Reception - Term 1

Title No. lessons	Musical learning	Musical material
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.	**Song Bank:** *I've got a grumpy face.* **Watch/Listen/Move:** • 'Mars' from *The planets suite* (Gustav Holst). • 'Happy' from *Despicable Me 2* (Pharrell Williams). • 'In the hall of the mountain king' from *Peer Gynt* (Edvard Grieg). • 'The imperial march' from *Star wars* (John Williams). • 'Dance of the sugar plum fairy' from *The nutcracker* (Pyotr Ilyich Tchaikovsky).
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.	**Song Bank:** *Alice the camel.* **Watch/Listen/Move:** • *The sorcerer's apprentice* (Paul Dukas). • *Percussion instruments for kids* (Green Bean's Music). • *BBC Young Musician 2020* Percussion final clips: • Isaac Harari – *Concerto, 1st mvmt* (Sergei Golovko). • Fang Zhang – *Rain the blind monk* (Heng Liu). • Toril Azzalini-Machecler – *Le corps a corps* (George Aperghis). • Lewis Kentaro Isaacs – *Til the cows come home* (Rick Dior). • *Fantasia* – The 1940 Disney animation (Parts 1, 2, & 3).
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.	**Song Bank:** *Witch, witch.*
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.	**Song Bank:** *Row, row, row your boat; The transport song.* **Watch/Listen/Move:** • *Rowing a boat* video. • A short clip demonstrating rowing actions. • *Row, row, row your boat* animation (Super Simple Songs).

Reception - Term 2

Title No. lessons	Musical learning	Musical material
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.	**Song Bank:** *Dabbling ducks.* **Watch/Listen/Move:** • Video clips of different bird song (Wildlife World): • Tawny owl, Black grouse, Whooper swans, & Common quail. • *The blue Danube* (Johann Strauss II). • *Cuckoo polka* (Johann Strauss II). • *The lark ascending* (Ralph Vaughan Williams).
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.	**Song Bank:** *Jelly on a plate; Shake my sillies out.* **Watch/Listen/Move:** • *Sharing the beat* video from Sing Up's Developing musicianship toolkit • *Hippobottymus* video (Steve Smallman & Ada Grey. Mr Wickins Reads).
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.	**Song Bank:** *Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees.* **Watch/Listen/Move:** • *Feeling the shape of a melody using a body ladder (m-r-d)* and *Pitch pencils* videos from Sing Up's Developing musicianship toolkit. • *Flight of the bumble bee* (Nikolai Rimsky-Korsakov. Performed by Emma He). • *Flight of the bumble bee* animation (Nikolai Rimsky-Korsakov). • *The lark ascending* (Ralph Vaughan Williams).
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.	**Song Bank:** *Five fine bumble bees.* **Watch/Listen/Move:** • Bumblebee warm-up video – Spring vocal exploration (Track Tribe). • *Le Festin de l'Araignée* ('The spider's feast') (Albert Roussel). • *The glow worm* (Johnny Mercer, Lilla C. Robinson, & Paul Lincke). • *La cucaracha* ('The cockroach') (The Mariachis). • 'Overture' to *The wasps* (Ralph Vaughan Williams). • Close up video of bees collecting pollen from flowers to make honey by Flow Hive. • *Mad about minibeasts* video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).

Reception - Term 3

Title No. lessons	Musical learning	Musical material
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.	**Song Bank:** *Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?* **Watch/Listen/Move:** • Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). • *Miroirs III – Une barque sur l'ocean* (Maurice Ravel). • Video of sea life swimming in an aquarium (Georgia Aquarium).
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 range of different musical styles.	**Song Bank:** *Pass the secret round; Bang my drum.* **Watch/Listen/Move:** • *It's oh so quiet* (Björk). • *Bang my drum* video (London Rhymes). • *5th symphony* (1st mvmt) (Ludwig van Beethoven). • *In the mood* (The Glenn Miller Orchestra).
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.	**Song Bank:** *Slap clap clap; Rocking; Hey, hey.* **Watch/Listen/Move:** • 'Once upon a dream' from Disney's *Sleeping Beauty.* • *Mull of Kintyre* (Paul McCartney & Wings).
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.	**Song Bank:** *Bow, bow, bow Belinda*; *Siren.* **Watch/Listen/Move:** • Video of children singing and playing *In and out the dusty bluebells.* • *Shenandoah* (Traditional, version by Tom Roush).