



Progression Map

Music



Moreland Primary School Curriculum Outline for Music

Rationale and Pedagogy

We are committed to delivering an exciting and stimulating music curriculum. We believe that music can engage and excite children; stimulating imagination and inspiring creativity. We aim through our music curriculum and wider opportunities to hear music performed live and participate in performances to build children's cultural capital and reduce inequalities.

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Our scheme of work enables pupils to meet the end of key stage attainment targets outlined in the EYFS and National curriculum and the aims of the scheme align with those in the National curriculum.

EYFS

In the EYFS children are introduced to music in line with the Early Years Foundation Stage Curriculum. Children have opportunities to explore music in child initiated play, have free access to a range of instruments, learn a range of songs and rhymes and have opportunities to perform in the classroom and outdoor environment. In addition all children from 0-5 receive a weekly lesson with a specialist music teacher. Children build a repertoire of songs and rhymes, explore the sound of instruments, follow and create rhythms and move rhythmically to music. In Reception children are introduced to the Jolly Music scheme followed in KS1.

KS1

In KS1 teaching follows the Jolly Music scheme. The lessons are structured to build key musical skills like listening, singing in tune, developing inner hearing, and ultimately reading and writing music. Over the school year children are provided with experience in each of the 4 skills of the National Curriculum for Music: Use their voices expressively and creatively; play tuned and un-tuned 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. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently.

KS2

In KS2 we use the Kapow music scheme. The Kapow Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each unit combines these strands and is designed to capture pupils' imagination and encourage them to explore music enthusiastically. During KS2 children will build on the strong musical foundations of the EYFS and KS1 and will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise,

demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions and ultimately reading and writing music.

Throughout Key Stage 2 children are provided with experience in each of the 6 areas of the National Curriculum for Music: to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; to improvise and compose music for a range of purposes using the inter-related dimensions of music; to listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; to develop an understanding of the history of music. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently, culminating (where possible) in a performance.

Instrumental Teaching and Learning

In Years 3-5 children will begin learn to play keyboards using the Beginner Keyboard Course. In this scheme the range of notes increases gradually and the right hand position varies to build familiarity with the keyboard. Different articulations are introduced and both single and fingered chords are included.. In Year 6 they learn to use music technology to compose and perform. Over the year children are provided with experience in each of the 6 areas of the National Curriculum for Music: to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; to improvise and compose music for a range of purposes using the inter-related dimensions of music; to listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; to develop an understanding of the history of music. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently, culminating (where possible) in a performance.

Teaching

We have a specialised music teacher who works in the EYFS and KS1, Keyboard is taught by our curriculum music lead who has a degree in music (covered by an instrumental teacher from January this year) and music production is taught by a specialist teacher. We also work with outside agencies to bring experiences and opportunities to the children to deepen their understanding and skills.

The progression of knowledge and skills for each year group is laid out below.

EYFS Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
0-3's						
Nursery	Developing Singing technique – Christmas Sing Along		Developing Singing technique - Spring concert		Developing Singing technique - Moreland's Got Talent	
	<p>Jolly Music</p> <ul style="list-style-type: none"> • Feel and demonstrate the beat. • Vocabulary: beat • Recognise and show to pitches (high and low) • Vocabulary: pitch. • Call and response pitch matching. 	<p>Jolly Music</p> <ul style="list-style-type: none"> • Feel and demonstrate the beat in a song with rest. • Keep the beat during rest • Keep the beat in pairs. • Call and response pitch matching. • Recognise and show to pitches (high and low). 	<p>Jolly Music</p> <ul style="list-style-type: none"> • More complex beat-keeping (multiple actions and trotting) • Keep the beat during rest • Keep the beat in pairs. • Start tapping the rhythm. • Call and response pitch matching. • Recognise and show three pitches (high-middle and low). • Solo singing, encourage children to sing in front of the class. 	<p>Jolly Music</p> <ul style="list-style-type: none"> • More complex beat-keeping (multiple actions and trotting) • Keep the beat during rest • Keep the beat in pairs. • Call and response pitch matching. • Recognise and show three pitches (high-middle and low). • Continue practicing tapping the 	<p>Jolly Music</p> <ul style="list-style-type: none"> • More complex beat-keeping (multiple actions and trotting) • Keep the beat during rest • Keep the beat in pairs. • Call and response pitch matching. • Recognise and show three pitches (high-middle and low). • Continue practicing tapping the beat and the rhythm. • Solo singing create new 	<p>Jolly Music</p> <ul style="list-style-type: none"> • Introduce visual representations of the beat (heart beats) • Introduce the use of pitched percussion for free improvisation/spontaneous composition • Introduce non pitched percussion for call and response rhythm games. • More complex beat-keeping (multiple actions and trotting) • Keep the beat during rest • Keep the beat in pairs. • Call and response pitch matching. • Recognise and show three pitches (high-middle and low).

