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Music

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Rhyming in Time** 1. Move in time with the beat/pulse, responding to different tempos (speeds). 2. Chant, rap and sing using different voices, following simple cues such as starting together. **Cross-arts/curriculum suggestions:** Exercise, dance, breakdancing, dinosaurs. .	**Continue Rhyming in Time & Let's Start Singing if finished.** 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing. **Body and Vocal Warm-ups** These activities develop posture, breathing, pitch, diction, and expression.	**Music Inspired by the World Around Us** 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story. As well as listening to and singing In the Sea by Joanna Mangona and Pete Readman (Contemporary), the children will listen to five other pieces of music. This music is inspired by the amazing things we see in the world around us, whether it's the changing seasons, day and night, the birds and animals, outer space, or us, human beings! The music that has been chosen spans 300 years from the Baroque to the Contemporary eras. The oldest piece in this unit is Spring from Vivaldi's Four Seasons, which was premiered in 1725 when the world Every week, there is a suggested activity to encourage a different response and to help deepen understanding. **Cross-arts/curriculum suggestions:** Under the sea, seasons, night, animals, space, human bodies, art, dance, actions.	**Continue Music Inspired by the world Around Us & Exploring Rhythm Patterns if finished.** 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Often referred to as Call and Response or Question and Answer). In this unit, we will repeat, create, and write rhythm patterns. We will think of music like building, where the beat is the foundation and rhythms are the next layer. We will use rhythm grids to help us practise patterns. We will start by repeating a simple pattern and use it as an ostinato (a repeating rhythm). Later, we will turn this into a question-and-answer activity, creating our own rhythm responses. By the end of the unit, we will perform a piece that includes rapping, singing, and rhythm patterns using instruments or body percussion. **Non-Charanga resources needed:** For this unit, you will need untuned percussion instruments (ones that don't play a specific pitch) such as drums or shakers. **Cross-arts/curriculum suggestions:** Repeating patterns, words and syllables, teamwork.	**Sounds and Pictures** 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story. In this unit, we will explore a story about a little auk, a small Arctic bird, and Yoyo, a young girl from a Scottish town. The music is performed by the Royal Scottish National Orchestra. We will take part in a series of activities that build on our previous learning, such as moving in time to music and listening carefully. listening. **Cross-arts/curriculum suggestions**: Wildlife, costumes, music and people from around the world.	**Continue Sounds and Pictures &** **Highs and Lows if finished.** 1. Understand the difference between a rhythm and a pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school. In this unit, we will build on our previous learning. We will continue to find and move to the beat and create rhythm patterns. We will listen to and match pitch patterns, noticing when notes go up and down. We will explore pitch through listening games, vocal warm-ups, and by learning the song *Music Is in My Soul*. **Non-Charanga resources needed**: A glockenspiel or other tuned instrument. Three large sheets of paper for recording high, low, and middle pitch sounds. **Cross-arts/curriculum suggestions:** Music and our identity, shapes, listening walks around school.

Music Around the World	**World Celebrations:** **Harvest**: Charanga Song 'First The Little Roots Grow' **Diwali**: What is Diwali? Sing along and learn about Diwali, the festival of lights! https://www.bbc.co.uk/cbeebies/watch/lets-go-club-diwali-song **Christmas:** Charanga Extra songs. The Christmas topic contains repertoire linked to popular primary themes. Use the Topics as an exciting song bank to support and enhance learning right across the curriculum.	**World Celebrations:** **Chinese New Year**: Charanga song ''The Lantern Song' 'Back in School' https://www.bbc.co.uk/teach/school-radio/primary-school-songs-assembly-collective-worship-back-in-school-again/z2cpm39	**World Celebrations:** **Easter**: Songs about Easter, Spring and new life. **Ramadan/ Eid:** Nazam	

