

# The Horsell Village School

## Music Scheme of Work

**Our scheme of work adheres closely to the National Music Curriculum Key Stage 1 and outlines teaching that is based upon the principles of 'Inside Music', The Voices Foundation education programme.**

Central to the 'Inside Music' programme and teaching process is performing. Performing gives our children the essential tactile experience of being, 'inside music'. At the very heart of the performing experience is the emotional experience of singing; a collective and personal experience, one to be shared and enjoyed.

Performing also includes body action and movement and the playing of instruments.

Singing is integral to this programme and is the main vehicle through which knowledge and skills are experienced, embedded and developed.

Through the programme children develop their understanding of music concepts including phrase, rhythm and pitch, develop their listening and thinking skills, gain confidence with using their voice as part of a group and individually and develop an accurate and discriminatory aural sense. The programme also supports children's development of a kinaesthetic memory – an association between the music and physical movement, skills for playing certain instruments, an ability to read basic music notation and opportunities to improvise and compose.

### **Aims of teaching music at The Horsell Village School:**

- We view music as essentially a holistic creative arts experience that may encompass drama, language and movement.
- We believe that music is at the heart of our curriculum and can be used in a cross curricular way of teaching, therefore developing purposeful learning.
- We believe that children's understanding, musical skills and enjoyment of music should be developed and experimented through the use of the voice before they move onto playing instruments.
- We recognise that the most effective music teaching encompasses all learning styles; aural, visual and kinaesthetic.
- We believe that music develops listening and attention skills, collaboration and teamwork skills and creativity.

## **Music In EYFS**

### **Development Matters in the Early Years Foundation Stage (EYFS)**

Music comes under one specific area of learning in Development Matters- Expressive Arts and Design. Specific areas include essential skills and knowledge for children to participate successfully in society.

In Reception, children are learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Discuss changes and patterns as a piece of music develops.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

## **Music in Key Stage 1**

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.

# Scheme of Work

## Sequencing of musical skills

### Reception

Each term, children learn to sing different nursery rhymes and action songs based on different topics that allow for cross-curricular learning.

## Autumn 1 Musical learning focus

Instruments in/outside are to explore:

Egg shakers, drum, tambour, finger bell, claves

Three/four songs, one/two rhymes, one listening song from book or elsewhere, one listening track from book or elsewhere.

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
	Nursery Rhymes		Intro of tidy up music
Harvest Song	Nursery Rhymes		Intro of tidy up music
Hello, how are you? 28/71 Harvest Song	Nursery Rhymes		Intro of tidy up music Try everything – Zootopia
Hello, how are you? 28/71 Harvest Song	Nursery Rhymes		Kindness song -Sesame Street.
Hello, how are you? 28/71	Five Little Speckled Frogs		Touch the Sky - Brave
Welcome Everybody 81/124	Five fat Sausages 21/64	Lavender's Blue 43/86	Dance of the Sugar Plum fairy 15/58
Hey, Hey, Look at me. 32/75 Where is Georgie?86/129	Nursery Rhymes	You are my Sunshine 91/134	Diwali Song

## Autumn 2 Musical learning focus

Instruments in/outside are to explore:

Egg shakers, drum, tambour, finger bell, claves

Three/four songs, one/two rhymes, one listening song from book or elsewhere, one listening track from book or elsewhere.

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
All the Little Ducks 1/44 The Drums in the Band 74/117 Hey, Hey, Look at me. 32/75	Apples Peaches, Pears and Plums 4/47 Five fat Sausages 21/64	Allunde 2/45	Parade of the Tin Soldiers 59/102
Welcome Everybody 81/124 Early in the Morning 17/60 Hello, how are you? 28/71 There's a spider on my toe 77/120	Apples Peaches, Pears and Plums 4/47 Chop Chop Choppety Chop10/53	Jump, Jump, Jump Jim Joe 41/84	Pizzicato Polka 61/104
Early in the Morning 17/60 All the Little Ducks 1/44 I see you 36/79	Chop Chop Choppety Chop 10/53 Mice, Mice 50/93	Hush Little Baby 34/77	Russian Dance 67/110
Teddy Bear, Teddy bear 73/116 Listen, Listen, Here I come 44/87 Fire! Fire! 20/63	Mice, Mice 50/93 Popcorn 62/105	Can you dance? 7/50	Shall we dance? The King and I <a href="https://www.youtube.com/watch?v=QgVPnWmUqd4">https://www.youtube.com/watch?v=QgVPnWmUqd4</a>
Hello, how are you? 28/71 I see you 36/79 The Drums in the Band 74/117	Popcorn 62/105 Five fat Sausages 21/64	Little Bunnies Sleeping 46/89	Can -Can 6/49 Stick Man
Lucky Dip – Which songs do we know now? Christmas Songs	Lucky Dip – Which songs do we know now?		Stick Man Kelly Clarkson – Have yourself a very merry Christmas.

## Spring 1 Musical learning focus

Instruments in/outside are to explore:

Egg shakers, drum, tambour, finger bell, claves

Three/four songs, one/two rhymes, one listening song from book or elsewhere, one listening track from book or elsewhere.