				beat and the rhythm.	simple lyrics/actions	<ul style="list-style-type: none"> • Continue practicing tapping the beat and the rhythm. • Solo singing • Encourage children to create new simple lyrics/actions
Reception	Developing Singing technique – Christmas Sing Along		Developing Singing technique - Spring concert		Developing Singing technique - Moreland's Got Talent	
	<p>Children will review and embed the content from Nursery (Jolly music Beginners Book) with the addition of the use of visual representation of the beat (heart beats drew on the whiteboard) and the use of rhythm cards to visualise rhythm patterns learnt in the songs). At this level children begin to connect embodied musical skills with their visual representation. Children will continue exploring the sound of tuned and untuned percussion as a way of creatively expressing themselves through sound.</p>					
All classes have appreciation built into music sessions and through continuous provision- see music appreciation overview						

<p>EYFS</p>	<p><u>ELG:</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <p>Birth to 5 Matters</p> <p>Ranges 1-2</p> <ul style="list-style-type: none"> • Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) <p>Ranges 3-4</p> <ul style="list-style-type: none"> • Expresses self through physical actions and sound (R3) • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music (R4) • Creates rhythmic sounds and movements (R4) <p>Ranges 5-6</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings (R5) • Experiments and creates movement in response to music, stories and ideas (R5) • Sings to self and makes up simple songs (R5) • Creates sounds, movements, drawings to accompany stories (R5) • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences (R6) • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes (R6) • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (R6) • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs (R6) 	
<p>EYFS</p>	<p>Singing</p>	<p><u>Phrasing and Structure</u></p> <ul style="list-style-type: none"> • Develop feeling for the length of a song (trotting game) • Group and duet work with Q&A songs • Q&A games (e.g. ‘Doggie, Doggie’) <p><u>Repertoire</u></p> <p>Learn songs with two pitches (s, m) and three pitches (s, m, d or s, l, m)</p>
	<p>Listening</p>	<ul style="list-style-type: none"> • Respond to sung instructions with and later without words • Signals game (respond to a variety of sung signals without words) <p>Learn signals for teacher sings/ class sing</p>
	<p>Composing</p>	<ul style="list-style-type: none"> • Make a range of sounds with their voice • Make a range of sounds with instruments • Represent sounds pictorially • Begin to sequence sounds to create a rhythm or beat? • <i>Repeat (short rhythmic and melodic) patterns?</i>

		<ul style="list-style-type: none"> • <i>Begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</i>
	Performing	<ul style="list-style-type: none"> • Perform a song or rhyme solo • Explore different kinds of voice production • Be able to alter the speed of a song • Change voices (speak, sing, whisper) at a given signal <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Improvise pulse actions to a song • Improvise different words to 'Up and Down' <p><u>Concepts/Analysis</u></p> <ul style="list-style-type: none"> • Distinguish between loud and quiet, fast and slow, speaking and singing; be able to perform in these ways • <i>Perform a rhythm</i>
	Musicianship	<p><u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> • Perform actions in time with pulse of song or rhyme, individually, in pairs, and changing partners, and moving from simpler to more complex actions Learn the concept of pulse ('heartbeat') and later the word 'pulse' • Be able to Wind the pulse of a song • Count the beats in a song • Tap the rhythm of songs • Learn the word 'rhythm' • Compare the rhythms of two songs • Identify a song by its rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Distinguish between high and low • Show the pitches of known material with hand movements • Match someone else's pitch • Show the pitches of a song with actions ('Rain is falling down') <p><u>Rests</u></p> <ul style="list-style-type: none"> • Learn songs with rests • Perform an action in a rest • Improvise actions and sounds in a rest • Learn what rests are; revise songs with rests and identify the rests • Work on consciously showing rests
Musical Literacy	<ul style="list-style-type: none"> • Work with visual representation of the pulse (hearts) in several songs 	

