical aquarium - 3 lessons		
Knowledge	Timbre, pitch, structure, graphic symbols, classical music.		
Skills	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.		
	Term 4	Term 5	Term 6
Unit	Colonel Hathi's march - 3 lessons	Inventor Songs https://www.singup.org/song-bank/song/220-eyes-on-the-sky/ https://www.singup.org/song-bank/song/259-those-magnificent-men-in-their-flying-machines/ Trains - 3 lessons	The rockpool rock - 6 lessons
Knowledge	Beat, march, timbre, film music.	To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).	2-part singing, rock 'n' roll, structure, timbre.
Skills	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).	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.	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.

Yr 3/4	Term 1	Term 2	Term 3
Units	Chilled-out clap rap – 6 lessons	My fantasy football team - 6 lessons	'Theme' from The Pink Panther 3 lessons

Knowledge	Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.	Beat, rhythm, rondo, rhythm notation.	Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.
Skills	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately, and with clear articulation and diction. Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).	Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre).
Unit			Composing with colour - 3 lessons
Knowledge			Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.
Skills			Create short sounds inspired by colours and shapes. Structure musical ideas into a composition. Create and read graphic scores. Understand that instruments can be used individually and in combination to create different effects of timbre and texture.
	Term 4	Term 5	Term 6
Units	Nao chariya de/Mingulay boat song 3 lessons	2 terms of instrumental teaching for each class Classes complete the same Sing Up units working around instrumental teaching. Term 1/2 Damson Term 3/4 Cherry Term 5/6 Apple	
Knowledge	Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.		
Skills	Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place.		
Unit	Sound symmetry - 3 lessons		
Knowledge	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.		
Skills	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.		
Y5/6	Term 1	Term 2	Term 3
Units	Touch the sky - 6 lessons	Keep the fires burning (6weeks)	Three Little Birds (6 weeks)
Knowledge	To recognise features of Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a	Music from WWI, fanfare, C major triad, rhythm, crotchet, quaver,	Reggae, riffs, offbeat, chords, major triads D, bassline, unison, harmony.

	pentatonic scale, to sing in two parts with dynamic contrast and expression.	dotted quaver/semiquaver, minim, semiquaver durations.	
Skills	Improvise extended melodies using the pentatonic scale. Sing accurately in two parts, with dynamic contrast and expression. Play the drone, bass note, or chord for a chorus of Skye boat song. Identify some of the features of traditional Scottish music that have influenced the composition of the song Touch the sky	Use the notes C-E-G (C major triad) to compose a fanfare melody. Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly. Play Home fires fanfare as a class from the score. Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions. Develop knowledge and understanding of the history, and social context of music associated with the First World War.	Sing the verse in unison and the chorus in harmony. Know what a triad is and how to play one. Play the chords D and G major, following a score of the chorus. Organise and rehearse for a performance. Play the melodic riff (or melody of the chorus) by ear. Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.
	Term 4	Term 5	Term 6
Units	Balinese gamelan	Rap foundations	Year 6 Production How to read and write music 6 weeks (not sing up) Year 5 only
Knowledge	Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).	Perfect, imperfect, and internal rhyming, writing 'bars', flow, expression, and energy in performing rap, cyphers, collaboration in performance.	
Skills	Compose a kecak piece as part of a group. Sing/chant a part within a kecak performance. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation.	Recognise and evaluate rhyme, rhythm, and flow in rap examples, identifying how artists use structure and expression. Create original rap lyrics using rhyme schemes and rhythmic patterns, experimenting with flow, imagery, and collaboration. Deliver short rap performances with clarity, confidence, and expression, demonstrating timing, stage presence, and collaborative performance.	
Unit	Composing in ternary form - 3 lessons		
Knowledge	Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.		
Skills	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. Notate ideas to form a simple score to play from. Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. Understand and recognise ternary form.		

