

## MUSIC WHOLE SCHOOL OVERVIEW



*Love, Care, Share...  
Love learning as friends;  
Care for our community as  
neighbours;  
Share our faith in Jesus as disciples.*



**St. Ethelbert's RCP**

**Whole School Overview for Music**

### MUSIC STATEMENT OF INTENT

At St. Ethelbert's Primary School, we make music an enjoyable learning experience which brings our children together and motivates them to work as a team to achieve things they didn't think were possible. We encourage our children to participate in a variety of musical experiences which aim to develop their love of music, their self-confidence, a sense of achievement and to nurture and extend their God-given talents. As a school family, we enjoy music; we recognise it as a shared-love which brings us together and we appreciate its beauty and enrichment in our lives. We ensure that our children understand the importance of music as a valuable tool across the whole curriculum - including prayer and worship. As a Catholic school, hymns and other forms of spiritually nourishing music play a vital part of St. Ethelbert's' identity.

Our music lessons aim to bring-out the best in our children whilst focusing on, using and developing their ability to sing in tune. Through singing songs, the children learn about the structure and organisation of music. They sing, play tuned and untuned musical instruments with increasing control, confidence and expression and learn how to create their own compositions (focussing on the different dimensions of music) which in turn feeds their understanding when listening to and analysing music.

At St. Ethelbert's, we celebrate our children's successes and their learning journeys and see performing not only as a way to showcase their musical skills they have acquired but also as a means to boost their self-esteem, confidence and give them an opportunity to shine!

### PREVIOUSLY COVERED IN EYFS

Nursery Autumn 1&2: I join in with singing songs.

Nursery Spring 1: I can sing familiar songs.

Nursery Spring 1: I can sing familiar songs.

Nursery Spring 2: I can make up a simple story – who/ what doing/ where with adult support

Nursery Summer 1: I can tap out simple rhythms.

Reception Autumn 1: I can make music in a variety of ways.

Reception Autumn 2: I can play/clap to the beat of the music and tap out a rhythm.

Reception Spring 1&2: I enjoy listening to and responding to a variety of music

Reception Summer 1&2: I can sing a range of nursery rhymes and songs.



# KS1 National Curriculum:

## Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## YEAR 1

Autumn Term	Spring Term	Summer Term
<b>UNITS: Menu Song, Colonel Hathi's March &amp; Magical Musical Aquarium</b>	<b>UNITS: Football, 'Dawn' from Sea Interludes &amp; Musical Conversations</b>	<b>UNITS: Dancing and Drawing to Nautilus, Cat and Mouse &amp; Come Dance with Me</b>
<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>
<p><b><u>Menu Song:</u></b> In this unit, pupils will participate in creating a dramatic group performance using kitchen-themed props. They will sing a cumulative song from memory; remembering the order of the verses. Pupils will play classroom instruments on the beat. They will copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Pupils will listen and move in time to the song.</p> <p><b><u>Colonel Hathi's March:</u></b> In this unit, pupils will compose music to march to using tuned and untuned percussion. They will respond to musical characteristics through movement. Pupils will 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><b><u>Magical Musical Aquarium:</u></b> In this unit, pupils will experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p>	<p><b><u>Football:</u></b> In this unit, pupils will compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). They will chant together rhythmically, marking rests accurately. Pupils will play a simple ostinato on untuned percussion. Pupils will sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable and they will recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p><b><u>'Dawn' from Sea Interludes:</u></b> In this unit, pupils will sing a simple singing game, adding actions to show a developing sense of beat. Pupils will listen actively by responding to musical signals and musical themes using appropriate movement and will create a musical movement picture.</p> <p><b><u>Musical Conversations:</u></b> In this unit, pupils will compose musical sound effects and short sequences of sounds in response to a stimulus. They will improvise</p>	<p><b><u>Dancing and Drawing to Nautilus:</u></b> In this unit, pupils will perform actions to music, reinforcing a sense of beat. They will respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Pupils will develop awareness of duration and the ability to move slowly to music and create art work, drawing freely and imaginatively in response to a piece of music.</p> <p><b><u>Cat and Mouse:</u></b> In this unit, pupils will create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. They will attempt to record compositions with stick and other notations. Pupils will sing and chant songs and rhymes expressively and listen and copy rhythm patterns.</p> <p><b><u>Come Dance With Me:</u></b> In this unit, pupils will create musical phrases from new word rhythms that children invent. They will sing either part of a call-and-response song. Pupils will play the response sections on tuned percussion using the correct beater hold.</p>