	Appraising	<ul style="list-style-type: none"> • Say if they like or dislike a piece of music • Identify and distinguish environmental sounds • Begin to describe the sounds (e.g. loud, soft, high, low, fast, slow) • Begin to express how music makes them feel • <i>Identify reasons why they like some music more than others</i>
	Vocabulary	Pulse, rhythm, fast, slow, song, high, low, rhyme, 'thinking voice', quartet, duet, sequence, rest, instruments, play, dance

Key Stage 1 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Developing Singing technique – Community Carol Singing		Developing Singing technique - Spring concert		Composition linked to Take One Picture. Children will develop their composition skills by using tuned and untuned percussion to create their own music. At this stage rhythmical ostinatos will be given to children as a starting point. <ul style="list-style-type: none"> Children will create a graphic score inspired by a painting. They will perform their compositions to the class using tuned and untuned percussion 	
	<p>Jolly Music</p> <ul style="list-style-type: none"> Recognise the pulse and rhythm Differentiate between pulse and rhythm. 	<p>Jolly Music</p> <ul style="list-style-type: none"> Recognise three pitches (high, medium, low) Show a visual representation of the pitch and pulse 	<p>Jolly Music</p> <ul style="list-style-type: none"> Explore the movement of pitch Perform pulse and rhythm simultaneously 	<p>Jolly Music</p> <ul style="list-style-type: none"> Learn the new rest gesture Visual representations of pulse and rhythm 	<p>Jolly Music</p> <ul style="list-style-type: none"> Revise various songs and rhymes Visuals representations of pulse and rhythm 	<p>Jolly Music</p> <ul style="list-style-type: none"> Visual representations of rhythm and pitch. Learn <i>solfa</i> names and hand signs <i>so</i> & <i>mi</i>. Rhythm names <i>ta</i> and <i>ti-ti</i>
Year 2	Developing Singing technique – Nativity and Community Carol Singing		Developing Singing technique - Spring concert		Composition project based on Take One Picture <ul style="list-style-type: none"> Children will create their own compositions exploring different rhythmical patterns and tone sets. 	
	<p>Jolly Music:</p> <ul style="list-style-type: none"> Revise <i>so, mi</i> 	<p>Jolly Music/ Nativity-</p>	<p>Jolly Music:</p>	<p>Jolly Music:</p> <ul style="list-style-type: none"> Revise know rhythm repertoire 	<p>Jolly Music:</p>	<p>Jolly Music:</p> <ul style="list-style-type: none"> Preparing <i>la</i> and reading rhythms

	<ul style="list-style-type: none"> • Combine pitch and rhythm notation • Perform pulse and rhythm simultaneously 	<ul style="list-style-type: none"> • Read and write rhythms using rhythm names • Work at internalising and pitch recognition 	<ul style="list-style-type: none"> • Recognise and demonstrate simple phrasing • Read rhythms 	<ul style="list-style-type: none"> • Pulse-keeping/ phrasing/ written rhythms/ <i>la-so-mi</i> 	<ul style="list-style-type: none"> • Explore faster/ slower pulse-keeping • Work on pulse in songs with rests 	<ul style="list-style-type: none"> • Learn <i>la solfa</i> name and hand signs. • Learn notation for <i>ta</i> rest. • Children will continue developing their composition skills further by creating their own melodies within a given musical scale (Pentatonic Major/ Pentatonic minor)
<p>All classes have a weekly music appreciation session - see music appreciation overview</p>						

Key Stage 1	National Curriculum Objectives: Pupils should be taught to: <ul style="list-style-type: none"> • 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. 	
Year 1	Singing	<u>Phrasing and Structure</u> <ul style="list-style-type: none"> • Continued work on Q&A songs • Observe same rhythms in different songs • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider • Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.
	Listening	<ul style="list-style-type: none"> • New signal, 'Come and make a line' • New signal, 'Turn yourself around' • Signals game with more signals • Altering the melody of known songs; analysing the changes ('Jelly on a Plate') Recognise songs from their rhythm
	Composing	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. • Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. • Explore and invent own symbols. • <i>Give a reason for choosing an instrument</i>