Year 2	**Questions and Answers** 1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments. In this unit, we will learn two songs: *Hello* and *Hey Friends*. These songs are about greetings, friendship, and respect. We will explore jazz music and try improvisation by making up our own rhythms using clapping and percussion instruments. We will learn about timbre, which is the different sounds that voices and instruments make. We will also create a dance to go with *Hey Friends*, using our own ideas to help us perform at the end of the unit. **Non-Charanga resources needed:** Untuned percussion instruments. **Cross-arts/curriculum suggestions:** Friendship, respect, national and cultural identities.	**Continue Questions and Answers & Let's Keep Singing if finished.** *1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other"* *2. Demonstrate an understanding of dynamics and tempo following written or visual instruction*	**Sound and Symbol 1** 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes its sounds. Video extracts from 'Red And The Kingdom Of Sound'. **Cross-arts/curriculum suggestions: Instruments, working together.**	**Continue Sound and symbol 1 & Sound and Symbol 2 if finished.** 1. Recognise and write music using dots (blobs), sticks & stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance. In this unit, the class will complete the Glockenspiel Music World Course. At the end of the course, the class can perform some of the songs and pieces, sharing their learning with an audience. This could be for other classes in school or for parents/carers. End performance considerations: Musically, this might include great posture, interesting use of dynamics and a mix of solo, group and whole-class singing or playing. Visually, consider simple choreography such as movement between items or facing different directions, or props and outfits to bring certain songs/pieces to life. **Cross-arts/curriculum suggestions:** Instruments, choreography, costumes.	**Around the World** 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds. We will step into the vibrant and diverse world of music as we journey across the globe. In this unit, we will explore music from different countries, discovering how sounds, styles, and traditions vary from place to place. As a final activity, we will create a world map to show where the music we have studied comes from, helping us visualise our musical journey. We will learn that music within any one country is incredibly diverse, and no single style represents a whole culture. If members of our class have lived in different countries, we will invite them to share their experiences of music and language, helping us all gain a deeper understanding and appreciation of global sounds. Throughout the unit, we will develop our listening skills through two key activities: **Listen and Appraise** – We will reflect on what we hear by thinking about: Our personal response to the music, the instruments, voices, moods, and characters we can identify, the style of the music, how the piece is structured **Listen Out** – We will focus on identifying specific instruments within short pieces of music. **Cross-arts/curriculum suggestions:** Countries of the world, sharing a message, instruments.	**Continue Around the World & The Power of Communication if finished.** 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently. In this unit, we will explore the song *It's Ok (Please Just Say)* and learn about communication through music and sign language. We will sing together as a class and work in pairs to share our ideas. We will think about how music can help us express our feelings. We will learn that it is important to talk about our emotions and try to stay positive when we feel worried or sad. We will make sock puppets to help us have conversations and share our thoughts in a fun and safe way. The song was written by Adam Sinclair and Susan Sinclair from One More Song. **Cross-arts/curriculum suggestions:** Dealing with emotion, making sock puppets, digital media.

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Lower KS2	Autumn	Spring	Summer
Year 3	Ukuele Lessons with Class Teacher	Ukuele Lessons with Class Teacher **Follow below scheme if lessons do not cover Year 3 objectives this term.**	Ukuele Lessons with Class Teacher **Follow below scheme if lessons do not cover Year 3 objectives this term.**

	A Shining Performance 1.We will read and play C, A and B (doh, re, me) on a musical instrument. 2.We will use creative ideas inspired by different stimuli to improve a performance. This unit is based around the song *Sparkle In the Sun*. We will sing, play instruments in two or three parts, and compose two pieces of our own. The first will be inspired by glistening artwork, and the second by the title *Glittering Night*. We will decide which of these composition ideas we can include in our final performance. We will use instruments in every lesson, such as glockenspiels, drums, shakers, and chime bars. If we are learning instruments as a whole class, we will use these. If we do not have enough instruments, we will create junk instruments using buckets, tins, or other available materials. If possible, we will perform to an audience so they can enjoy our 'shining performance'. **Cross-arts/curriculum suggestions:** Mythical creatures, stories, famous paintings.	**Continue A Shining Performance & Sing and Move if finished Autumn 1** 1.We will sing songs with attention to expression and dynamics, following the conductor's cues. 2,We will perform actions with accuracy and confidence. **Warm-up Activities** We will use warm-up activities to help us prepare our voices and sing expressively. We will include some of these at the start of every lesson.	**Music and Video** 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars. In this unit, we will explore the song and video project *Be Safe Online*. We will learn how to stay safe on the internet and understand how to behave responsibly online. We will work on a flexible project, moving through activities at our own pace. We will create our own video using the song as background music, dividing it into sections and working in groups to plan scenes using art, dance, or drama. We will use a storyboard to help us see how each part fits together. We will also explore identity. We will draw self-portraits that show what we really look like and then create imaginative avatars that represent us in creative ways. **Cross-arts/curriculum suggestions:** Online safety, portraits, avatars.	**Continue Music and Video & You Gotta Try if finished.** Year 3 Unit 4 Learning Objectives 1. Compose song accompaniments on untuned percussion using known rhythms and note values. 2. Introduce and understand the differences between crotchets and paired quavers. We will develop our musicianship through singing, playing percussion, glockenspiel and/or descant recorder, and working together to create a confident class performance. The song You Gotta Try has a positive message that encourages resilience and teamwork, reinforcing the idea that effort and collaboration lead to success.	**Music and Sound** 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline. We will base this unit around Sinfonia Cymru's Regenerate: Seasons for Change Project 1. We will create and perform our own graphic scores inspired by this project. Our music will accompany their reimagined versions of Winter and Summer, called *Winter Warriors* and *Summer Survivors*. Before we start, we will listen to Winter and Summer from The Four Seasons by Antonio Vivaldi. We will compare these with Sinfonia Cymru's versions, which sound more atmospheric and use more percussion. We will talk about what we think about these 'remix' versions and how they change the music. **Cross-arts/curriculum suggestions:** Seasons, sound-inspired artwork, structure.	**Continue Music and Sound & Sound Exploration if Finished** 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song. This unit builds on learning from Year 1 Unit 3. It is inspired by the ocean and takes us on an imaginative voyage aboard the *Good Ship Harmony*, joining Professor Alex Windward on an underwater adventure. As we explore the story of the wreck of the *Eliza Jane*, we will think about what we might discover—treasure, or perhaps an important lesson about the sea and exploration. We will listen to well-known orchestral music to help us understand how composers use musical elements to create atmosphere and storytelling. We will learn how different instruments create different timbres. This unit, *Sounds of the Deep*, is created with help from the Royal Scottish National Orchestra, in partnership with Charanga.