They will sing a unison song rhythmically and in tune and play percussion instruments expressively, representing the character of their composition. Pupils will listen to 'Aquarium', reflecting the character of the music through movement.	question-and-answer conversations using percussion instruments. Pupils will create, interpret, and perform from simple graphic scores and recognise how graphic symbols can represent sound.	They will echo-sing a line independently with the teacher leading, then move on to pair singing in echo format and copy call-and-response patterns with voices and instruments.
<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>
1. Find their singing voice (not chanting but actual 'singing') – broadly in tune but with limited pitch range. 2. Sing and play; maintaining a steady pulse with some accuracy (to help, in heads say tick-tock) 3. Experiment with the timbre of sounds to create their own music.	<p><i>Continue with the 'Sticky Knowledge' from Autumn Term.</i></p> 1. Sing – changing the tempo and dynamics 2. Tap or play a simple rhythm to accompany words using their thinking voice (not singing at the same time as playing).	<p><i>Continue with the 'Sticky Knowledge' from Autumn &amp; Spring Terms.</i></p> 1. Sing simple songs and chants from memory. 2. Recognise simple and repeated phrases. 3. Develop an awareness of duration and respond appropriately through movement.
<b>Musical Material</b>		
<p><b><u>Watch/Listen/Move:</u></b></p> <p><u>Menu Song</u></p> <ul style="list-style-type: none"> <li>• 'Be our guest' from <i>Beauty and the Beast</i>.</li> <li>• 'Food, glorious food' from <i>Oliver!</i></li> <li>• The herring song (Traditional arr. Chris Haslam).</li> <li>• Rain is falling down progression snapshot 1 videos (Sing Up).</li> <li>• Rain is falling down; Menu song; Hip hop songwriting backing track.</li> </ul> <p><u>Colonel Hathi's March</u></p> <ul style="list-style-type: none"> <li>• 'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman).</li> <li>• Tuba demonstration (Minnesota Orchestra).</li> <li>• Glockenspiel demonstration (Minnesota Orchestra).</li> <li>• Royal Marines massed bands – beating retreat 2018.</li> <li>• Follow my feet video from Sing Up's Developing musicianship toolkit.</li> </ul>	<p><b><u>Watch/Listen/Move:</u></b></p> <p><u>Football</u></p> <ul style="list-style-type: none"> <li>• Don't clap this one back.</li> <li>• Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up's Developing musicianship toolkit.</li> <li>• Rain is falling down progression snapshot 2 videos (Sing Up).</li> <li>• Tap your name; Football; My fantasy football team</li> </ul> <p><u>'Dawn' from Sea Interludes</u></p> <ul style="list-style-type: none"> <li>• Pitch pencils video from Sing Up's Developing musicianship toolkit.</li> <li>• 'Dawn' from Sea interludes (Benjamin Britten).</li> <li>• Sailor, sailor on the sea.</li> <li>• Down by the bay.</li> </ul> <p><u>Musical Conversations</u></p> <ul style="list-style-type: none"> <li>• Dueling banjos (Eric Dunbar &amp; Stephen Baime).</li> <li>• Plasticine person.</li> </ul>	<p><b><u>Watch/Listen/Move:</u></b></p> <p><u>Dancing and Drawing to Nautilus</u></p> <ul style="list-style-type: none"> <li>• Nautilus animated video (Anna Meredith).</li> <li>• Nautilus live video (Anna Meredith).</li> <li>• Tremble (Scottish Ballet).</li> <li>• Prada Spring/Summer 2014 Women's clothes advert.</li> </ul> <p><u>Cat and Mouse</u></p> <ul style="list-style-type: none"> <li>• Sing Up videos with Steve Grocott:</li> <li>• Three little mice.</li> <li>• Expression, pitch, and tempo using The old grey cat.</li> <li>• Rhythm, pulse, beat, and pitch using What do you want to eat, little mouse?</li> <li>• Duetto buffo di due gatti (Cat duet) (Rossini/Pearsall).</li> <li>• The cat and the mouse (Aaron Copland).</li> <li>• Skin and bones;</li> </ul> <p><u>Come Dance With Me</u></p>



- '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).
- *The grand old Duke of York*.

#### Magical Musical Aquarium

- '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.
- Hey, hey; Down there under the sea.

- 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).

#### KEY KNOWLEDGE & SKILLS:

- Listen with concentration and understanding to a range of high-quality live and recorded music.

#### KEY STICKY KNOWLEDGE

- Know how to listen to a piece of music and respond with movement; interpreting what the music means to them
- Identify any changes they can hear including tempo, pitch and dynamics

## Year 2

### Autumn Term

### Spring Term

### Summer Term

**UNITS: Tony Chestnut, Carnival of the Animals & Composing Music Inspired by Birdsong**

**UNITS: Grandma Rap, Orawa & Trains**

**UNITS: Swing-along with Shostakovich, Charlie Chaplin & Tanczyny labada**

#### KEY KNOWLEDGE & SKILLS:

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#### Tony Chestnut:

In this unit, pupils will improvise rhythms along to a backing track using the note C or G.  
They will compose call-and-response music.

#### Grandma Rap:

In this unit, pupils will compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. They will chant Grandma rap rhythmically, and perform to an accompaniment

#### Swing-along with Shostakovich:

In this unit, pupils will create action patterns in 2- and 3-time and listen actively marking the beat by tapping, clapping, and swinging to the music.



Pupils will play the melody on a tuned percussion instrument.

They will sing with good diction and recognise and play echoing phrases by ear.

### **Carnival of the Animals:**

In this unit, pupils will select instruments and compose music to reflect an animal's character.

They will listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.

Pupils will identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.

They will 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.

### **Composing Music Inspired by Birdsong:**

In this unit, pupils will invent simple patterns using voices, body percussion, and then instruments.