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
Welcome Everybody 81/124 Hello, how are you? 28/71 Touch your Shoulders 79/122	One, Two, Three Four 55/98 Mice, Mice 50/93	Hush Little Baby 34/77	The Waltzing Cat 76/119
Touch your Shoulders 79/122 I see you 36/79 Have you brought? 27/70 What's in the Bag? 85/128	Here is the Beehive? 30/73 One, Two, Three Four 55/98	Lullaby my baby 47/90	African Song Kalele – Mama Africa Short song to do in class - <a href="https://blogs.glowscotland.org.uk/sb/youthmusicinitiative/warm-up-and-action-song-2/">https://blogs.glowscotland.org.uk/sb/youthmusicinitiative/warm-up-and-action-song-2/</a>
I see you 36/79 Have you brought? 27/70 See, saw 69/112	Johnny, Johnny 40/83 Here is the Beehive? 30/73	Ally, bally bee 3/46	Simama Kaa – <a href="https://blogs.glowscotland.org.uk/sb/youthmusicinitiative/warm-up-and-action-song-2/">https://blogs.glowscotland.org.uk/sb/youthmusicinitiative/warm-up-and-action-song-2/</a>
Touch your Shoulders 79/122 See, saw 69/112 Rain is Falling Down 63/106	Cobbler, Cobbler 12/55 Johnny, Johnny 40/83	Peter Taps with One Hammer <a href="https://www.youtube.com/watch?v=v_ECc1pG-DA">https://www.youtube.com/watch?v=v_ECc1pG-DA</a>	Do- Re Mi Sound of Music <a href="https://www.youtube.com/watch?v=drnBMAEA3AM">https://www.youtube.com/watch?v=drnBMAEA3AM</a>
See, saw 69/112 Rain is Falling Down 63/106 One, Two, Three, Four, Five... 56/99	Cobbler, Cobbler 12/55 Zoom, Zoom, Zoom 92/135	StarLight, StarBright <a href="https://www.youtube.com/watch?v=OWip7yvXukl">https://www.youtube.com/watch?v=OWip7yvXukl</a>	The Perfect nanny – Mary Poppins <a href="https://www.youtube.com/watch?v=fNTzp9grp2Q">https://www.youtube.com/watch?v=fNTzp9grp2Q</a>
One, Two, Three, Four, Five... 56/99 Touch your Shoulders 79/122 Clap, Clap, Clap your hands 11/54	Make a Circle, 49/92 Zoom, Zoom, Zoom 92/135	Hush Little Baby <a href="https://www.youtube.com/watch?v=vcKxZLQETgE">https://www.youtube.com/watch?v=vcKxZLQETgE</a>	Tangled – I've got a dream <a href="https://www.youtube.com/watch?v=zi5Z6rNU9Hw">https://www.youtube.com/watch?v=zi5Z6rNU9Hw</a>
Lucky Dip – Which songs do we know now?	Lucky Dip – Which songs do we know now?		Reflect and review – our favourite song is.... because...

## Spring 2 Musical learning focus

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
One, Two, Three, Four, Five... 56/99 Clap, Clap, Clap your hands 11/54 Welcome Everybody 81/124	Make a Circle, 49/92 Open, shut them 57/100	Hari Coo Coo 26/69	Horse and Buggy 33/76
Have you brought? 27/70 Bye Baby Bunting 5/48 Teddy Bear, Teddy bear 73/116	Mice, Mice 50/93 Open, shut them 57/100	Over in the Meadow 58/101	Musette 52/95
Bye Baby Bunting 5/48 Clap, Clap, Clap your hands 11/54 Sing Goodbye 70/113	Roly Poly 66/109 Cobbler, Cobbler 12/55	What Shall We do with the lazy Baby? 83/126	I saw a Taniwah (water spirit) <a href="https://www.youtube.com/watch?v=QK8QvdQGcsA">https://www.youtube.com/watch?v=QK8QvdQGcsA</a>
Sing Goodbye 70/113 Who has the Penny? 88/131 Suo Gan 72/115	Mum and Dad and Uncle John 51/94 Roly Poly 66/109	There was an old Lady who Swallowed a Fly <a href="https://learnenglishkids.britishcouncil.org/songs/old-lady-who-swallowed-fly">https://learnenglishkids.britishcouncil.org/songs/old-lady-who-swallowed-fly</a>	Suo Gan Youth Orchestra <a href="https://www.youtube.com/watch?v=84Nw1BfP0oY">https://www.youtube.com/watch?v=84Nw1BfP0oY</a>
Who has the Penny? 88/131 Suo Gan 72/115 Jack In the Box 38/81	Fingers Like to Wiggle Waggle 19/62 Mum and Dad and Uncle John 51/94	Grand Old Duke of York <a href="https://learnenglishkids.britishcouncil.org/songs/grand-old-duke">https://learnenglishkids.britishcouncil.org/songs/grand-old-duke</a>	Sosban Fach Welsh Song <a href="https://www.youtube.com/watch?v=cilThfDX66A">https://www.youtube.com/watch?v=cilThfDX66A</a>
Old Mr WoodPecker 53/96 Sally Go Round the Sun 68/111 Who has the Penny? 88/131	Fingers Like to Wiggle Waggle 19/62 Cat's got the measles 8/51	I can Sing a Rainbow <a href="https://learnenglishkids.britishcouncil.org/songs/i-can-sing-rainbow">https://learnenglishkids.britishcouncil.org/songs/i-can-sing-rainbow</a>	My Bonny Lies over the Ocean <a href="https://www.youtube.com/watch?v=nQXwXTNHMLI">https://www.youtube.com/watch?v=nQXwXTNHMLI</a>
Lucky Dip – Which songs do we know now?	Lucky Dip – Which songs do we know now?		Reflect and review – our favourite song is.... because...

## Summer 1 Musical learning focus

Instruments in/outside are to explore:

Egg shakers, drum, tambour, finger bell, claves

Three/four songs, one/two rhymes, one listening song from book or elsewhere, one listening track from book or elsewhere.