Music Around the World	**World Celebrations:** **Diwali:** Charanga song 'Everyone's Favourite Prince' **Harvest:** Charanga Song 'Getting Busy'	**World Celebrations:** **Chinese New Year:** Charanga song "The Lantern Song' 'Back in School' https://www.bbc.co.uk/teach/school-radio/primary-school-songs-assembly-collective-worship-back-in-school-again/z2cpm39	**World Celebrations:** **Easter:** Songs about Easter, Spring and new life. **Ramadan/ Eid:** Nazams	

Year 4	**Create and Notate** 1.We will copy and improvise short melodic phrases. 2.We will compose a short, structured piece using a D minor scale in Music Explorer. This unit explores improvisation, composition, notation, and singing. It is inspired by Electronic Dance Music (EDM) from the late 1970s and the song You Can See It Through. We will use synthesizers, samplers, and drum machine-style rhythms to create energetic music that encourages movement. The song also shares an important message about caring for our planet. We will reflect on environmental responsibility and may create recycled art or installations using reused materials to represent waste and sustainability. We will use Music Explorer to develop our ideas, extend improvisations, write notation, and learn composition skills. Our final piece will be part of a class performance showing our creativity and understanding. Everyone will need an instrument, such as glockenspiels, recorders, boom whackers, or other classroom instruments, to build a strong ensemble sound.	**Continue Create and Notate & Singing and Traditions if finished**. 1. Sing a 2-part song as a duet or melody with accurate pitching and accompaniment. 2. Understand contrasting traditions and stories.	**Recycling Songs** 1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools. This unit is based around the project *Plastic*. Plastic pollution is a major environmental issue that affects wildlife and the planet. We will research the impact of plastic pollution together and use our findings to help us write our own song, using the example video for inspiration. Each of the six lessons will have a clear focus, such as creating rhyming couplets or writing a strong chorus. We will also listen to and be inspired by hip-hop tracks and take part in a rap challenge. We will work creatively to turn our ideas into lyrics and performance, using music to raise awareness of environmental issues. **Cross-arts/curriculum suggestions:** Our planet, writing couplets, sharing a message.	**Continue Recycling Songs & Exploring Musical Contrasts if Finished** 1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts, such as staccato and legato, as well as crescendo and decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion. This unit focuses on musical contrasts and developing confidence in instrumental performance. We will use glockenspiels, recorders, boom whackers, or any other available instruments to deepen our musical skills. We will consolidate the range of notes we can play through improvisation and by reading instrumental parts. If we are learning instruments as a whole class, we will include these to enrich ensemble playing. The song *Let Your Spirit Fly* is a soulful piece about how music and singing can help us when life is difficult. It also shows how making music together can help others feel included and valued. **Cross-arts/curriculum suggestions: Songs that unite, contrasts, notation.**	**FX Sounds Effects** 1. Use sound effects to enhance the drama and realism of a film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact. Sound effects (FX) can enhance actions, set moods, and bring realism to a scene. We will work as a class to choose sound effects to add depth and drama to a given underwater scene. **Cross-arts/curriculum suggestions:** Marine life, natural sounds, visual media.	**Continue FX Sound Effects & Round and Round if Finished** 1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques. This unit blends historical tradition with modern musical interpretation, allowing us to experiment, create, and share music in a fun and interactive way. Frère Jacques is a French folk song thought to date back to the 1700s. The original version, without lyrics, was called *Frère Blaise*. In this unit, we explore a jazz-inspired version, adding swing rhythms and new patterns to the familiar round. **Cross-arts/curriculum suggestions:** National traditions, a cappella singing, capturing an audience.