Knowledge & Skills Progression 2027-2028

Nursery	Term 1	Term 2	Term 3
	Let's be friends Making friends, turn-taking, sharing, working together, and building confidence in the classroom.	Travel and Movement Moving and travelling in different ways.	This is me! Exploring who we are - how we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.
	Term 4	Term 5	Term 6
	Animal Tea Party Children invite their own cuddly toys to a party. Explore animal movements and sounds, and discover some musical terms through the song Bang my drum.	I've got feelings Exploring different emotions through sounds, song and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	Let's Jam! Explore different sounds and instruments, as well as playing together as a 'band' and in small groups.
Reception	Term 1	Term 2	Term 3
Unit	I've got a grumpy face - 3 lessons	Nativity Performance	Bird spotting: Cuckoo polka - 3 lessons
Knowledge	Timbre, beat, pitch contour.	Active listening, beat, pitch, repeated patterns e.g. chorus and verse.	Active listening, beat, pitch (so-mi), vocal play.
Skills	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.	Use voices expressively and creatively by singing songs. Recognise a verse/chorus structure. Listen to recorded music with concentration and understanding.	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.
Unit	The sorcerer's apprentice - 3 lessons		Shake my sillies out - 3 lessons
Knowledge	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.		Timbre, pitch (higher/lower), tempo (faster/slower), beat.
Skills	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.		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.
	Term 4	Term 5	Term 6
Unit	Up and down - 3 lessons	Down there under the sea - 3 lessons	Slap clap clap - 3 lessons
Knowledge	Pitch contour rising and falling, classical music.	Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	Music in 3-time, beat, composing and playing.
Skills	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.	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	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.

		pieces of music and respond with movement.	
Unit	Five fine bumble bees - 3 lessons	It's oh so quiet - 3 lessons	Bow, bow, bow Belinda - 3 lessons
Knowledge	Timbre, tempo, structure (call-and-response), active listening.	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Beat, active listening, instrumental accompaniment.
Skills	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.	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.	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.

Yr 1/2	Term 1	Term 2	Term 3
Unit	Menu song	Nativity Production	Football - 6 lessons
Knowledge	Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.	Active listening, beat, pitch, repeated patterns e.g. chorus and verse.	Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.
Skills	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.	Use voices expressively and creatively by singing songs. Recognise a verse/chorus structure. Listen to recorded music with concentration and understanding.	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).
	Term 4	Term 5	Term 6
Unit	Who stole my chickens and my hens? - 6 lessons	The king is in the castle- 6 lessons	Come dance with me - 6 lessons
Knowledge	4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.	Structure, timbre, pitch, dynamics, rhyme.	Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.
Skills	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.	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.	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.

Yr 3/4	Term 1	Term 2	Term 3
Unit	I've been to Harlem – 6 lessons	Latin dance (Classroom percussion) - 6 lessons	Just three notes - 3 lessons
Knowledge	Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.	Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.
Skills	Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up.	Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches C-D-E.
Unit			Samba with Sérgio - 3 lessons
Knowledge			Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.
Skills			Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Move in time with the beat of the music. Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).
	Term 4	Term 5	Term 6
Unit	Fly with the stars (Classroom percussion) - 6 lessons	2 terms of instrumental teaching for each class Classes complete the same Sing Up units working around instrumental teaching. Term 1/2 Damson Term 3/4 Cherry Term 5/6 Apple	
Knowledge	Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.		
Skills	Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		

Yr 5/6	Term 1	Term 2	Term 3
Unit	What shall we do with the drunken sailor? - 6 lessons	Why we sing - 3 lessons	Madina tun nabi - 6 lessons
Knowledge	Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.	Gospel music, instruments, structure, texture, vocal decoration.	Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.
Skills	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a	Develop and practise techniques for singing and performing in a Gospel style.	Improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins.

	sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).	Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns.
Unit		Introduction to songwriting - 3 lessons	
Knowledge		Structure (verse/chorus), hook, lyric writing, melody.	
Skills		Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.	
	Term 4	Term 5	Term 6
Unit	Building a groove - 3 lessons	Baloo baleerie - 6 lessons	Year 6 production Kisne banaaya - 6 lessons (Year 5)
Knowledge	Beat, rhythm, basslines, riffs.	Lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment.	A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3 .
Skills	Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices.	Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing. Sing a lullaby accurately and with expression. Play an accompaniment using tuned percussion. Show an understanding of why people sing lullabies to babies. Understand the differences between 3/4 and 4/4 time signatures.	Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing and play the melody of Kisne banaaya. Sing in a 4-part round accompanied with a pitched ostinato.
Unit	Época - 3 lessons		
Knowledge	Texture, articulation, rhythm, tango.		
Skills	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the history of Argentine Tango.		