They will follow signals given by a conductor/leader. Pupils will structure compositional ideas into a bigger piece and improvise solos using instruments.

children create. Pupils will chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Pupils will learn a clapping game to Hi lo chicka lo that shows the rhythm and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).

### **Orawa:**

In this unit, pupils will improvise and compose, structuring short musical ideas to form a larger piece. They will sing and play, performing composed pieces for an audience and listen and appraise, with focus and attention to detail, recalling sounds and patterns.

### **Trains:**

In this unit, pupils will begin to understand duration and rhythm notation and structure musical ideas into a whole-class composition. They will learn a simple rhythm pattern and perform it with tempo and volume changes. They will also learn about the musical terms crescendo, diminuendo, accelerando and ritenuto. Pupils will follow signals from a conductor and listen to and analyse four pieces of music inspired by travel/vehicles.

Pupils will listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').

They will understand and explain how beats can be grouped into patterns and identify them in familiar songs. Pupils will move freely and creatively to music using a prop.

### **Charlie Chaplin:**

In this unit, pupils will compose a soundtrack to a clip of a silent film. They will begin to understand and use notes of different duration, pitch and use dynamics.

### **Tanczymy labada:**

In this unit, pupils will demonstrate an internalise a sense of pulse through singing games. They will sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.

Pupils will play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. They will listen and match the beat of others and recorded music, adapting speed accordingly. Pupils will begin to understand how music helps people share tradition and culture.

## **KEY STICKY KNOWLEDGE**

1. Sing songs with increasing vocal control and a good sense of pulse and rhythm
2. Demonstrate the difference between pulse and rhythm. e.g. Teacher: "Play me the pulse and/or rhythm 'on the spot'. Or the teacher may play/clap the pulse or rhythm whilst the children have closed their eyes and they have to indicate which one the teacher was playing.
3. Play simple repeated rhythms accurately.

## **KEY STICKY KNOWLEDGE**

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Sing and play – demonstrating an understanding of graduated changes of dynamics (crescendo and decrescendo) and tempo (faster, slower or accelerando, ritenuto).
  2. Create simple textures by playing an accompaniment.

## **KEY STICKY KNOWLEDGE**

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Use their 'Thinking voice' confidently.
  2. Read and respond to chanted rhythm patterns and represent with basic stick notation.



## Musical Material

### Watch/Listen/Move:

#### Tony Chestnut

- *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

- '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

- *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).

### Watch/Listen/Move:

#### Grandma Rap

- *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

- *Orawa* (Wojciech Kilar).

#### Trains

- *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).

### Watch/Listen/Move:

#### Swing-along with Shostakovich

- *Jazz suite No. 1 – 2. 'Polka'* (Dmitri Shostakovich).
- *Jazz suite No. 2 – 6. 'Waltz II'* (Dmitri Shostakovich).

#### Charlie Chaplin

'The lion's cage' – a scene from the 1928 film *The circus* (Charlie Chaplin).

#### Tanczymy labada

- *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).

### KEY KNOWLEDGE & SKILLS:

- listen with concentration and understanding to a range of high-quality live and recorded music

### KEY STICKY KNOWLEDGE

- Identify any patterns within the musical (rhythm or melody)
- Identify instruments used that play and which instrumental family they belong to (woodwind, strings)

## KS2 National Curriculum:



**Pupils should be taught to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Year 3

Autumn Term	Spring Term	Summer Term
<b>UNITS:</b> I've been to Harlem, Nao chariya de/Mingulay boat song & Sound symmetry	<b>UNITS:</b> Latin dance (Classroom percussion), 'March' from The Nutcracker & From a Railway Carriage	<b>UNITS:</b> Just three notes, Samba with Sérgio & Fly with the Stars (Classroom percussion)
<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>
<p><b><u>I've been to Harlem:</u></b> In this unit, pupils will compose a pentatonic ostinato. They will sing a call-and-response song in groups, holding long notes confidently. Pupils will play melodic and rhythmic accompaniments to a song and listen and identify where notes in the melody of the song go down and up.</p> <p><b><u>Nao chariya de/Mingulay boat song:</u></b> In this unit, pupils will begin to develop an understanding and appreciation of music from different musical traditions. They will identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils will use some musical vocabulary to describe these things and show an understanding that a folk song is music that belongs to the people of a particular place.</p> <p><b><u>Sound symmetry:</u></b> In this unit, pupils will compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. They will sing by</p>	<p><b><u>Latin dance (Classroom percussion):</u></b> In this unit, pupils will compose a 4-beat rhythm pattern to play during instrumental sections. They will work in small groups, sing a call-and-response song with an invented drone accompaniment. Pupils will sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. They will play a one-note part contributing to the chords accompanying the verses. Pupils will also listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p><b><u>'March' from The Nutcracker:</u></b> In this unit, pupils will develop active listening skills by responding to musical themes through movement. They will begin to understand the structure of rondo form (A-B-A-C-A). Pupils will develop a sense of beat and rhythmic pattern through movement and experience call-and-response patterns through moving with a partner.</p>	<p><b><u>Just three notes:</u></b> In this unit, pupils will invent simple patterns using rhythms and notes C-D-E. They will compose music, structuring short ideas into a bigger piece. Pupils will notate, read, follow and create a 'score' and recognise and copy rhythms and pitches C-D-E.</p> <p><b><u>Samba with Sérgio:</u></b> In this unit, pupils will perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. They will perform vocal percussion as part of a group and move in time with the beat of the music. Pupils will 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).</p> <p><b><u>Fly with the Stars (Classroom percussion):</u></b></p>



