

# Reception - Term 1

Title No. lessons	Musical learning	Musical material
I've got a grumpy face - 3 lessons	<p><b>Focus:</b> Timbre, beat, pitch contour.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul>	<p><b>Song Bank:</b> I've got a grumpy face.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Mars' from The planets suite (Gustav Holst).</li> <li>• 'Happy' from Despicable Me 2 (Pharrell Williams).</li> <li>• 'In the hall of the mountain king' from Peer Gynt (Edvard Grieg).</li> <li>• 'The imperial march' from Star wars (John Williams).</li> <li>• 'Dance of the sugar plum fairy' from The nutcracker (Pyotr Ilyich Tchaikovsky).</li> </ul>
The sorcerer's apprentice - 3 lessons	<p><b>Focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul>	<p><b>Song Bank:</b> Alice the camel.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• The sorcerer's apprentice (Paul Dukas).</li> <li>• Percussion instruments for kids (Green Bean's Music).</li> <li>• BBC Young Musician 2020 Percussion final clips:</li> <li>• Isaac Harari – Concerto, 1st mvmt (Sergei Golovko).</li> <li>• Fang Zhang – Rain the blind monk (Heng Liu).</li> <li>• Toril Azzalini-Machecler – Le corps a corps (George Aperghis).</li> <li>• Lewis Kentaro Isaacs – Til the cows come home (Rick Dior).</li> <li>• Fantasia – The 1940 Disney animation (Parts 1, 2, &amp; 3).</li> </ul>
Witch, witch - 3 lessons	<p><b>Focus:</b> Call-and-response, pitch (la-so-mi-do), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul>	<p><b>Song Bank:</b> Witch, witch.</p>
Row, row, row your boat - 3 lessons	<p><b>Focus:</b> Beat, pitch (step/leap), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>	<p><b>Song Bank:</b> Row, row, row your boat; The transport song.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Rowing a boat video.</li> <li>• A short clip demonstrating rowing actions.</li> <li>• Row, row, row your boat animation (Super Simple Songs).</li> </ul>

# Reception - Term 2

Title No. lessons	Musical learning	Musical material
Bird spotting: Cuckoo polka - 3 lessons	<p><b>Focus:</b> Active listening, beat, pitch (so-mi), vocal play.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul>	<p><b>Song Bank:</b> Dabbling ducks.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Video clips of different bird song (Wildlife World):</li> <li>• Tawny owl, Black grouse, Whooper swans, &amp; Common quail.</li> <li>• The blue Danube (Johann Strauss II).</li> <li>• Cuckoo polka (Johann Strauss II).</li> <li>• The lark ascending (Ralph Vaughan Williams).</li> </ul>
Shake my sillies out - 3 lessons	<p><b>Focus:</b> Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul>	<p><b>Song Bank:</b> Jelly on a plate; Shake my sillies out.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sharing the beat video from Sing Up's Developing musicianship toolkit</li> <li>• Hippobottomus video (Steve Smallman &amp; Ada Grey. Mr Wickins Reads).</li> </ul>
Up and down - 3 lessons	<p><b>Focus:</b> Pitch contour rising and falling, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul>	<p><b>Song Bank:</b> Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Feeling the shape of a melody using a body ladder (m-r-d) and Pitch pencils videos from Sing Up's Developing musicianship toolkit.</li> <li>• Flight of the bumble bee (Nikolai Rimsky-Korsakov. Performed by Emma He).</li> <li>• Flight of the bumble bee animation (Nikolai Rimsky-Korsakov).</li> <li>• The lark ascending (Ralph Vaughan Williams).</li> </ul>

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	<p><b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul>	<p><b>Song Bank:</b> Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR).</li> <li>• Miroirs III – Une barque sur l'océan (Maurice Ravel).</li> <li>• Video of sea life swimming in an aquarium (Georgia Aquarium).</li> </ul>
It's oh so quiet - 3 lessons	<p><b>Focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul>	<p><b>Song Bank:</b> Pass the secret round; Bang my drum.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• It's oh so quiet (Björk).</li> <li>• Bang my drum video (London Rhymes).</li> <li>• 5th symphony (1st mvmt) (Ludwig van Beethoven).</li> <li>• In the mood (The Glenn Miller Orchestra).</li> </ul>
Slap clap clap - 3 lessons	<p><b>Focus:</b> Music in 3-time, beat, composing and playing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul>	<p><b>Song Bank:</b> Slap clap clap; Rocking; Hey, hey.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Once upon a dream' from Disney's Sleeping Beauty.</li> <li>• Mull of Kintyre (Paul McCartney &amp; Wings).</li> </ul>
Bow, bow, bow Belinda - 3 lessons	<p><b>Focus:</b> Beat, active listening, instrumental accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America.</li> </ul>	<p><b>Song Bank:</b> Bow, bow, bow Belinda; Siren.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Video of children singing and playing In and out the dusty bluebells.</li> <li>• Shenandoah (Traditional, version by Tom Roush).</li> </ul>