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
Sally Go Round the Sun 68/111 Who has the Penny? 88/131 On a Log 54/97	Cat's got the measles 8/51 Five Little Peas 23/66	If you're happy and you know it. <a href="https://learnenglishkids.britishcouncil.org/songs/if-youre-happy-and-you-know-it">https://learnenglishkids.britishcouncil.org/songs/if-youre-happy-and-you-know-it</a>	Uyamemza 80/123
On a Log 54/97 Sally Go Round the Sun 68/111 Sleep Baby Sleep 71/114	Five Little Peas 23/66 Criss cross line line 13/56	She'll be Coming Round the Mountain <a href="https://learnenglishkids.britishcouncil.org/songs/shell-be-coming-round-the-mountain">https://learnenglishkids.britishcouncil.org/songs/shell-be-coming-round-the-mountain</a>	Wiegenlied 89/132
Sleep Baby Sleep 71/114 On a Log 54/97 Doggie Doggie 16/59	Criss cross line line 13/56 Roly Poly 66/109	Hokey Cokey <a href="https://learnenglishkids.britishcouncil.org/songs/the-hokey-cokey">https://learnenglishkids.britishcouncil.org/songs/the-hokey-cokey</a>	Lesley Garrett Greensleeves. <a href="https://www.youtube.com/watch?v=Y-FDF1jKd8c">https://www.youtube.com/watch?v=Y-FDF1jKd8c</a>
Doggie Doggie 16/59 Sally Go Round the Sun 68/111 Penny on the Water 60/103 Easter Eggs 18/61	Ha ha ha hee hee hee 25/68 Roly Poly 66/109	The Wheels on the Bus <a href="https://learnenglishkids.britishcouncil.org/songs/the-wheels-the-bus">https://learnenglishkids.britishcouncil.org/songs/the-wheels-the-bus</a>	We're all going on a Summer Holiday <a href="https://www.youtube.com/watch?v=Xddl8fpf2uA">https://www.youtube.com/watch?v=Xddl8fpf2uA</a>
Penny on the Water 60/103 On a Log 54/97 Five Little Monkeys 22/65	Ha ha ha hee hee hee 25/68 Open, shut them 57/100	This is the way <a href="https://learnenglishkids.britishcouncil.org/songs/the-way">https://learnenglishkids.britishcouncil.org/songs/the-way</a>	Michael Row the Boat Ashore <a href="https://learnenglishkids.britishcouncil.org/songs/the-way">https://learnenglishkids.britishcouncil.org/songs/the-way</a>
Five Little Monkeys 22/65 Going on a Picnic 24/67 What Shall We Play? 84/127	Cat's got the measles 8/51 Popcorn 62/105	This Little Piggy <a href="https://learnenglishkids.britishcouncil.org/songs/little-piggy">https://learnenglishkids.britishcouncil.org/songs/little-piggy</a>	First Computer to Sing Daisy Bell <a href="https://www.youtube.com/watch?v=41U78QP8nBk">https://www.youtube.com/watch?v=41U78QP8nBk</a>
Going on a Picnic 24/67 What Shall We Play? 84/127 Red, Red, Red 65/108	Five fat Sausages 21/64 Cobbler, Cobbler 12/55	Old MacDonald – <a href="https://learnenglishkids.britishcouncil.org/songs/old-macdonald-had-farm">https://learnenglishkids.britishcouncil.org/songs/old-macdonald-had-farm</a>	The farmer in The Dell <a href="https://www.youtube.com/watch?v=E-krsNziXEw">https://www.youtube.com/watch?v=E-krsNziXEw</a>
Lucky Dip – Which songs do we know now?	Lucky Dip – Which songs do we know now?		Reflect and review – our favourite song is.... because...

## Summer 2 Musical learning focus

Songs	Rhymes	Listening Song	Listening Track (linked to characteristics of learning)
What Shall We Play? 84/127 Red, Red, Red 65/108 Here Sits a Mousie 3/ 74	Cobbler, Cobbler 12/55 Ha ha ha hee hee hee 25/68	Bingo <a href="https://www.youtube.com/watch?v=9mmF8zOlh_g">https://www.youtube.com/watch?v=9mmF8zOlh_g</a>	This Little Light of Mine <a href="https://www.youtube.com/watch?v=NsbRlg-ebWg">https://www.youtube.com/watch?v=NsbRlg-ebWg</a>
Red, Red, Red 65/108 Here Sits a Mousie 3/ 74 What shall we play? 84/127	Apples Peaches, Pears and Plums 4/47 Chop Chop Choppety Chop 10/53	One more step	Circle of Life <a href="https://www.youtube.com/watch?v=GibiNy4d4gc">https://www.youtube.com/watch?v=GibiNy4d4gc</a>
I have sounds 35/78 Here Sits a Mousie 3/ 74 What shall we play? 84/127	One, Two, Three Four 55/98 Mum and Dad and Uncle John 51/94	All things Bright and Beautiful	Hakuna Matata <a href="https://www.youtube.com/watch?v=mzABW42AlhM">https://www.youtube.com/watch?v=mzABW42AlhM</a>
Rat a tat tat 64/107 Cuckoo Cherry Tree 14 57 Charlie Over the Ocean 9/52	Cat's got the measles 8/51 Open, shut them 57/100	If you go down to the Woods today	Under the Sea <a href="https://www.youtube.com/watch?v=GC_mV1lpjWA">https://www.youtube.com/watch?v=GC_mV1lpjWA</a>
Cuckoo Cherry Tree 14 57 Charlie Over the Ocean 9/52 Ickle Ockle 37/80	Roly Poly 66/109 Ha ha ha hee hee hee 25/68	Baa Baa Black Sheep	Vivaldi African Merimba <a href="https://www.youtube.com/watch?v=UTqgNWTnfvQ">https://www.youtube.com/watch?v=UTqgNWTnfvQ</a>
Magic Fingers 48/91 The magic Pencil 75/118 Tick Tock 798/121	Apples Peaches, Pears and Plums 4/47 Five Little Peas 23/66	Fishes Swimming in the Sea <a href="https://www.youtube.com/watch?v=hsHs3vY0slg">https://www.youtube.com/watch?v=hsHs3vY0slg</a>	Little Train of the Caipira <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr">https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</a>
Tick Tock 798/121 What shall we do? 82/125 The magic Pencil 75/118	Jelly On a Plate 39/82 Make a Circle 49/92	London Bridge <a href="https://www.youtube.com/watch?v=j7DH5plyoY">https://www.youtube.com/watch?v=j7DH5plyoY</a>	Sailing orchestra <a href="https://www.youtube.com/watch?v=LUKehOfBGWE">https://www.youtube.com/watch?v=LUKehOfBGWE</a>
Lucky Dip – Which songs do we know now?	Lucky Dip – Which songs do we know now?	A sailor went o sea sea sea <a href="https://www.youtube.com/watch?v=nFxAiWkSePk">https://www.youtube.com/watch?v=nFxAiWkSePk</a>	Reflect and review – our favourite song is.... because...

## Year One Autumn 1

Instruments – shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.