	Non-Charanga resources needed: Masking tape and skipping ropes. **Cross-arts/curriculum suggestions:** Sharing global resources, recycled art, electronic dance music.					
Music Around the World	**World Celebrations:** **Diwali:** Charanga song 'Ramayana' **Harvest:** Charanga song 'Getting Busy'		**World Celebrations:** **Chinese New Year:** Charanga song ''The Lantern Song' 'Back in School' https://www.bbc.co.uk/teach/school-radio/primary-school-songs-assembly-collective-worship-back-in-school-again/z2cpm39	**World Celebrations:** **Easter:** Songs about Easter, Spring and new life. **Ramadan/ Eid:** Nazams,		

Upper KS2	Autumn		Spring		Summer	
Year 5	**Shaping Music** 1.We will improvise freely over a drone or groove. 2.We will compose a short ternary piece using Music Notepad. In this unit, we will explore improvisation using the backing track *My Best Friend* as an accompaniment and stimulus. We may also use a drone, playing the notes A and E on the first beat of each bar. We will build on our understanding of drones from the Year 4 unit	**Continue Shaping Music and Unlocking Vocal Protentional** 1.We will sing with a sense of ensemble, paying attention to phrasing, pitching, and musical style. 2.We will sing songs in unison and in two or three parts. This unit is designed to build our vocal skills and confidence in	**Sounds Dramatic** 1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood 2. Reflect on and evaluate musical decisions by performing compositions individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness. Central to this unit is a project called *A Spooky Story*. The instructional video series will guide us through the process of	**Continue Sounds Dramatic and Decoding Sound and Notation if Finished** 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression. In this unit, we will focus on receptive language skills of listening and reading. Our learning will combine aural analysis and reading from notation, helping us deepen our understanding and improve our ability to read and play music. We will explore two contrasting pieces of music, examining their components, purpose, and emotional impact. We will compare their similarities and differences	**Carnival Time 1** 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions. Step into the vibrant world of Brazilian samba, where rhythm, movement, and culture collide. Originating in the heart of Rio de Janeiro, samba brings thousands together through music and	**Continue Carnival Time 1 & Music Speaks** 1. We will create and produce music with multiple sections that include repetition and contrast. 2. We will use chord changes as part of a sequenced composition. Hip Hop emerged in the Bronx, New York, during the 1970s, reshaping popular music and cultural expression. More than just a genre, it became a powerful voice for young people, reflecting their realities, struggles, and hopes. Hip Hop is also closely connected to DJing, breakdancing, and graffiti art, forming a wider cultural movement that has

	Exploring Musical Contrasts. We will also create a ternary piece using Music Notepad, working individually, in pairs, or in small groups. If needed, this can be done as a whole-class activity using Yumu. A ternary piece has three sections: A, B, and A. Section A introduce the main idea, Section B provides contrast, and Section A returns, sometimes with changes to create a final ending. **Cross-arts/curriculum suggestions:** Structure and form in art, friendship, digital media.	musical expression.	creating our own spooky stories from start to finish. Each lesson includes videos that demonstrate the activities, including storytelling through music. We will compose drumbeats, basslines, and melodies, and explore how major and minor keys change the mood and character of the music. Instead of being split into fixed lessons, this project is flexible, allowing us to develop and shape our work overtime. **Cross-arts/curriculum suggestions:** Storytelling, atmosphere and mood, design.	and consider what makes each piece unique. We will also think about how the origin and purpose of a composition influence its sound, and why we may or may not form a positive emotional connection to different types of music. **Cross-arts/curriculum suggestions**: Similarities and differences, unity, reggae music.	dance in community-driven escolas de samba, many of which feature youth groups to pass on the tradition. A typical samba school has around 3,000-4,000 members! The focus throughout the year is on preparing for the parades (carnival) held in February or **March.** **Cross-arts/curriculum suggestions: Celebrations**, working together, Brazilian culture.	influenced fashion, language, and music around the world. This six-week project builds on our previous learning, where we have experimented with drum and bass lines, sampling, sound effects, and melody composition. Guided by artist-led videos, we will explore the key features of Hip Hop while creating our own Hip Hop-inspired piece. We can work as a whole class or use Charanga Yumu to access the project individually or in groups. We will do this by creating a student group in My Workspace. This Hip Hop project is part of a wider series that introduces us to the creative possibilities of Yu Studio. **Cross-arts/curriculum suggestions:** Cultural movements, fashion, breakdancing.
Music Around the World	**<u>World Celebrations:</u>** **Diwali:** Charanga song 'It's Diwali' **Harvest:** Charanga song 'Getting Busy'		**<u>World Celebrations:</u>** **Chinese New Year:** Charanga song ''The Lantern Song' 'Back in School' <u>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-assembly-collective-worship-back-in-school-again/z2cpm39</u>	**<u>World Celebrations:</u>** **Easter:** Songs about Easter, Spring and new life. **Ramadan/ Eid:** Nazams		