	Performing	<ul style="list-style-type: none"> • Work on getting louder and getting softer • <i>Perform a rhythm to a steady pulse</i> <u>Improvisation</u> <ul style="list-style-type: none"> • Improvise sung answers to a sung question ('What do you wish for?') • Improvise words to the rhyme 'Jelly on a Plate'
	Musicianship	<u>Pulse and Rhythm</u> <ul style="list-style-type: none"> • Walk the pulse while playing it on a drum • More complex games • Distinguish between rhythm and pulse • Work on rhythm in singing and thinking voices; work on Q&A songs in the same way • Echo short rhythms performed by the teacher • Play 'pass the song' (each child in a group sings one beat of the song) • Show the accents in a song ('On a Log') • Perform rhythm and pulse together in groups, in singing and thinking voices • Observe same rhythms in different songs <u>Pitch</u> <ul style="list-style-type: none"> • Be able to sing greeting at a different pitch from previous person • Showing the shape of a melody with hand movements ('musical pencils') and body movements ('Jack in the Box') • New Q&A greeting, emphasis on pitch matching Increased emphasis on showing so and mi in sung greeting (names not learned yet) • Show pitches sung by the teacher in random order (so and mi only) • Learn the solfa names and handsigns for so and mi <u>Rests</u> <ul style="list-style-type: none"> • Continued work on showing rests. • Learn the rest gesture
	Appraising	<ul style="list-style-type: none"> • Form an opinion to express how they feel about a piece of music • Identify what different sounds could represent and give a reason why • Recognise repeated patterns • Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds • Hear the pulse in a piece music • Tell the difference between loud and quiet sounds • Describe how sounds are made and changed • Respond to different moods in music and say how a piece of music makes them feel

		<ul style="list-style-type: none"> • <i>Identify texture - listening for whether there is more than one sound at the same time</i> • <i>Identify musical structure in a piece of music (verse, chorus etc)</i>
	Musical Literacy	<ul style="list-style-type: none"> • Create visual representations of rhythm combined with pulse for known songs (writing words, then crosses, on to heartbeats) • Understanding how rhythm relates to pulse. Create these from known songs. • Recognise songs from rhythm pictures • Learn the rhythm names ta and ti-ti for crotchets and quavers and the written symbols; sing known songs with rhythm names; recognise the written rhythms of known songs • Visual representation of pitches (pictures, e.g. Wlowers for 'Burney Bee') • Add solfa names to pitch pictures • Sing known material from pitch pictures with solfa names
	Jolly Music Vocabulary	<ul style="list-style-type: none"> • Singing name/solfa; • the solfa names so, mi; t • he rhythm names ta, ti-ti
	General Vocabulary	<ul style="list-style-type: none"> • Pulse, rhythm, • pitch, high, low, • listen, sequence, • play, experiment, • sing, song, • dance, explore, instruments

Year 2	Singing	<u>Phrasing and Structure</u> <ul style="list-style-type: none"> • Show accents by bouncing ball • Perform alternate phrases of a rhyme or song in different voices • Perform rhyme as a 'relay' – one group performs each phrase • Count the phrases in a song • Play a game that involves changing partners after each phrase <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control.
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	<ul style="list-style-type: none"> • Sing songs with a small pitch pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to: <ul style="list-style-type: none"> (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
Listening	<ul style="list-style-type: none"> • Identify short melodies sung in random order by teacher ('Hello, everyone')
Composing	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. • <i>Use simple structures (e.g. repetition and order) in a piece of music?</i> • <i>Know that phrases are where we breathe in a song</i>
Performing	<ul style="list-style-type: none"> • Perform 'Engine, Engine' with pulse ostinato in two groups • Perform 'Engine, Engine' with rhythm ostinato in two groups • Play more complex games with partner clapping and changing partners • <i>Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse</i>
Musicianship	<p><u>Pulse/Beat and Rhythm</u></p> <ul style="list-style-type: none"> • Find a slower and faster pulse in a rhyme • Continue work on performing rhythm and pulse together in groups or duets • Work out and perform the rhythms of known songs • Continue to work on the different between pulse and rhythm • Clap back and say rhythm names of short rhythms performed by teacher • Walk the pulse and clap the rhythm simultaneously ('Listen, Listen') <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Show the pitches of three-pitch tunes with body movements • Work on creating 'reverse' versions of simple two-pitch tunes • Observe similarities between melodies