improvising simple melodies and rhythms and identify how the pitch and melody of a song has been developed using symmetry.	<b><u>From a Railway Carriage:</u></b> In this unit, pupils will explore ways to create word-based pieces of music and explore ways to communicate atmosphere and effect. They will listen and compare how different composers have approached creating word-based compositions.	In this unit, pupils will play the chords of Fly with the Stars on tuned percussion as part of a whole-class performance. They will sing solo or in a pair in call-and-response style. Pupils will respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>
1. Sing with increased vocal range; pitching the voice accurately with clear diction and have good posture. 2. Compose a pentatonic ostinato. 3. Control and initiate changes in dynamics and tempo (still playing their part but can change- loud, quiet, fast, slow) – controlling their voice or instrument.	Continue with the ‘Sticky Knowledge’ from Autumn Term. 1. Sing confidently and fluently – maintaining an appropriate pulse. 2. Compose a 4 beat rhythm pattern choosing a selection of instruments.	Continue with the ‘Sticky Knowledge’ from Autumn & Spring Terms. 1. Maintain their own part with an awareness of how the different parts fit together to achieve the overall effect. 2. Respond to and use musically symbols from Western Musical Notation.
<b>Musical Material</b>		
<b><u>Watch/Listen/Move:</u></b>  <u>I’ve been to Harlem</u> •Tongo progression snapshot 1 videos (Sing Up). •I’ve been to Harlem cup rhythms video. •Peer Gynt Suite No. 1 (Morning Mood) (Edvard Grieg).  <u>Nao chariya de/Mingulay boat song</u> • Skye boat song (Alastair McDonald). • Mingulay boat song (Coda). • Mingulay boat song (The Corries). • Nao chariya de (Abbasudin Ahmed). • Nao chariya de (Koushik & friends).  <u>Sound symmetry</u> - songs from the Song Bank	<b><u>Watch/Listen/Move:</u></b>  <u>Latin dance (Classroom percussion</u> •Salsa tutorial for kids videos (Spotty Dotty). •Tongo progression snapshot 1 & 2 videos (Sing Up). •Learn about Cuban music (Miss Jessica’s World). •El Manisero (The Peanut Vendor) (Don Azpiazu & the Havana Casino Orchestra). •Despacito (salsa) performed by Aston Merrygold & Janette Manrara on Strictly Come Dancing. •Chan, chan (Compay Segundo). •Quimbara (Celia Cruz & Tito Puente).  <u>‘March’ from The Nutcracker</u> •‘March’ from The nutcracker (Tchaikovsky). •Animated musical form video for ‘March’ from The nutcracker (Ready GO Music).	<b><u>Watch/Listen/Move:</u></b>  <u>Just three notes</u> •Drumming part IV (Steve Reich). •Musical ricercata (György Ligeti).  <u>Samba with Sérgio</u> •Fanfarra (Cabua-le-le) (Sérgio Mendes). •Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video. •Magalenha (Sérgio Mendes). •Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022. •Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial. •Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising. •Samba with Sérgio teaching videos (Sing Up).



	<ul style="list-style-type: none"> <li>• ‘March’ from <i>The nutcracker</i> (The Royal Ballet).</li> <li>• Follow my feet video from <i>Sing Up’s Developing musicianship toolkit</i>.</li> </ul> <p><u>From a Railway Carriage</u></p> <ul style="list-style-type: none"> <li>• Night mail (Benjamin Britten, performed by Sir Tom Courtenay &amp; Vangelis).</li> <li>• Geographical fugue (Ernst Toch).</li> <li>• Smooth (instrumental) (Carlos Santana).</li> <li>• No place like (Kerry Andrews).</li> </ul>	<p><u>Fly with the Stars (Classroom percussion)</u></p> <ul style="list-style-type: none"> <li>• Walk and stop and Twice as fast, four times as fast videos from <i>Sing Up’s Developing musicianship toolkit</i>.</li> <li>• ‘Soldiers’ march’ from <i>Album for the young</i> (Op. 68) (Robert Schumann).</li> <li>• ‘Supercalifragilisticexpialidocious’ from <i>Mary Poppins</i> (Sherman &amp; Sherman).</li> <li>• Tongo progression snapshot 1, 2, &amp; 3 videos (<i>Sing Up</i>)</li> </ul>
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#### KEY KNOWLEDGE & SKILLS:

- listen with attention to detail and recall sounds with increasing aural memory

#### KEY STICKY KNOWLEDGE

- Identify any patterns within the music (rhythm or melody)
- Identify instruments that can be heard, which family they belong to and how the instruments depict the character of the piece