	Discovering Grime	Express, Inspire, Perform	Music Reimagined	Continue Music Reimagined & Musical Sketches if Finished	Music Remixed	Continue Music Remixed & The Grand Finale if Finished
Year 6	1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	1.We will perform songs in school assemblies, school performance opportunities, and to a wider audience. 2.We will develop listening skills, balance between parts, and vocal independence by experimenting with where we stand. This unit is designed to strengthen our vocal skills and build confidence in musical performance. We will have opportunities to perform for a wider audience, helping us apply our learning in real performance settings.	1. To analyse and compare two contrasting musical interpretations of "Spring", relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects. This unit is based around Sinfonia Cymru's *Regenerate: Seasons for Change Project 3*. Using live music loops from *Regenerate: Seasons for Change – I. Spring*, we will create our own musical soundscape with a climate change theme. Our soundscape will be based on the season of Spring. We will decide whether to work as a whole class or allow students to work individually or in pairs using Charanga Yumu. As a guide, we will aim to complete one video per lesson. Before starting the YuStudio project, we will listen to both versions of Spring from The Four Seasons by Antonio Vivaldi. The original version is powerful and traditional, while Sinfonia Cymru's version is more experimental, beginning with a free-form section featuring violin and percussion before gradually revealing the familiar Spring theme. We will discuss our responses to this 'remix' and how it changes the mood and structure of the music.	1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character. Roll Alabama is a classic sea shanty dating back to the 1800s. This version is challenging but catchy, with unexpected changes of time signature. This makes the chorus feel slightly unbalanced, perhaps reflecting the ship's final fate. The crafted music is well presented and can be played on instruments. Inspired by the story of the *Alabama*, we will experiment with chords and short musical ideas that could form the basis of a longer composition. We will work on devices individually, in pairs, or in small groups using our Charanga Yumu logins. **Cross-arts/curriculum suggestions: Working songs, maritime history, painting with sound.**	1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology 2. To listen critically to music to make informed creative decisions, and to evaluate the creative process and the outcome of your own and others' work. This project offers the opportunity to revisit the piece as a Listen and Respond activity, featuring a performance by the Royal Scottish National Orchestra. The music highlights the beauty of a live orchestra and the rich, expressive colours it creates. Building on previous musical explorations, we will then dive into the world of remixing, using real instrumental loops sampled from the orchestra's violins. We will refine our skills by incorporating techniques from earlier projects, such as crafting melodies, basslines, selecting keys, adding sound effects, and developing immersive soundscapes. This phase will focus on mixing and production, encouraging creative experimentation. This engaging project blends orchestral tradition with modern remixing, helping us develop musical creativity while deepening our appreciation of live instrumentation.	1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments. This term is likely to be busy, so the learning has been designed to be very flexible. The central song is La Bamba. We will sing the original version, and we can choose whether to write our own lyrics or learn instrumental parts. We will also choose from three bonus songs: • *Shake The Papaya Down* – a traditional Jamaican calypso with three verses that combine in a musical way. • *One Bottle Of Pop* – a song inspired by life in a British seaside resort. • *When The Saints* and *Coming Round The Mountain* – two partner songs that can be performed together. This unit allows us to be flexible in how we learn and perform, depending on our class focus and time available. **Cross-arts/curriculum suggestions: Spain, performance, audience participation.**

			Cross-arts/curriculum suggestions: Climate change, orchestral music, reimagining artwork		**Cross-arts/curriculum suggestions: Inclusivity, orchestral colours, music technology.**	
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