		<ul style="list-style-type: none"> Learn the solfa name la and its handling <u>Rests</u> <ul style="list-style-type: none"> Understanding that the pulse continues through rests
	Appraising	<ul style="list-style-type: none"> Identify particular features when listening to music Begin to associate sounds they hear with instruments Independently identify the pulse in a piece of music and tap along Listen carefully to recall short rhythmic patterns Begin to recognise changes in timbre, dynamics and pitch Recognise and name different instruments by sight Evaluate and improve their own work and give reasons <i>Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect</i>
	Musical Literacy	<ul style="list-style-type: none"> Analyse and learn to read a variety of four-beat rhythms, including crotchets, quavers and the crotchet rest Continue to create rhythm pictures for known songs, including songs with rests Learn to write melodies by combining solfa notation with rhythm sticks Recognise songs from their written rhythms Listen to a rhythm and identify its written version Learn written notation for the rest and read it from rhythm cards
	Jolly Music Vocabulary	<ul style="list-style-type: none"> phrase; the solfa name la Downbeats, fast (allegro), slow (adagio), pulse, beat High, low, rising, falling; pitch range do–so Call and response; question phrase, answer phrase, echo, ostinato Drone Unison, layered, solo Loud (forte), quiet (piano)
	General Vocabulary	<ul style="list-style-type: none"> Dynamics, loud, soft, pulse, rhythm Instrumental families, wind, strings, percussion, brass Tempo, fast, slow, pause, ensemble, conductor Pattern, style Melody, composition, improvisation, notation



- Perform, audience

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Developing Singing technique – Nativity Play Kapow Unit: Ballads Instrumental Lessons – Glockenspiel or Keyboards		Developing Singing technique - Spring concert Kapow Unit: Traditional instruments and improvisation (Theme: India) Instrumental Lessons – Keyboards or glockenspiel		Composition project linked to Take One Picture working with the Musicians Company (Summer 2) Kapow Unit: Jazz Instrumental Lessons – Keyboards or glockenspiel	
Year 4	Developing Singing technique – Community Carol Singing Kapow Unit: Samba and carnival sounds and instruments (Theme: South America) Instrumental Lessons – Keyboards		Developing Singing technique - Spring concert Kapow Unit: Changes in pitch, tempo and dynamics (Theme: Rivers) Instrumental Lessons – Keyboards		Composition project linked to Take One Picture Kapow Unit: Rock and roll Instrumental Lessons – Keyboards	
Year 5	Developing Singing technique –Young Voices Kapow unit: South and West Africa Instrumental Lessons – Keyboards		Developing Singing technique –Young Voices/ Spring Concert Kapow Unit: Musical Theatre Instrumental Lessons – Keyboards		Composition Project linked to Take One Picture using keyboards Kapow: Looping and Remixing Instrumental Lessons – Keyboards	
Year 6	Developing Singing technique –Young Voices Kapow unit: Baroque Instrumental Lessons – Music Production		Developing Singing technique –Young Voices/ Spring Concert Kapow Unit: Film Music Instrumental Lessons – Music Production		Developing Singing technique - Year 6 Show Composition Project – Year 6 Leavers Song using Garage Band Kapow Unit: Theme and Variation Instrumental Lessons – Music Production	

All classes have a weekly music appreciation session - see music appreciation overview

Key Stage 2 Overview

Year 3

National Curriculum	Kapow Strands	Instrumental Lessons	Ballads	Traditional Instruments and Improvisation (Theme: India)	Jazz	Composition Project	Developing Singing – Nativity Performance and Spring Concert	Music Appreciation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P CS							
Improvise and compose music for a range of purposes using the inter-related dimensions of music	I&C CS							
Listen with attention to detail and recall sounds with increasing aural memory	L&E							
Use and understand staff and other musical notations	P I&C N							
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L&E							
Develop an understanding of the history of music	L&E							

Year 3	Singing	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so , tunelessly and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 		
	Listening and Appraising	<ul style="list-style-type: none"> • Explaining their preferences for a piece of music using musical vocabulary. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. • Understanding that music from different times has different feature 		
	Notation	<ul style="list-style-type: none"> • To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. 		
	Improvising and Composing	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments. • Beginning to improvise musically within a given style using their voice. • Combining melodies and rhythms to compose a multi-layered composition in a given style • Suggesting and implementing improvements to their own work, using musical vocabulary 		
	Performing	<ul style="list-style-type: none"> • Offering constructive feedback on others’ performances • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 		
	Key Knowledge	Ballads	Traditional Instruments and Improvisation (Theme:India)	Jazz