	Key Songs	Hot Song	Listening
Unit 1 – Listening and Performing Set 1 <i>I sing, you sing gestures younger voices sing better at a higher pitch, sing with facial joy.</i>	Copy Me Hello, How are you? I, I Me oh My Rain on The Green grass. Commit to memory		
Unit 1 – Listening and Performing Set 2 <i>I sing, you sing gestures younger voices sing better at a higher pitch, sing with facial joy.</i>	Copy Me Hello, How are you? I, I Me oh My, Rain on The Green grass. Sing phrase, class imitates, repeat. Eyes closed – who is singing?		
Unit 2 – Performing: singing Set 1	Can you Tap your Shoulders? Have you brought? I see you		
Unit 2 – Performing: singing Set 2 <b>For secure collective song start, you sing phase 1 before children join in.</b>	Can you Tap your Shoulders? Have you brought? <b>Hello, how are you?</b> Hey, Hey Look at Me I see you Tick Tock, see our clock		
Unit 2 – Performing: singing Set 3 <b>For secure collective song start, you sing phase 1 before children join in.</b>	Can you Tap your Shoulders? Have you brought? <b>Hello, how are you?</b> Hey, Hey Look at Me I see you Tick Tock, see our clock		
Assessment	<b>I see you</b> Have the children found their singing voice? Can children usually match the selected pitch for a song? <b>Is confidence being established for individual singing?</b>		
Revisit and Embed	Copy Me Hello, How are you? I, I Me oh My Rain on The Green grass.		

## Year One Autumn 2 shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block

	Key Songs	Hot Song	Listening
Unit 3 – Listening and Thinking Set 1 <i>Make a song tree which known songs are hung.</i>	The Grasshoppers Dance	Hickety Tickety	The Grasshopper's Dance Le Coucou (The Cuckoo)
Unit 3- Listening and Thinking Set 2	Who has the penny? Doggie, doggie Jelly on a plate	Hickety Tickety	
Unit 3- Listening and Thinking Set 3	<b>Doggie Doggie</b> – Use game activity <b>Jelly on a plate</b> - - Use set Two activity inviting a child to answer, 'Who was it?' <i>Are the children aware that sound can help them identify creatures and humans? Can children listen more accurately when no visual image is present?</i>	Hickety Tickety	
Unit 4 – Performing: singing Set 1 <b>For secure collective song start, you sing phase 1 before children join in.</b>	Little Sally Saucer Lots of rosy apples <b>Challenge – those with more confidence.</b> Hey hey look at me Rain rain go away	Early in the morning	
Unit 4 – Performing: singing Set 2	<b>Pitch awareness</b> <b>Lots of rosy apples</b> <b>Rain on the Green Grass</b> <i>Assessment - Can children sing alone with growing confidence? Can children associate higher and lower with singing pitch?</i>	Early in the morning	
Unit 5 – Listening and Thinking Set 1	I see you Rain on the green grass Tick Tock, see our clock.	Ickle Ockle	
Unit 5-Listening and Thinking	List 3 well known songs – hum and match. <b>I see you</b> – Can children hum a song melody phrase accurately? <i>Can children identify known song melodies?</i> <b>Spot the song</b> – hum song already sung over whole term – Can children recall melody with confidence?	Ickle Ockle Early in the morning.	



## Spring 1 Instruments – shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.

	Key Songs	Hot Song	Listening
Unit 6 – Performing: singing Set 1	I, I me oh my Ickle Ockle	Down came Andrew	
Unit 6 – Performing: singing Set 2	Engine, engine Early in the morning Ickle Ockle	Down came Andrew	
Unit 6 – Performing: singing Set 3	Bow wow wow Engine Engine <b>Rain rain, go away</b> – Can children sing to a given starting pitch? <b>Can the class sing at different volume levels?</b>	Chest Chest, knee Toe	
Unit 7 – Listening and Thinking Set 1	Have you brought? Touch Your Shoulders Chest chest, knee toe	Pop up puppet	
Unit 7 – Listening and Thinking Set 2 <b>gesture for thinking voice/singing voice (or traffic light colours)</b>	Engine Engine Lots of Rosy Apples Pop up puppet <b>Doggie doggie</b> – Can children recall song phrases using their thinking voice?		
Unit 8- Performing: playing Set 3	<b>Percussion</b> – demonstrate several tapping type instruments, using instrument's correct name. Who has the penny?(who has the tambour? Etc. Mice Mice	Five little monkeys	<b>Percussion</b> – different quality of sound
Unit 8- Performing: playing Set 2/3 <b>When using percussion – think shorter time: frequent use: quiet playing. Use instruments proper names. Posture and comfort .</b>	<b>Drumming</b> – warm up and two of a kind. <b>Two of a kind</b> – play instrument – child to copy Can you tap your shoulders? <b>Hey hey look at me</b> – I have a tambour (etc) , can you see? Do children know how to old and play several instruments correctly? Do children know the proper names for each instrument used?	Five little monkeys	
Unit 8 – Reflect and review	What do we know now? Song bank challenge – how many can we remember? <b>List all the instruments that children know</b>	Where have all the instruments gone?	

## Spring 2 Instruments – shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.

	Key Songs	Hot Song	Listening
Unit 9 – Concept- Timbre Set 1	Doggie Doggie Who has the Penny Three Little Birds	Button you must wander	Recording of voices talking or singing
Unit 9 – Concept- Timbre Set 2	Where have all the instruments gone? Use year group instruments – play game as written.	Button you must wander	Clog dance ballet – La fille mal gardee – Hertel/Lanchbery
Unit 9 – Concept- Timbre Set 3	Use first teaching ideas from set one and two – <b>Assessment</b> – Can they recognise different voices by sound quality? Can they recognise different instruments by sound alone?	Button you must wander	Clog dance ballet – La fille mal gardee – Hertel/Lanchbery
Unit 10 – Concept - Performing: singing Set 1 <b>Teach posture and not use of loud breath</b>	Children learn to breathe in songs Here is the beehive I see you Ickle ockle <b>Suo gan</b> – Can they use a rainbow arc movement to help breathing?		
Unit 10 - Concept - Performing: singing Set 2 <b>Teach posture and not use of loud breath</b>	Button you must wander Ickle Ockle Suo gan <b>Assessment</b> – Can children, groups, pairs sing each phrase with a rainbow arc?		
Unit 11 – listening and thinking Set 1 <b>gesture for your turn, sing quietly and stop.</b>	Rain on the Green Grass Engine Engine Use songs from Unit 10 Set 1 & Set 2 and other favourites <b>Can children recall learnt songs from listening to them being hummed or singing 'nah'?</b>	Glowing Candlelight	
Unit 11 – listening and thinking Set 2 <b>gesture for your turn, sing quietly and stop.</b>	Thinking voice singing practise. Use gestures to show when to sing or stop, signs or red/green stop and go colours. <b>Can children use a thinking voice to finish a song?</b>	Glowing Candlelight	

Summer 1 Instruments – shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.