## Year 4

Autumn Term	Spring Term	Summer Term
UNIT: Playing Recorder – Enchanted Forest	UNIT: Playing Recorder – Monsters, monsters	UNIT: Playing Recorder - Earthlight
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
Focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound ‘doo’ to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles.	Focus: Recorder technique (holding, blowing ‘doo’, sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening.  In this unit, pupils will:	Focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.  In this unit, pupils will:



<p>In this unit, pupils will:</p> <ul style="list-style-type: none"> <li>•Hold the recorder correctly, control the sound, and start each note clearly with 'doo'.</li> <li>•Play notes B A G clearly.</li> <li>•Start and stop playing at the same time.</li> <li>•Perform the chant, keeping a steady beat.</li> <li>•Improvise on one or more notes using word rhythms.</li> <li>•Create owl sounds using the head joint of the recorder.</li> <li>•Play as part of an ensemble, in smaller and larger groups, including singing and playing.</li> <li>•Sing the Enchanted forest song from memory, expressing the lyrics.</li> <li>•Play one of the recorder parts for Enchanted forest.</li> <li>•Listen with concentration and use descriptive words to talk about pieces of music.</li> <li>•Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation.</li> <li>•Learn how to play the notes B A G C D and low E on the recorder.</li> <li>•Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds.</li> <li>•Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters.</li> <li>•Learn to play at least two sections in Monsters, monsters!</li> <li>•Use graphic notation to organise monster character sounds into a compositional structure.</li> <li>•Play as part of an ensemble, in smaller and larger groups, including singing and playing.</li> <li>•Sing the Monsters, monsters! song from memory, expressing the meaning of the words through actions and gestures.</li> <li>•Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.</li> </ul>	<p>Understand and know how to play low E, low D, F#, and C# (even though the low notes E and D may not sound fully yet).</p> <ul style="list-style-type: none"> <li>•Improvise using notes from the pentatonic scale.</li> <li>•Create a sound picture based on an image, using recorder, voices, and classroom percussion.</li> <li>•Play with a secure technique, using both hands, with the recorder well-balanced.</li> <li>•Play as part of an ensemble, in smaller and larger groups.</li> <li>•Learn to play two or more parts of Earthlight.</li> <li>•Sing the vocal line in Earthlight from memory, with legato phrasing and using dynamics to express the meaning of the words.</li> <li>•Listen to and be inspired by a wide variety of recorder music, showing that the recorder is an exciting and versatile instrument capable of performing as a solo instrument and within ensembles, in a wide range of genres and musical styles.</li> </ul>
<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>	<b>KEY STICKY KNOWLEDGE</b>
<p>1. Sing confidently and fluently maintaining an appropriate pulse</p> <p>2. Play notes B A G clearly</p>	<p><i>Continue with the 'Sticky Knowledge' from Autumn Term.</i></p> <ol style="list-style-type: none"> <li>1. Play the notes C D and low E on the recorder.</li> <li>2. Maintain an independent part in a group.</li> <li>3. Respond to and use musically, symbols from Western Musical notation</li> </ol>	<p><i>Continue with the 'Sticky Knowledge' from Autumn &amp; Spring Terms.</i></p> <ol style="list-style-type: none"> <li>1. Play previous notes and move on to low D, F# and C#.</li> <li>2. Play more securely using both hands</li> <li>3. Learn two or more parts on the recorder</li> </ol>
<b>Musical Material</b>		
<b><u>Watch/Listen/Move:</u></b>	<b><u>Watch/Listen/Move:</u></b>	<b><u>Watch/Listen/Move:</u></b>
<ul style="list-style-type: none"> <li>•Cooley's reel <i>Traditional Irish.</i></li> <li>•Robin (The hooded man) by Ciaran Brennan/Clannad.</li> </ul>	<ul style="list-style-type: none"> <li>•Recorder revolution! by Toby Young.</li> <li>•Salterello (Anon).</li> <li>•Libertango by Astor Piazzolla.</li> </ul>	<ul style="list-style-type: none"> <li>•'Winter' from <i>The four seasons</i> by Antonio Vivaldi.</li> <li>•'Mercury' and 'Saturn' from <i>Kepler's planets</i> by Miriam Monaghan.</li> </ul>



- Trotto Anon. 14th century Italian.
- Tawny owls hooting in the night forest return.
- The wagtail and the cuckoo by Asger Lund Christiansen.
- Wild wood by Tim Coker.
- Bransle by Pierre Phalèse.
- Improvisation on Conde Claros by Francisco Salinas.
- Tico Tico no Fubá by Zequinha de Abreu.
- Enchanted forest by Emma Coulthard.

- Concerto 'per flautino' by Antonio Vivaldi.
- Main theme to The Mandalorian by Ludwig Göransson.
- Music for a bird by Hans Martin Linde.
- Monsters, monsters! by Miriam Monaghan.

- Skye boat song – traditional Scottish.
- Fantasy for recorder and string quartet by Malcolm Arnold.
- ‘Lullaby’ and ‘Elves dance’ from Five lyric pieces by Edvard Grieg.
- Seascape by Fausto Romitelli.
- Ernesto's rhumba by Tali Rubinstein.
- ‘Shoot out’ from The fantastic Mr Fox by Alexandre Desplat.
- ‘The boar’ from The lost king by Alexandre Desplat.
- Earthlight by Miriam Monaghan and Emma Coulthard.