		<ul style="list-style-type: none"> • To know that a ballad tells a story through song. • To know that lyrics are the words of a song • To know that in a ballad, a 'stanza' is a verse 	<ul style="list-style-type: none"> • To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. • To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla' • To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' • To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. • To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 	<ul style="list-style-type: none"> • To understand that 'syncopation' means a rhythm that is played off the natural beat. • To know that Ragtime is piano music that uses syncopation and a fast tempo. • To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago • To know that 'scat singing' is using made-up words to create the sound of an instrument playing
	Vocabulary for Units	<ul style="list-style-type: none"> • ballad • chorus • compose • dynamics • ensemble • instrumentals • lyrics • melody • phrases • solo • stanza 	<ul style="list-style-type: none"> • Bollywood • compose • drone • dynamics • harmonium • improvise • Indian flute • lyrics • melodic line • notation • pitch 	<ul style="list-style-type: none"> • call and response • improvisation • jazz • motif • off-beat • pitch • Ragtime • rhythm • scat singing • straight quaver • strung quaver

		<ul style="list-style-type: none"> • tune • verse • volume 	<ul style="list-style-type: none"> • rag • repeated rhythm • rhythm • sarangi • sitar • tabla • tala • tempo 	<ul style="list-style-type: none"> • swing music • swung rhythm • syncopated rhythm • syncopation • traditional jazz • tune 				
	General Vocabulary	<ul style="list-style-type: none"> • Dynamics • Forte • piano 	<ul style="list-style-type: none"> • Echo • question and answer 	<ul style="list-style-type: none"> • Stave • treble clef • notation • crotchet • quaver 	<ul style="list-style-type: none"> • Instrumental families • Wind • Brass • Strings • percussion • conductor • ensemble 	<ul style="list-style-type: none"> • Tempo • Allegro • adagio 	<ul style="list-style-type: none"> • Bass • Drums • Guitar • Keyboard • synthesiser 	<ul style="list-style-type: none"> • Solo • melody • improvisation • composition

Year 4

National Curriculum	Kapow Strands	Instrumental Lessons	Samba and Carnival Sounds and Instruments (Theme: South America)	Changes in Pitch, Tempo and Dynamics	Rock and Roll	Composition Project	Developing Singing -Spring Concert	Music Appreciation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P CS							
Improvise and compose music for a range of purposes using the inter-related dimensions of music	I&C CS							
Listen with attention to detail and recall sounds with increasing aural memory	L&E							
Use and understand staff and other musical notations	P I&C N							
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L&E							
Develop an understanding of the history of music	L&E							

Year 4	Singing	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). Perform a range of songs in school assemblies.. 		
	Listening and Appraising	<ul style="list-style-type: none"> Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 		
	Notation	<ul style="list-style-type: none"> To know that 'performance directions' are words added to music notation to tell the performers how to play. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 		
	Improvising and Composing	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. 		
	Performing	<ul style="list-style-type: none"> Offering constructive feedback on others' performances. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 		
	Key Knowledge	Samba and Carnival Sounds and Instruments	Changes in Pitch, Tempo and Dynamics	Rock and Roll

		(Theme: South America)		
		<ul style="list-style-type: none"> • To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. • To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. • To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<ul style="list-style-type: none"> • To know that when you sing without accompaniment it is called 'A Capella'. • To understand that harmony means playing two notes at the same time, which usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To know that 'performance directions' are words added to music notation to tell the performers how to play. 	<ul style="list-style-type: none"> • To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed
	Vocabulary for Units	<ul style="list-style-type: none"> • agogo • bateria • caixa • carnival • chocalho • composition • crescendo • cowbell • dynamics 	<ul style="list-style-type: none"> • agogo • bateria • caixa • carnival • chocalho • composition • crescendo • cowbell • dynamics • ensemble • features 	<ul style="list-style-type: none"> • bass line • beat • chorus • dynamics • flat notes • in-time • hand jive • in-tune • notation

