

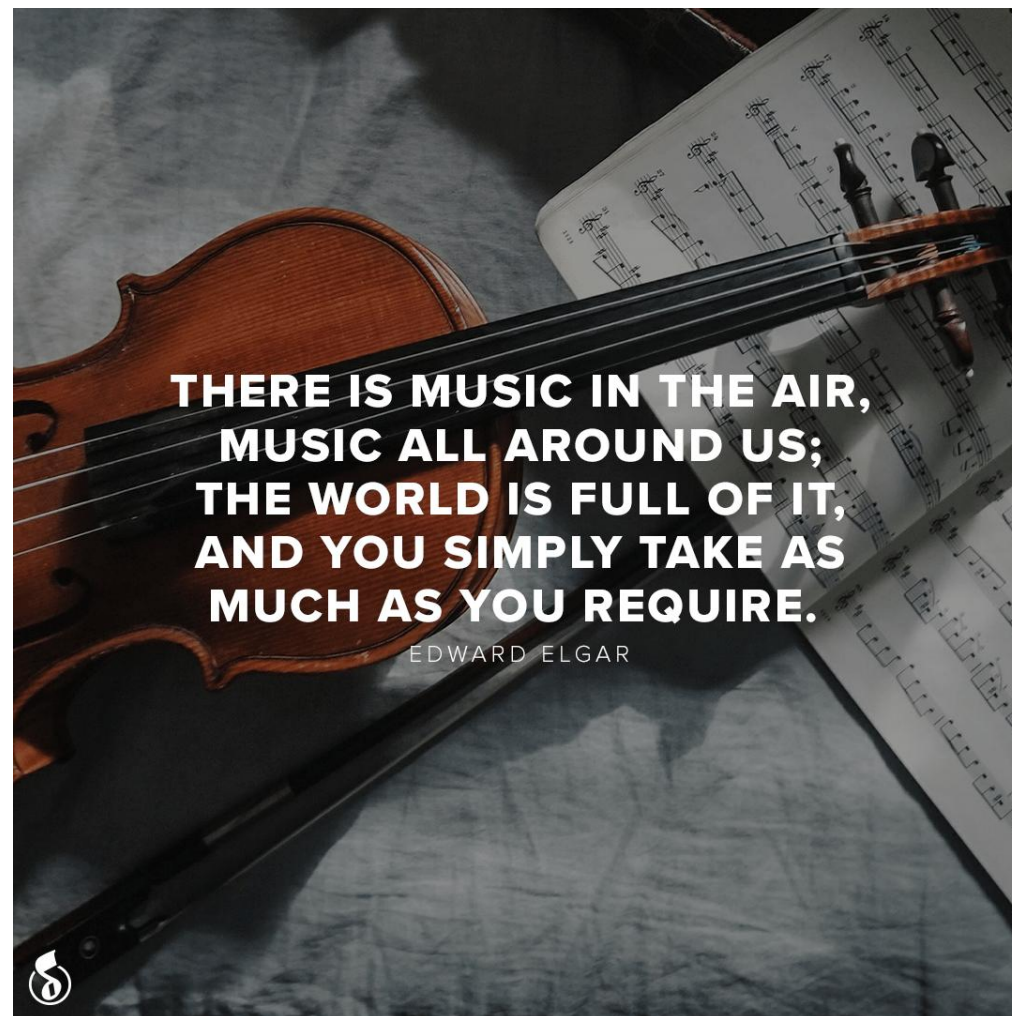
Nansledan School

At Nansledan school we have adopted the scheme Sing Up to support our music teaching. Sing Up's music curriculum, with a scheme of work for each year group, represents a complete and progressive library of resources that meets the requirements of the Statutory Framework for the Early Years Foundation Stage (Expressive Arts), the National Curriculum for Music, and suggested approaches of the Model Music Curriculum (Singing, Listening, Composing, Performance/Instrumental Performance). Covering a broad and diverse range of repertoire, approaches, and musical traditions, Sing Up Music supports a fully-integrated approach to musical development, connecting. Our pupils have access to a range of resources to enable them to learn music such as a class set of recorders, glockenspiels, variety of handheld percussion, handbells, and examples of instruments from around the world.

KS2 children also have the opportunity to learn either the keyboard, drums, and guitar as part of individual tuition lessons and selected KS2 classes can take part in whole class tuition, learning how to play the Ukulele. This is a fantastic opportunity and can lead to children taking up individual music lessons for that instrument.