	Key Songs	Hot Song	Listening
Unit 12 – Performing: singing and playing Set 1	Copy Me Touch your Shoulders Can you tap this rhythm? Speak words in tempo (rhythm names) one phrase at a time; class repeats.	Listen Listen, Here I come use instruments – teach instrument respect	
Unit 12 – Performing: singing and playing Set 2	Here sits a fat cat On a log Copy Me speak words, tap word pattern (two fingers on palm) one phrase at a time. Class repeats.	Listen Listen, Here I come use instruments teach instrument respect	
Unit 12 – Performing: singing and playing Set 3	Here sits a fat cat On a log Engine Engine 'sing word phrase' whilst tapping the rhythm. Work with other Key Song phrases	Listen Listen, Here I come use instruments – handheld percussion tap with preferred hand	
Unit 12 – Performing: singing and playing Set 4	Touch Your Shoulders Hey Hey Look at me Chest Chest, Knee Toe Perform songs adding heartbeat action touching chest.		
Unit 12 – Performing: singing and playing Set 5	On a log Here Sits a Fat Cat Touch your shoulders speak words, tap rhyhrms. Use thinking voice and tap phrases – use instruments Can you tap this rhythm? sing phrase one than tap a song phrase to copy. (eg – here is the beehive – ta teh teh ta ta Tap a rhythm on an instrument – Can children recognise the song? Can children perform a rhythm pattern of their own?		
Unit 13 - Concept: phrase Set 1 assist changes of phrase recognition with use of an instrument.	Pitter Patter – two groups – each group sings one phrase each with you as conductor (rainbow phrase gesture) Here is the Beehive – circle faces in phrase 1, turns phrase 2, turns phrase 3, turns phrase 4. lckle Ockle – pass balls around circle – one direction for phrase 1, then other for phrase 2.	I have lost the Cupboard Key	
Unit 13 - Concept: phrase Set 2 notated songs in book always show phrase arcs. Give viuala of rainbow.	Engine, Engine – sing phrases alternately. Repeat with thinking and singing voices . Pitter Patter Here is the Beehive Conduct group as sing phrases. Groups take turns to sing. Can children feel the length of a phrase – watch game - do they know when to turn or pass in different direction?	I have lost the Cupboard Key	



Summer 2 Instruments – shaker, maracas, finger bells/zils, tambourine, triangle, castanets, wood block.

	Key Songs	Hot Song	Listening
Unit 14 Concepts: dynamics, <b>pitch</b> , tempo Set 1 Provide correct terms – pitch.	<b>I see you</b> <b>Rain on the Green Grass</b> Hum with hand low, slide sound and hand up to new level and sustain. Move to new level and sustain. Children to repeat.		In the hall of the Mountain King – Focus on melody rising and falling in pitch, when becomes louder, increases in speed.
Unit 14 Concepts: dynamics, pitch, tempo Set 2 Provide correct terms – dynamics	<b>I have lost the cupboard key</b> <b>Rain is falling Down</b> sing quieter, then louder and vice versa. Compare whispering, shouting, speaking and humming voices. Use number dynamic cards – 1 = quietest, 4=loudest.		In the hall of the Mountain King Focus on melody rising and falling in pitch, when becomes louder, increases in speed.
Unit 14 Concepts: dynamics, pitch, tempo Set 3 Provide correct terms – tempo	<b>Peter taps with One Hammer</b> <b>Snail Snail</b> Sing phrase 1 at normal speed, phrase 2 class sing and tap in time, (pulse – hand on chest) Repeat – at faster tempo. show hears on board tap each heart as sing <b>Snail Snail/Rain on the Green Grass</b> Rain on the Green grass – sing phrase 1 to slow tempo, quiet dynamic and low starting pitch. – Can the children continue? Repeat and change – Can the children copy including the change? Can the children use musical terms to describe a piece of music?		In the hall of the Mountain King Note how at the end it is very loud and very fast.
Unit 15 Listening and Thinking Set 1 When using thinking voices, teacher performs steady heartbeat to keep unity.	<b>Doggie Doggie</b> – you sing question phrases, class sings answer. repeat and swap. Repeat – question phrases sung and answer in thinking voice. <b>I have a dog</b> Sing and draw rainbow mark for each one of four phrases. Class sings phrases 1/3 using thinking vice for 2/4. Repeat singing 1/4, thinking 2/3. Drawing phrase mark for each.	A sailor went to Sea, Sea, Sea	
Unit 15 Listening and Thinking Set 2	<b>Suo Gan</b> sing and draw phrase marks. Sing melody to nah. Repeat using thinking voice for phrases 2/4. <b>Do children notice that singing voice phrases have the same melody?</b> <b>Jelly on a Plate</b> chant and tap rhythm on knees. Repeat, using thinking voice and tapping. Repeat using thinking voice, tapping phrases 1,2,4 but chant and tap phrase 3 only. <b>Rain is Falling Down</b> Can children show four phrase marks when singing Rain is Falling Down? Can children alternate between singing and thinking voice?	A sailor went to Sea, Sea, Sea	
Unit 16 Concept: Rhythm Set 1	<b>I I Me Oh My</b> Sing, sing to nah, sing and tap rhythm (one tap to each nah), perform with tapping and thinking voice whilst teacher marks heartbeat (pulse) Repeat with – <b>Here Sits a Fat Cat.</b> <b>Touch Your Shoulders –</b> stand in circle – sing and step on spot to pulse, pulse marked on a tambour. Repeat with class tapping the rhythm – performed on claves at same time. All sing – half mark pulse/half perform rhythm.	Here I come	
Unit 16 Concept: Rhythm Set 2 See rhythm pattern in book for each song in set three.	<b>Here Sits a Fat cat</b> <b>On a Log</b> speak rhythm name tah and children tap once per pulse for four pulses. Class speaks teh the and taps twice per pulse for four pulses. Speak rhythm phrase – ra ta teh-the ta – class copies on instrument. Repeat with other rhythm patterns. Can children perform song rhythms and use spoken rhythm names?	Here I come	