#### KEY KNOWLEDGE & SKILLS:

- listen with attention to detail and recall sounds with increasing aural memory

#### KEY STICKY KNOWLEDGE

- Identify the different sections of the music and where they begin – musical structure like lines of poetry
- Identify the Interrelated Dimensions e.g. tempo, duration etc. and how they create the atmosphere and ‘picture’

## Year 5

Autumn Term	Spring Term	Summer Term
<b>UNITS:</b> What shall we do with the drunken sailor?, Why we sing & Introduction to songwriting	<b>UNITS:</b> Madina tun nabi, Building a groove & Época	<b>UNITS:</b> Balinese gamelan, Composing in ternary form & Kisne banaaya
<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>
<b><u>What shall we do with the drunken sailor?:</u></b> In this unit, pupils will compose body percussion patterns to accompany a sea shanty. They will write these out using rhythm grids. Pupils will sing a sea shanty expressively, with accurate pitch and a strong beat. They will play bass notes, chords, or rhythms to accompany singing. Pupils will sing in unison while playing an instrumental beat (untuned). They will keep the beat playing a ‘cup’	<b><u>Madina tun nabi:</u></b> In this unit, pupils will improvise freely over a drone. They will sing a song in two parts with expression and an understanding of its origins and sing a round and accompany themselves with a beat. Pupils will play a drone and chords to accompany singing and listen and copy back simple rhythmic and melodic patterns.	<b><u>Balinese gamelan:</u></b> In this unit, pupils will compose a kecak piece as part of a group. They will sing/chant a part within a kecak performance. Pupils will develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak and listen and match vocal and instrumental sounds to each other, and to notation.



game and talk about the purpose of sea shanties and describe some of the features using music vocabulary.

#### **Why we sing:**

In this unit, pupils will develop and practise techniques for singing and performing in a Gospel style. They will recognise individual instruments and voices by ear. Pupils will listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. They will 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:**

In this unit, pupils will improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. They will create fragments of songs that can develop into fully fledged songs. Pupils will listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. They will understand techniques for creating a song and develop a greater understanding of the songwriting process.

#### **KEY STICKY KNOWLEDGE**

1. Sing expressively and fluently (the notes, not breathing in the wrong places) with an increased vocal range, controlling breathing, posture and sound projection.
2. Play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture.

#### **Building a groove:**

In this unit, pupils will show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. They will identify drum patterns, basslines, and riffs and play them using body percussion and voices.

#### **Época:**

In this unit, pupils will engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. They will develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Pupils will demonstrate an understanding of the history of Argentine Tango.

#### **KEY STICKY KNOWLEDGE**

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Maintain an independent part in a small group (with a child leader - no adult to follow).
  2. Compose melodic patterns over a steady pulse.

#### **Composing in ternary form:**

In this unit, pupils will improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. They will notate ideas to form a simple score to play from. Pupils will listen, appraise, and respond to music using drawings and words. They will recognise that music can describe feelings and tell a story and understand and recognise ternary form.

#### **Kisne banaaya:**

In this unit, pupils will compose a simple accompaniment using tuned instruments. They will create and perform their own class arrangement. Pupils will sing and play the melody of Kisne banaaya and sing in a 4-part round accompanied with a pitched ostinato.

#### **KEY STICKY KNOWLEDGE**

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Explore songs with different time signatures.
  2. Respond to and use musically symbols from Western Musical notation (following the music).
  3. Control and initiate graduated changes in dynamics and tempo (still playing their part but can change gradually as



the 'story' develops -loud, quiet, fast, slow)

## Musical Material

### Watch/Listen/Move:

#### What shall we do with the drunken sailor?

- What shall we do with the drunken sailor? Teaching video – song & game.
- Drunken Sailor Mashup (TikTok user @nathanevanss & others).
- Sea Shanties documentary (BBC 4).
- Hey, ho! Nobody home progression snapshot 1 videos (Sing Up).
- Wellerman (TikTok Sea Shanty mashup 2021).
- Sea shanty medley (Home Free).

#### Why we sing

- Wade in the water (Sweet Honey in the Rock).
- Wade in the water (The Spirituals).
- Climbing higher mountains (Aretha Franklin).
- Why we sing (Kirk Franklin and the Family).
- What kind of man is this? (Ray Charles & the Voices of Jubilation Choir 2006).
- Shackles (Praise you) (Mary Mary).
- This little light of mine (Soweto Gospel Choir).
- Take your burden to the Lord (and leave it there) (Blind Boys of Alabama).
- The storm is passing over (The Clara Ward Singers).
- Jesus gave me water (Sam Cooke & The Soul Stirrers).
- Great is your mercy (Donnie McClurkin).
- Get away, Jordan (Take 6).

#### Introduction to songwriting

- Wonderwall (Oasis).
- Say my name (Destiny's Child).
- Le freak (Chic).

### Watch/Listen/Move:

#### Madina tun nabi

- Madinah tun nabi (Aashiq al-Rasul).
- Burdah Maula ya Salli (Mesut Kurtis).
- A is for Allah (Zain Bhikha).
- Ya Thabyat Elban (Youssef Yaseen & Tomos Latorre).
- Room 310 (Lynn Adib).
- Sastanàqqàm (Tinariwen).
- Hey ho, nobody home progression snapshot 2 videos (Sing Up).
- Nami nami (ODO Ensemble).