All children also take part in singing within our school assemblies where they learn songs related to the season or important festivals and events. Key Stage Two children also have the opportunity to take part in a choir each term and a selection of pupils go on to sing at Truro Cathedral in Cornwall's annual celebration of singing, Songfest.

At Christmas time, Key Stage 2 invite parent/carers and local community elders to join us for a Christmas sing-along to share the songs we have been learning. Reception and Key Stage 1 put on a wonderful nativity play with lots of singing and dancing for their parents and carers.



Music Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception In Early Years, the skills listed will be taught throughout the year	<p>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.</p> <p>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.</p>	<p>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</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p>

					range of different musical styles	
Year 1	<p>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.</p>	<p>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).</p> <p>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</p>	<p>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).</p>	<p>'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</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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</p>
Year 2	<p>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</p>	<p>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</p>	<p>Grandma rap - 6 lessons Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: • Compose 4-beat</p>	<p>Orawa - 3 lessons Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • Improvise and compose, structuring short musical ideas to</p>	<p>wing-along with Shostakovich - 3 lessons Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: • Create action patterns in</p>	<p>Tanczymy labada - 6 lessons Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body</p>

	<p>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</p>	<p>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</p> <p>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.</p>	<p>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).</p>	<p>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.</p> <p>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.</p>	<p>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', 'skippy'). • 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.</p> <p>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.</p>	<p>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.</p>
Year 3	<p>I've been to Harlem - 6 lessons Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Objectives: • 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</p>	<p>Nao chariya de/Mingulay boat song - 3 lessons Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. Objectives: • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different</p>	<p>Latin dance (Classroom percussion) - 6 lessons Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with</p>	<p>'March' from The nutcracker - 3 lessons Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives: • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo</p>	<p>Just three notes - 3 lessons Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives: • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into</p>	<p>Fly with the stars (Classroom percussion) - 6 lessons Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. Objectives: • Play the chords of Fly with the stars on tuned percussion as part of a whole-class</p>

	where notes in the melody of the song go down and up.	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. Sound symmetry - 3 lessons Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment. Objectives: • 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	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.	form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. From a railway carriage - 3 lessons Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives: • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. Samba with Sérgio - 3 lessons Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives: • 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).	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.
Year 4	This little light of mine - 6 lessons Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. Objectives: • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. •	The Pink Panther theme - 3 lessons Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. Objectives: • 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	The doot doot song (Classroom percussion) - 6 lessons Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Objectives: • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion	Fanfare for the common man - 3 lessons Focus: Fanfare, timbre, dynamics, texture, silence. Objectives: • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise,	Global pentatonics - 3 lessons Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Objectives: • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features	Favourite song (Classroom percussion) - 6 lessons Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3. Objectives: • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part

	Listen and move in time to songs in a Gospel style.	particular instrument sounds (timbre) Composing with colour - 3 lessons Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score. Objectives: • 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.	and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.	recognising and talking about the musical characteristics of a fanfare using music vocabulary. Spain - 3 lessons Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas. Objectives: • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically.	in lots of music traditions and cultures. The horse in motion - 3 lessons Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics. Objectives: • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.	in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.
Year 5	What shall we do with the drunken sailor? - 6 lessons Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Objectives: • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a 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.	Why we sing - 3 lessons Focus: Gospel music, instruments, structure, texture, vocal decoration. Objectives: • Develop and practise techniques for singing and performing in a Gospel style. • 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.). Introduction to songwriting - 3 lessons Focus: Structure (verse/chorus), hook, lyric writing, melody. Objectives: • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create	Madina tun nabi - 6 lessons Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2. Objectives: • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • 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.	Building a groove - 3 lessons Focus: Beat, rhythm, basslines, riffs. Objectives: • 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. Época - 3 lessons Focus: Texture, articulation, rhythm, tango. Objectives: • 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	Balinese gamelan - 3 lessons Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). Objectives: • 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. Composing in ternary form - 3 lessons Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. Objectives: • Improvise and compose, creating a piece in ternary form using a	Kisne banaaya - 6 lessons Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. Objectives: • 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.

		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		history of Argentine Tango.	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.	
Year 6	Hey, Mr Miller - 6 lessons Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. Objectives: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Shadows - 3 lessons Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Objectives: • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music. Composing for protest! - 3 lessons Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda. Objectives: • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.	Dona nobis pacem - 6 lessons Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2. Objectives: • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	You to me are everything - 3 lessons Focus: 1970s soul music, comparing cover versions. Objectives: • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Twinkle variations - 3 lessons Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation. Objectives: • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star	Race! - 3 lessons Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Objectives: • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. Exploring identity through song - 3 lessons Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Objectives: • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.	Ame sau vala tara bal - 6 lessons Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. Objectives: • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music