## Year Two – Autumn 1

**Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi Afuche Cabasa  
Woodblock wooden agogo Xylophone Glockenspiel

	Key Songs	Hot Song	Listening
Unit 17 – Listening and thinking Concept: Pitch Set 1	Chest chest knee toe Early in the morning I, I me oh my <b>Actions to song match melody</b> Jack in the box Tick, tock see our clock Willum he had seven sons	Down came Andrew	
Unit 17 – Concept – pitch Set 2 <b>Use hand movements suggested for songs</b> <b>Chime bar used to illustrate pitch change</b>	I, I Me oh My Jack in the box Tick, tock see our clock Willum he had seven sons Use Chime bars CDEG to show ascending pitch. Pitch signal game – ascending (stand) descending (sit)	Down came Andrew	
Unit 17 – Listening, thinking and Pitch Set 1 - 3	I I Me Oh My Willum he had Seven Sons <b>Assessment Willum he had seven sons</b> <b>Can children sing phrase 2 of the song only using hands rising/falling? Sing with eyes shut?</b>	Down came Andrew	
Unit 18 – Concept metre Set 1 <b>Use 'off you go' on starting pitch</b>	Early in the morning sing and walk in circle to pulse. Sing with sequence: clap, tap shoulders x3 Down the road Facing pairs, class sings and repeats sequence – clap own hands then partners x3 Willum he had Seven Sons kneel as circle, sing and tap heartbeat (pulse) Sing and tap repetitively sequence: floor, knees, shoulders, head.	Going on a picnic	Viennese Musical Clock – Zoltan Kodaly show four clock faces/hearts; child points to each in turn to pulse of music.
Unit 18 – Concept metre Set 2	Spinning Top Class sings, one child points at spinning tops pics in turn. Two groups – one group sings whilst other group chants 1,2,3,4 Repeat with instruments. Repeat thinking voice and tapping rhythm. <b>Assessment Here is the Beehive. Sing with eyes closed and tap pulse the knees, chest x3. Can children perform songs and actions with a 4-beat repetition?</b>	Going on a picnic	La Toupie Georges Bizet Hear the spinning top spinning, slowing down then being spun again.
Unit 19 – performing imitating Concept – pitch Set 1/2 <b>Introducing hand signs for 'soh' and 'me'</b>	Hey, hey look at me Sing soh, me class copies. Sing phrase 1 then these phrases for class to copy <b>soh – me – soh/s-m-s-s/s-m-m-s/s-m-s-m</b> sing phrase 1 – class copies sing phrase 1 <b>s-m-s-s-m</b> ; class copies, Phrase 2 with <b>s-s-m-m-s-s-m</b> ; class copies. Hello How are you?	Here comes Mrs Macaroni	
Unit 19 – performing imitating Concept – pitch Set 3 <b>Introducing hand signs for 'soh' and 'me' soh mouth level, me chest level</b>	Here I come You sing song phrase 1, then <b>s-m</b> with hand signs; class copies. Sing phrases and children copy; <b>s-m-s-s-m/s-m-m-s/s-m-s-m</b> Hello, how are you? sing question to words then with singing names and hand signs <b>s-s-m-s-m</b> ; class copies Sing answers to words then with singing names and hand signs <b>s-s-m-s-m</b> ; class copies <b>Assessment – Use songs to explore copying and using of hand signs. Can children copy soh and me hand signs?</b>	Here comes Mrs Macaroni	

Autumn 2 **Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi  
 Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel

	<b>Key Songs</b>	<b>Hot Song</b>	<b>Listening</b>
Unit 20 Concept Rhythm and Pulse Set 1	<p><b>Listen listen here I come –</b> class sings and taps rhythm. Sings and marks the heartbeat pulse. <b>Can children mark a steady pulse with an instrument?</b></p> <p><b>Pitter patter –</b> class sings and tap rhythm on hands. sing and mark heartbeat on chest. Two groups – one taps rhythm/other pulse.</p> <p><b>Peter taps with One hammer –</b> class sings, tap rhythm on hand. Class sings marking pulse with fist on fist taps. Two groups – one taps rhythm, one marks pulse then swap.</p>	Follow my leader	
Unit 21 – Listening and thinking Set 1	<p>Button You Must Wander Ickle Ockle Listening to recorded music with a focus <b>Nun Gimel Hei Shin</b> As listen, mark heartbeat (pulse)<b>Can children hear the changes in speed?</b> Listen for soloist. Consider how the music ends. <b>Oliver Cromwell</b> Who is Oliver? What happens to him? mark the pulse – how fast? How many voices are singing? What other nursery rhymes do we remember? Can children listen to music with interest? <b>Can children answer questions about a listening track?</b></p>	Here comes the bluebird	<p>Nun Gimel Hei Shin (Hannukkah celebration)</p> <p>Oliver Cromwell (Suffolk Nursery Rhyme)</p>
Unit 21 - Listening and Thinking Set 2/3	<p>Button you must wander Ickle ockle Spinning top Sing songs, tap rhythm of one song to start class off – child then continue song. Children with claves can have a go. <b>Can children recognise a song from its rhythmic track?</b> <b>Entry of the Gladiators</b> Can you guess who is coming into the big tent? (clowns) <b>The arrival of the Queen of Sheba</b> Who do you think is being announced by the music? <b>Can children listen to music with interest?</b></p>		<p>Entry of the Gladiators – Military march often used in a circo.</p> <p>The arrival of the Queen of Sheba</p>
Unit 22 – Performing: improvising Set 1	<p>Hello, how are you? Class sing and mark pulse then say rhythm names ta ta teh-the ta whilst marking pulse. then phrase 2 – teh-teh ta ta ta. Once a man fell in a well as above with matching ta /teh-teh</p>	Miss, miss	
Unit 22 – Performing: improving Set 2	<p>Can you tap/say this rhythm Hello, how are you? Once a man fell in a well <b>Focus on Rhythm</b></p>	Miss, miss	
Unit 22 – Listening and Thinking Set 3	<p>Can you tap/say this rhythm Set One spoken rhythm phrases <b>Assessment Can children tap/speak a phrase or rhythm?</b></p>	Miss, miss	
Christmas	Christmas songs, playing instruments and dancing to recorded music		Reflections music A ceremony of Carols