		<ul style="list-style-type: none"> • ensemble • features • ganza • influenced • metronome • off-beat • percussion • pulse • repique • rhythm • rhythmic break • samba • samba breaks • structure • surdo • syncopated rhythms • tamborim • texture 	<ul style="list-style-type: none"> • ganza • influenced • metronome • off-beat • percussion • pulse • repique • rhythm • rhythmic break • samba • samba breaks • structure • surdo • syncopated rhythms • tamborim • texture • vocal ostinato 	<ul style="list-style-type: none"> • originate • pitch • rhythm • rhythmic patterns • rock and roll • sections • sequence • style • sharp notes • tempo • untuned percussion • verse • vocals • walking bass line 				
	<p>General Vocabulary</p>	<ul style="list-style-type: none"> • Dynamics • Forte • Piano • Crescendo • diminuendo 	<ul style="list-style-type: none"> • Scale • Pentatonic • major • minor 	<ul style="list-style-type: none"> • instrumental families • brass • wind • strings • percussion • conductor • ensemble 	<ul style="list-style-type: none"> • Stave • Bar • treble clef • time signature • Minim • crotchet • quaver 	<ul style="list-style-type: none"> • genre • Musical style • Improvisation • composition 	<ul style="list-style-type: none"> • keyboard electric guitar bass • drums • synthesiser • hook • riff 	<ul style="list-style-type: none"> • rhythm • patterns

Year 5

National Curriculum	Kapow Strands	Instrumental Lessons	South and West Africa	Musical Theatre	Looping and Remixing	Composition Project	Developing Singing –Young Voices and Spring Concert	Music Appreciation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P CS							
Improvise and compose music for a range of purposes using the inter-related dimensions of music	I&C CS							
Listen with attention to detail and recall sounds with increasing aural memory	L&E							
Use and understand staff and other musical notations	P I&C N							
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L&E							
Develop an understanding of the history of music	L&E							

Year 5	Singing	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities
	Listening and Appraising	<ul style="list-style-type: none"> • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Dance Remix.). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.
	Notation	<ul style="list-style-type: none"> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. • Using staff notation to record rhythms and melodies
	Improvising and Composing	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
	Performing	<ul style="list-style-type: none"> • Using musical vocabulary to offer constructive and precise feedback on others' performances • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Playing a simple chord progression with accuracy and fluency. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

	Key Knowledge	South and West Africa	Musical Theatre	Looping and Remixing
	Vocabulary for Units	<ul style="list-style-type: none"> • To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. • To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that poly-rhythms means many rhythms played at once 	<ul style="list-style-type: none"> • To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel • To know that choreography means the organisation of steps or moves in a dance • To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<ul style="list-style-type: none"> • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals • To know that a loop is a repeated rhythm or melody, and is another word for ostinato • To know that remix is music that has been changed, usually so it is suitable for dancing to
		<ul style="list-style-type: none"> • a capella • break • call and response • chords • chord progression • diction • djembe • duo • dynamics • eight-beat break • ensemble • expression • improvisation • major chord • master drummer • metronome • performance 	<ul style="list-style-type: none"> • action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue • director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director 	<ul style="list-style-type: none"> • accuracy • backbeat • body percussion • fragment • layers • loop • looped rhythm • melody • melody line • notation • ostinato • remix • rhythm • riff • structure

		<ul style="list-style-type: none"> • polyrhythms • pronunciation • pulse • ostinato • rests • rhythm • soloist • syncopation • tempo • tuned percussion 	<ul style="list-style-type: none"> • musical theatre • opera • operetta • performers • props • rock musical • scene • solo 					
	<p>General Vocabulary</p>	<ul style="list-style-type: none"> • Instrumental families • Brass • Strings • Wind • Percussion • Conductor • Leader • Ensemble • soloist 	<ul style="list-style-type: none"> • Dynamics • Forte • Piano • Mezzoforte • Mezzopiano • Fortissimo • Pianissimo • Crescendo • diminuendo 	<ul style="list-style-type: none"> • Stave • treble clef • Triads, crotchet • Quaver • Semiquaver • Minim • semibreve 	<ul style="list-style-type: none"> • Ternary form (ABA) 	<ul style="list-style-type: none"> • Piano, • Keyboard • electric guitar • bass, drumkit, • synthesiser 	<ul style="list-style-type: none"> • Genre • Folk • R&B • Pop • Hiphop • funk 	<ul style="list-style-type: none"> • Live music • recorded music

Year 6

National Curriculum	Kapow Strands	Music Production	Baroque	Film Music	Theme and Variation	Composition Project	Developing Singing –Young Voices and Year 6 Show	Music Appreciation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P CS							
Improvise and compose music for a range of purposes using the inter-related dimensions of music	I&C CS							
Listen with attention to detail and recall sounds with increasing aural memory	L&E							
Use and understand staff and other musical notations	P I&C N							
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L&E							
Develop an understanding of the history of music	L&E							

Year 6	Singing	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
	Listening and Evaluating	<ul style="list-style-type: none"> • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the • impact of different composers on the development of musical styles.
	Notation	<ul style="list-style-type: none"> • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals. • Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.
	Improvising and Composing	<ul style="list-style-type: none"> • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments • Improvising coherently and creatively within a given style, incorporating given features. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

	Performing	<ul style="list-style-type: none"> Using musical vocabulary to offer constructive and precise feedback on others' performances Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 			
	Key Knowledge	Baroque	Film Music	Theme and Variation	Composition Project
	<ul style="list-style-type: none"> To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to 	<ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally 	<ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration. 	

