

Year 3 Old	'Signs and Symbols'	Ukulele 1	'Fossils & Idiophones'	'Musical Elements/ Ukulele 2'	Celtic Music	Musical Mosaics/Patterns/Ostinati
Year 3 New	<p>Sing Up Unit 3a 'I've Been to Harlem'</p> <p>Song:</p> <p>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.</p>	<p>Sing Up Unit 3b https://www.singup.org/music/videos/play-ukulele</p> <p>Song:</p> <p>Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. • Rap accurately & rhythmically with dynamic contrast. • Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes.</p>	<p>Sing Up Unit 3c 'Latin Dance' Intro to Ukulele + WITH UKULELE UNIT 1</p> <p>Song:</p> <p>• Compose a 4-beat rhythm pattern to play during the instrumental sections. • Sing syncopated rhythms and recognise a verse, chorus structure. • Play a one note part contributing to chords accompanying the song. • Listen to a range of Cuban pieces and describe features using music vocabulary. • Invent a drone accompaniment for a song. • Accompany themselves singing a call-and-response song with a drone.</p>	<p>Sing Up Unit 3d: 'March' from Nutcracker' and 'From a Railway Carriage'</p> <p>Song:</p> <p>Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo 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.</p>	<p>Sing Up Unit 3e 'Just 3 Notes' Samba</p> <p>Song: 'Just Like a Roman.'</p> <p>• Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, and follow a 'score'. • Recognise and copy rhythms and pitches C-D-E.</p>	<p>Sing Up Unit 3f 'Fly With the Stars' Ukulele unit 2</p> <p>Song:</p> <p>• Improvise ('doodle') on-the-spot phrases using A minor and C major triads. • Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d). • Sing the syncopated melody confidently and with a sense of style. • Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. • Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.</p>
Year 4 Old	'Dragon Force'	'Vikings & Anglo Saxons'	'Egyptian Journeys'	'Egyptians 2' Minimalism.	'Town & Country'	Musical Habitats
Year 4 New	<p>Sing Up Unit 4a 'This Little Light of Mine'</p> <p>Song: 'Medley - Swing Low/Saints/ I'm Gonna Sing...'</p> <p>• Improvise using the voice and instruments</p>	<p>Sing Up Unit 4b 'Fantasy Football Team' new 2022</p> <p>Song: Viking Rock Matthew Holmes</p> <p>• Compose and perform a whole-class 'rondo' with pupil composed melodic patterns. • Identify, play from, and compose</p>	<p>Sing Up Unit 4c 'Doot Doot Song.' Intro to Ukulele + UKULELE UNIT 3</p> <p>Song: 'Amazing Egyptians'/ Mummy Rag/ etc.</p> <p>• Improvise ('doodle') with voices and instruments over a chord pattern. • Sing</p>	<p>Sing Up Unit 4d 'Fanfare for Common Man'</p> <p>Song: TBD</p> <p>• Explore how timbre, dynamics and texture can be used for impact</p>	<p>Sing Up Unit 4e Global Pentatonics + New unit Feb 23</p> <p>Song:</p> <p>• Improvise using a pentatonic scale. • Create accompaniment patterns to a pentatonic song. •</p>	<p>Sing Up Unit 4f 'Favourite Song' Ukulele Unit 4</p> <p>Song:</p> <p>Sing with expression and a sense of the style of the song. • Play a part on an instrument as part of a whole-class performance. • Identify similarities and</p>