# Spring 1

**Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi Afuche Cabasa  
Woodblock wooden agogo Xylophone Glockenspiel

	Key Songs	Hot Song	Listening
Unit 23 – Concept - Phrase Set 1 & Set 2	<p><b>Spinning Tap</b> <b>Miss, miss</b> Sing both songs as two groups one phrase each. mark phrases as sing.</p> <p><b>Listen, listen here I come</b> <b>Lots of rosy apples</b> Compare phrase. Two groups -use thinking voices and tap rhythm. Sing with arm rainbow phrases.</p> <p>Can children identify phrases in a song? and compare them? Can children use a rainbow arc to show phrases?</p>	Round and Round the village	
Unit 23 Concept – Phrase Set 3	<p><b>Here comes a bluebird</b> Sing and tap heartbeat to mark pulse. Palms up index finger taps other fingers in turn to mark pulse as sing . How many tapped fingers in phrase 1? (8) 2/ (8) Phrase lengths are the same.</p> <p><b>Down the road</b> as previous song.</p> <p>Tap instrument two 4 beat rhythm phrases – ask children if they are the same or different?</p>	Round and Round the village	
Unit 24 Performing – Percussion Set 1 and 2	<p><b>Hello,how are you?</b> Sing – class copies. Sing louder/ quieter and vice versa (dynamics)</p> <p><b>Copy me</b> you sing phrase 1, class phrase 2 Thinking voice phrase1 then class phrase 2. tapping into palm of hand - I have lost the cupboard key Peter taps with one hammer</p>	Bounce high, Bounce low	Parade – Jacques Ibert
Unit 24 Performing - Percussion Set Three	<p><b>Peter taps with one hammer</b> – class sings one hammer quietly, two less quietly and three hammers, moderately, four loudly. Tap rhythm two finger palm tapping.</p> <p><b>Beater warm up</b> – balance pencil between thumb and index finger – blunt end to strike, shake wrists gently, gently taps still palm of 'drum hand' class taps with greater bounce.</p> <p><b>Pitter patter</b> use dynamics to increase downpour – several children on instruments.</p> <p><b>Assessment</b> Can children play an instrument with different levels of loudness? Tambour, shaker</p>	Bounce high, Bounce low	Parade - Jacques Ibert
Unit 25 Concept Tempo Set 1	<p><b>Snail, snail</b> – class sings to slower speed after set by teacher. change tempo as repeat song.</p> <p><b>Down the Road</b> – In circle, sing song. One child walks and marks steady pulse. Next child in a hurry and walks quicker next child is tired.</p> <p><b>Listen to - Bydlo – Mussorgsky</b> Pic of heavy slow moving ox cart. Class mark puls with heartbeat taps.</p>	Sally goes round the sun	Bydlo – Mussorgsky (pictures at an exhibition)
Unit 25 Concept Tempo Set 2/3 Beware rhythm trap when children mark rhythm not pulse!	<p><b>Engine Engine</b> – class sing. Engine at normal speed tap six beats say off we go and children sing, tapping heartbeats to mark the tempo. Repeat changing tempo.</p> <p><b>Listen to – Flight of the Bumblebee</b> – an incident during the opera of a fast moving angry bee caused mayhem in the palace. Class mark pulse with heartbeat taps.</p>	Sally goes round the sun	Flight of the Bumblebee – Rimsky-Korsakov
Reflect and review	<p>What do we know now? Song challenge – how many can we remember? <b>Use instruments to create soundscapes linked to topics</b></p>		

Spring 2 **Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi Afuche  
 Cabasa Woodblock wooden agogo Xylophone Glockenspiel

	<b>Key Songs</b>	<b>Hot Song</b>	<b>Listening</b>
Unit 26 – Performing: Singing Set 1	<p><b>Here I come</b> – lead class responds, change pitch – do children notice? sing twice more changing pitch each time.</p> <p><b>Rain rain go away</b> – sing and class repeats remembering pitch, change pitch – asks class if pitch was higher or lower? Children place hands on head or feet showing ideas.</p> <p>Can children hear change of pitch? higher? lower?</p> <p><b>Down the road</b></p>	Charlie over the ocean	
Unit 26 – Performing: Singing Set 2	<p><b>Hickety tickety</b> – one child sings question, child 2 sings answer matching pitch</p> <p><b>Here I come</b></p> <p><b>Rain rain go away</b></p> <p><b>Down the Road</b> – Class sing. Ask two children to sing at different pitch level. Who took the higher pitch road? Lower pitch road? Use hands to show level of pitch</p> <p>Assessment Can children recognise a higher/lower pitch?</p>	Charlie over the ocean	
Unit 27 -Concepts: Rhythm Set1	<p><b>Here Sits a Fat cat</b> Sing and mark heartbeat, sing and tap rhythm, sing and tap rhythm phrase 1, sing with thinking voice and taps phrase 1, speak phrase 1/2 with rhythm names.</p> <p><b>Rhythm people see page 101 pic</b></p> <p><b>Rain Rain, Go Away</b> – demo with rhythm people</p>	There was a man	
Unit 27 -Concepts: Rhythm Set 2	<p><b>Rain Rain, Go Away</b> – record stick notation for phrase 1 then add rhythm names (p102 pic0)</p> <p><b>On a log</b></p> <p><b>Here sits a Fat Cat</b> As first song – show stick notation.</p>	There was a man	
Unit 27 -Concepts: Rhythm Set 3	<p><b>Show reading cards on cd</b></p> <p><b>Read and tap</b></p> <p><b>Writing</b> – tap ,class repeats and says rhythm names – children to draw stick notation. Here sits a fat cat.</p> <p>Can children speak and tap a 4 beat rhythm phrase?</p> <p>Can they read simple time symbols?</p>	There was a man	
Easter	Easter songs		
Easter	Easter songs Year group songs for Easter Service		

Summer 1 **Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi  
 Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel

	<b>Key Songs</b>	<b>Hot Song</b>	<b>Listening</b>
Unit 28 – Performing: Improvising Concept: Pitch Set 1	<p><b>Tick Tock See Our Clock</b> Sing and gesture pitch changes (p104)</p> <p><b>Starlight, Star bright</b> Sing phrase 1 and gesture pitch change.</p> <p><b>Here is the Beehive</b> Sing phrase one use hands to show pitch change use thinking voice perform phrase 1 with hands showing pitch change.</p>	How many Miles to Babylon?	
Unit 29 – Concept: Rhythm Set 1	<p><b>Bow Wow Wow</b> class sings song and marks pulse tapping heartbeat, where there is a gap in the melody insert, 'woof'. How many woofs? <b>Mice Mice</b> — class says rhyme and marks pulse. Where there is a rhythmic gap insert a quiet, squeak. How many squeaks?</p> <p><b>Miss Miss</b> <b>Rain is Falling Down</b> <b>Listen to The Typewriter</b></p>	Here we go Looby Loo	The Typewriter
Unit 29 – Concept: Rhythm Set 2	<p><b>Rain is Falling Down</b> – class sings and taps rhythm . Where there is a rhythmic gap insert 'plop' of rain. Class repeats, but final time rain has stopped – at each gap pull down 'umbrellas'</p> <p><b>Miss Miss</b> sing and tap rhythm, where there is a silence children touch shoulders. Repeat using thinking voice.</p> <p><b>Listen to The Typewriter</b> – there are always silences(rests). class listens for bell sound and when typewriter carriage has moved across.</p>	Here we go Looby Loo	The Typewriter
Unit 29 -Concepts: Rhythm Set 3 intro silence as rest and z symbol	<p><b>Jelly on a Plate</b> Class chants, taps rhythm and marks silences on shoulders. Speak phrases ½ with rhythm names, tap and mark silences with fingers on sealed lips. use rhythm people to recreate phrase one with rhythm names.</p> <p><b>Bow Wow Wow</b> Use as above record phrases 1 and 2 only using stick notation. .</p> <p><b>Rhythm cards on CD Class to copy.</b></p>	Here we go Looby Loo	
Unit 29 -Concepts: Rhythm Set 4 intro silence as rest and z symbol	<p><b>Can you tap this rhythm?</b> sing phrase 1 only and tap a 4-beat phrase of choice – class taps the phrase.</p> <p><b>Can you speak this rhythm?</b> Sing phrase 1 only and then tap a 4-beat phrase; class performs the phrase using rhythm names.</p> <p><b>Can you write this rhythm?</b> sing phrase 1 only and then tap a 4-beat phrase. Class taps. Class repeats using rhythm names. Rhythm people create shapes. Children write phrase using stick notation.</p> <p>Can children recognise a rest? Can children use stick notation to record a 4 beat rhythm pattern?</p>	Here we go Looby Loo	
Unit 29 -Concepts: Rhythm Set 4 intro silence as rest and z symbol	<p><b>Can you tap this rhythm?</b> sing phrase 1 only and tap a 4-beat phrase of choice – class taps the phrase.</p> <p><b>Can you speak this rhythm?</b> Sing phrase 1 only and then tap a 4-beat phrase; class performs the phrase using rhythm names.</p> <p><b>Can you write this rhythm?</b> sing phrase 1 only and then tap a 4-beat phrase. Class taps. Class repeats using rhythm names. Rhythm people create shapes. Children write phrase using stick notation.</p> <p>Can children recognise a rest? Can children use stick notation to record a 4 beat rhythm pattern?</p>	Here we go Looby Loo	
Review	<b>What do we know now?</b>		

Summer 2 **Instruments** - Scraper - Guiro/multi Drum- Djembe/Bongo Shakers – Caxixi  
 Afuche Cabasa Woodblock wooden agogo Xylophone Glockenspiel

	<b>Key Songs</b>	<b>Hot Song</b>	<b>Listening</b>
Unit 30-Perfroming: singing, playing, improvising Concepts: dynamics, phrase, pitch, pulse, rhythm, tempo, timbre Listening and thinking Set 1	<b>Starlight Starbright</b> With best singing posture and voices class performs words, humming, words. Pass ball around for pulse sing phrase 1 with thinking voice – child holding the ball at end of the phrase sings phrase 2. Repeat. <b>here I come</b> Play game – each new leader has to change one element – pitch tempo or dynamics. <b>Jelly on a Plate</b> – chant and mark heartbeat (chest), tap on palm of hand the rhythm sounds touching shoulders for rest, chant filling rest with hand cup plops., repeat minus rest, repeat minus rests and pulse. and then use percussion. <b>Listen</b> - o Polichinelo (Punch)Punch is up to wild mischief but what?	There was a man	o Polichinelo (Punch)
Unit 30-Perfroming: singing, playing, improvising Concepts: dynamics, phrase, pitch, pulse, rhythm, tempo, timbre Listening and thinking Set 1	<b>Starlight Starbright</b> With best singing posture and voices class performs words, humming, words. Pass ball around for pulse sing phrase 1 with thinking voice – child holding the ball at end of the phrase sings phrase 2. Repeat. <b>here I come</b> Play game – each new leader has to change one element – pitch tempo or dynamics. <b>Jelly on a Plate</b> – chant and mark heartbeat (chest), tap on palm of hand the rhythm sounds touching shoulders for rest, chant filling rest with hand cup plops., repeat minus rest, repeat minus rests and pulse. and then use percussion. <b>Listen</b> - o Polichinelo (Punch)Punch is up to wild mischief but what?	There was a man	o Polichinelo (Punch)
Unit 30 Listening and thinking Set 3	<b>Listen</b> - o Polichinelo (Punch) Punch is up to wild mischief but what? <b>Listen</b> - A Pobrezinha (Rag Doll) What does the music tell us about Rag Doll? Little Johnny Dances		A Pobrezinha (Rag Doll) o Polichinelo (Punch)
Unit 30 Listening and thinking	<b>Little Johnny Dances</b> <b>Hickety Tickety</b> <b>si ma me ka</b> <b>Other favourites</b> <b>Review</b>		
Performance Songs			
Performance Songs			
Performance Songs			