#### Building a groove

- 'Watermelon man' from Head Hunters (Herbie Hancock).
- Jesus you're worthy to be praised (Potter's House Mass Choir).
- The drums – learning the parts of the drum set (MonkeySee).
- Drum groove audio tracks (Sing Up).
- Cissy strut (The Meters).
- Le freak (Chic).

#### Época

- Época (Gotan Project).
- Move and freeze Brain breaks: action songs for children (The Learning Station).
- Libertango (Astor Piazzolla).
- Tango dancers on the streets of Buenos Aires (Amazing World Videos).

### Watch/Listen/Move:

#### Balinese gamelan

- Cremation ceremony beleganjur procession in Ubud, Bali – Part 2
- Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools).
- Kotekan lesung.
- Kecak monkey chant.
- 'The Hindu story of Rama and Sita' from Religions of the world (BBC Teach).

#### Composing in ternary form

*Empress of the pagodas (Laideronette) (Maurice Ravel)*

#### Kisne banaaya

- Notes and Swar Riyaz (Bidisha Ghosh).
- Hey, ho! Nobody home progression snapshot 3 videos (Sing Up).



• <i>Smalltown boy (Bronski Beat).</i>	• <i>How does the accordion work? Discover instruments series (Classic FM).</i> • <i>Sheku Kanneh-Mason – cello. Discover instruments series (Classic FM).</i> • <i>Intro to drums (The Instrumentals).</i>	
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## KEY KNOWLEDGE & SKILLS:

- listen with attention to detail and recall sounds with increasing aural memory

## KEY STICKY KNOWLEDGE

- Identify the structure (verse, chorus, bridge ) of the piece and how each section depicts different moods and characteristics
- Make comparisons between the pieces

## Year 6

Autumn Term	Spring Term	Summer Term
<b>UNITS: Hey, Mr Miller, Shadows &amp; Composing for protest!</b>	<b>UNITS: Dona nobis pacem, You to me are everything &amp; Twinkle variations</b>	<b>UNITS: Race!, Exploring identity through song &amp;</b>
<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>	<b>KEY KNOWLEDGE &amp; SKILLS:</b>
<p><b><u>Hey, Mr Miller:</u></b> In this unit, pupils will compose a syncopated melody using the notes of the C major scale. They will sing a syncopated melody accurately and in tune. Pupils will sing and play a class arrangement of the song with a good sense of ensemble. They will listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p><b><u>Shadows:</u></b> In this unit, pupils will explore the influences on an artist by comparing pieces of music from different genres. They will identify features of timbre, instrumentation, and expression in an extract of recorded music. Pupils will use musical knowledge and vocabulary to discuss similarities and</p>	<p><b><u>Dona nobis pacem:</u></b> In this unit, pupils will compose an 8-bar piece on percussion, in 3-time and using chords F and C major. They will sing a round accurately and in a legato style. Pupils will sing a chorus in two-part harmony with dancing on the beat. They will identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p><b><u>You to me are everything:</u></b> In this unit, pupils will use music vocabulary and knowledge to discuss similarities and differences in pieces of music. They will learn some simple choreography to accompany a disco song.</p>	<p><b><u>Race!:</u></b> In this unit, pupils will create an accompaniment. They will create an extended melody with four distinct phrases. Pupils will experiment with harmony and structure ideas into a full soundtrack.</p> <p><b><u>Exploring identity through song:</u></b> In this unit, pupils will identify ways songwriters convey meaning: through lyrics, the music, and the performance. They will understand different ways that rhymes work in songs. Pupils will identify different elements of a song's structure and understand the concept of identity and how you can express that in songs.</p> <p><b><u>Ame sau vala tara bal:</u></b> In this unit, pupils will create a rhythmic piece for drums and percussion instruments. They will sing</p>



differences in pieces of music and create a shadow movement piece in response to music.

### **Composing for protest!:**

In this unit, pupils will create their own song lyrics fitting those lyrics to a pulse, creating a chant. They will write a melody and sing it and structure their ideas into a complete song.

Pupils will listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.

### **Twinkle variations:**

In this unit, pupils will create variations using a wide variety of composing techniques. They will improvise on top of a repeating bassline. Pupils will decipher a graphic score and play Twinkle, twinkle, little star.

the chorus of Throw, catch in three-part harmony with dancing. Pupils will develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Pupils will demonstrate coordination and keeping a steady beat by dancing to bhangra music

## **KEY STICKY KNOWLEDGE**

1. Sing a syncopated melody expressively and fluently (the notes, not breathing in the wrong places) with an increased vocal range controlling breathing, posture and sound projection.
2. Play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture (there may be a rhythmic and melodic ostinati, a drone, pulse on beats 2 and 4)

## **KEY STICKY KNOWLEDGE**

*Continue with the 'Sticky Knowledge' from Autumn Term.*

1. Sing a round accurately and in a legato style.
2. Sing a chorus in 2 part harmony.

## **KEY STICKY KNOWLEDGE**

*Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*

1. Sing a broad range of songs including those with syncopation (between the beat) maintaining a strong sense of the pulse, controlling breathing, posture and sound projection.
2. Read and perform from rhythmic (duration) melodic (up and down notes) notation.
3. Control and initiate more extreme changes (fortissimo and pianissimo) graduated changes in dynamics and tempo as the 'story' develops -loud, quiet, fast, slow) – controlling their voice or instrument.