	on the notes of the pentatonic scale. • Sing in a gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with the song. • Listen and move in time to songs in a gospel style. • Sing part 1 of a partner song rhythmically	with rhythm patterns comprising crotchets, quavers, crotchet rests and minims. • Sing with clear articulation, expression, and actions. • Move to music marking the pulse with action durations: walk (crotchets), jogging (quavers) and stride (minims).	swung rhythms lightly and accurately. • Learn a part on an instrument and play as part of a wholeclass 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.	in a fanfare. • Compose a fanfare using a small set of notes, short, repeated rhythms. • Recognise and talk about the musical characteristics of a fanfare using music vocabulary	Use graphic and staff notation to represent musical ideas. • Compare and understand that the pentatonic scale features in lots of musical traditions and cultures	differences between folk and folk-rock styles. • Sing one of the parts in a partner song, rhythmically and from memory.
Year 5 Old	'Music as a Force'	'Rainforest/Samba Band'	'Samba Band' ? To check.	'Strictly for the Birds'	'Ice & Fire'	Music and the Mind
Year 5 New	<p>Sing Up Unit Y5 1A 'What Shall We do?'</p> <p>Song - Sea Shanties.</p> <p>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty with accurate pitch and a strong beat. • Play bass notes/chords to accompany singing. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Sing Up Unit 5b: 'Why We Sing/</p> <p>Songwriting' Song: Christmas based</p> <p>• Recognise by ear, individual instruments and voices. • Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary</p>	<p>Sing Up Unit 5C: 'Madina tun nabi'</p> <p>Song: Three Little Birds'</p> <p>• Use major chords to create a drone accompaniment and improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Sing Up Unit 5D: 'Building a Groove' & 'Epoca'</p> <p>Song:</p> <p>Compose groove based pieces understanding how drum grooves and bass lines fit together to create memorable and catchy riffs. • Perform in a vocal percussion style. • Play drum patterns, basslines and riffs on a variety of instruments as part of a group. • Listen and copy drum patterns and riffs.</p>	<p>Sing Up Unit 5e Balinese Gamelan/Baloo Baleerie</p> <p>Song:</p> <p>Compose a kecak piece as part of a group. • Chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak. • Listen and match vocal and instrumental parts to grid and dot notation.</p>	<p>Sing Up Unit 5f Kis nay banaayaa</p> <p>Song:</p> <p>Create a soundscape for some of the creatures in the world. • Sing unaccompanied in two or three parts. • Play a simple accompaniment on tuned instruments. • Listen and explore a range of timbres to use in the creation of a soundscape.</p>
Year 6 Old	'Songs That Won the War'	Classification of Instruments link Science.	'Connect It' Anne Meredith Choreography.	'All Greek to Me' (Changed 2021-22)	'Take Me to the River'	EOY Production - Personal playlists

<p>Year 6 New</p>	<p>Sing Up Unit Y6 1A: 'Hey, Mr.Miller!'</p> <p>Song 'Evacuate' Matthew Holmes.</p> <p>Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately. • Sing and play their own arrangement of the song together in time. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary</p>	<p>Sing Up Unit 6B: 'Shadows/Touch the Sky' AUGUST 2022 coming.</p> <p>Song: Christmas based.</p> <p>• Improvise using the pentatonic scale. • Sing accurately in two parts, with dynamic contrast and expression. • Play the melody, bass note, or chord for one verse of Skye boat song. • Listen to traditional Scottish music identifying influences on Touch the sky.</p>	<p>Sing Up Unit 6c 'Building a Groove' Jan 23</p> <p>Song:</p> <p>Compose groove based pieces understanding how drum grooves and bass lines fit together. • Perform in a vocal percussion style. • Play drum patterns, basslines and riffs as part of a group. • Listen and copy drum patterns and riffs.</p>	<p>Sing Up Unit 6D 'Ain't Gonna Let'</p> <p>Song:</p> <p>• Improvise over chords C minor and G7. • Sing in three parts with good ensemble and accurate pitching. • Play bass notes and chords to accompany improvised melodies. • Develop knowledge and understanding of the origins, history, and social context of the son</p>	<p>Sing Up Unit 6e 'Small Town Boy' new unit coming Feb 23</p> <p>Song:</p>	<p>Sing Up Unit 6f 'Nobody Knows' - The Lumineers.</p> <p>Song:</p> <p>Compose a short song on the theme of leavers. • Sing with expression and accuracy of rhythm and pitch. • Play chords to accompany the song. • Recognise the instruments used in the song and identify the way the texture develops.</p>
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