## **Musical Material**

### **Watch/Listen/Move:**

Hey, Mr Miller?

- In the mood (Glenn Miller Orchestra).
- Chattanooga choo choo (Glenn Miller Orchestra).
- Hooked on swing (Larry Elgart & his Manhattan Swing Orchestra).
- Throw catch progression snapshot 1 videos (Sing Up).

### **Watch/Listen/Move:**

Dona nobis pacem

- How to do a 'balance check' warm-up, How to do a 'vocal revs' warm-up, How to do a 'lip trills' warm-up and Swooping pitch warm-up (Sing Up and NYCGB)
- Feelgood fifteen led by Ty Lowe (Sing Up).

### **Watch/Listen/Move:**

Race!

Main theme from Chariots of Fire (Vangelis).

Exploring identity through song

- Smalltown boy (Bronski Beat).



- *It don't mean a thing (if it ain't got that swing)* (Ella Fitzgerald & Duke Ellington).
- *Basic swing groove for drums video.*
- *St Louis blues* (Ella Fitzgerald).
- *God bless the child* (Billie Holliday & Count Basie).

#### Shadows

- *Shatter me* (Lindsey Stirling & Lzzy Hale).
- *Lindsey's appearance on America's Got Talent.*
- *Shadows* (Lindsey Stirling).
- *Fire on the mountain* (Hillary Klug).
- *David Guetta mix 2022.*
- *Avicii greatest hits mix 2021.*
- *Boulevard of broken dreams* (Green Day).
- *Boulevard of broken dreams* (Lindsey Stirling).
- *Roundtable rival – Behind the scenes* (Lindsey Stirling).
- *Tokio Myers – Britain's Got Talent audition.*
- *Interstellar theme* (Hans Zimmer).
- *Human* (Rag'n'Bone Man).
- *Attraction Juniors – Britain's Got Talent audition.*

#### Composing for protest!:

*Songs of sunrise – No. 3 'March of the women'* (Ethel Smyth).

- *Myleene's Music Klass: The one where we look at monophonic, polyphonic, & homophonic textures.*
- *Dona nobis pacem* (arr. Hal Hopson).
- *Jubilate Deo* (Giovanni Gabrieli).
- *O Eucharisti in Leta Via* (Hildegard von Bingen).
- *If ye love me* (Thomas Tallis).
- *Ronde ('La Morisque' from Dansereye 1551)* (Tielman Susato).
- *Throw, catch progression snapshot 2 videos* (Sing Up).

#### You to me are everything

- *You to me are everything* (The Real Thing).
- *Everything – The Real Thing story* (BBC).
- *You to me are everything* (Sonia).
- *You to me are everything* (Anthony Strong).
- *You to me are everything* (The Overtones).
- *You to me are everything* (Karizma Duo).
- *You to me are everything* (The Jetfighters).
- *Celebration choreography* (Jump Start Dance).
- *Iconic disco dance moves* (Chicago Children's Theater).
- *Le freak* (Chic).

#### Twinkle variations

*12 variations in C major on Ah, vous dirais-je Maman* (K65/30) (W. A. Mozart)

- *Down by the Salley Gardens* (Traditional, words from W. B. Yeats) (Andreas Scholl & Edin Karamazov).
- *Fantasy* (Earth, Wind & Fire).
- *Dimash Qudaibergen on X Factor UK 2019.*
- *Russian Basso profundo: The lowest voices video.*
- *Video of Tom Holland's voice change over the years.*
- *Say my name* (Destiny's Child).
- *Hey Jude* (The Beatles).
- *My melody* (Eric B. & Rakim).
- *Chosen family* (Rina Sawayama).
- *Chosen family* (Rina Sawayama & Elton John).
- *Chosen family* (One Voice Children's Choir).

#### Ame sau vala tara bal

- *Indian music for children – Raga Bhairav – Children's sing along* (Tushar Dutta).
- *Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)* (Anuja Kamat).
- *Throw, catch progression snapshot 3 videos* (Sing Up).
- *Chaal rhythm – 4 basic variations video* (Simply Dhol) (Manvir Hothi).
- *Video of Team folk orchestra 2019 practice.*
- *Tere Mohalle* (Mamta Sharma and Aishwarya Nigam).
- *Easy bhangra dance tutorial* (BHANGRAlicious).
- *Candle light* (G. Sidhu).
- *Raag bhairavi* (Indrani Mukherjee).

### KEY KNOWLEDGE & SKILLS:

- listen with attention to detail and recall sounds with increasing aural memory

### KEY STICKY KNOWLEDGE



- Discuss the characteristics of the piece and how the instrumentation, interrelated dimensions and structure achieve the intended effect.
- Watch the music be performed and notice how physically involved the performers are