		<p>harmony because it uses a different rhythm as well as complementary notes</p> <ul style="list-style-type: none"> To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in ♦ NB one by one. 	<p>on the special lines called 'staves'.</p>		
	Vocabulary for Units	<ul style="list-style-type: none"> Baroque bass clef bass instrument canon counter melody counter-subject fugue ground bass improvise melodic ostinato melody musical structure opera ostinato part pitch polyphonic oratorio recitative a round rhythmic ostinato 	<ul style="list-style-type: none"> accelerando body percussion brass characteristics chords chromatics clashing composition conversation convey crescendo descending dynamics emotion evoke features imagery improvise interpret interval major melodic military 	<ul style="list-style-type: none"> 3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo 	<ul style="list-style-type: none"> llegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure

		<ul style="list-style-type: none"> • sharp note • staff notation • subject • texture 	<ul style="list-style-type: none"> • minor • modulate • orchestral • pitch 	<ul style="list-style-type: none"> • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind 	<ul style="list-style-type: none"> • repetitive • rhyme • ritardando • tempo • sequence • stave notation • structure 			
	General Vocabulary	<ul style="list-style-type: none"> • Instrumental families • Strings • Wind • Brass • Percussion • Ensemble • Conductor • Leader • Soloist • concerto • symphony 	<ul style="list-style-type: none"> • Dynamics • Forte • Piano • Mezzoforte • Mezzopiano • Fortissimo • Pianissimo • Crescendo • Diminuendo 	<ul style="list-style-type: none"> • Stave • treble clef • time signature • Chord • Crotchet • Quaver • Semiquaver • Minim • semibreve 	<ul style="list-style-type: none"> • Major • Minor • Pentatonic • ternary (ABA) 	<ul style="list-style-type: none"> • Syncopation • Rhythm • Phrase • bassline 	<ul style="list-style-type: none"> • electric guitar • bass • drumkit • Keyboard • synthesiser 	<ul style="list-style-type: none"> • Melody • Compose • improvise • ostinato • gamelan

Singing Assembly

Children from Y2 to Y6 attend a weekly singing assembly with our music teacher and are given opportunities to learn and perform songs throughout the year. Songs are selected from the following genres:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Black History Month Young Voices Music	Young Voices Music Christmas songs	Young Voices Music Musicals and Films	Musicals and Films	Modern music including pop	World Music Folk Music

Music Appreciation

Children are taught musical appreciation through exposure to a range of music in their music lessons and music appreciation sessions using the Classic fm Classical 100 resource and other sources. This is taught chronologically over the year as laid out below. Children also, whenever possible, are given the opportunity to hear live music through trips to concerts and the theatre, working with organisations such as the LSO, The Musicians Company and guest musicians.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20th Century Music	20th and 21st Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
EYFS	Classics for Children My First Orchestra	Peter and the Wolf	Pop Goes Classical	Yolanda's Live Jam https://www.bbc.co.uk/cbeebies/radio/yolanda-as-live-jam-playlist#playlist Disney's Greatest Hits	Ozomatli presents Ozokids Ziggy Marley – Family Time There Might be Giants - No	World Playground
Year 1	1. First movement of Brandenburg concerto 5 – Bach (1721)	1. 3 rd Mvt Clarinet Concerto No. 1 – Weber (1811) https://www.youtube.com/watch?v=x1N8S2clQ8E	1. Finale from Firebird Suite – Stravinsky (1910) https://www.youtube.com/watch?v=rYcz-g8WpMc	1. Colonel Hathi Elephant March from Jungle Book (1967)	1. Blues: Runaway Blues – Ma Rainey https://www.youtube.com/watch?v=ObGCoc3d92Y	1. Walkers –Stomp (USA) https://www.youtube.com/results?sp=mAEB&search_quer

	<p>https://www.classroom200.org/lesson-plans/182</p> <p>2. Badinerie – J.S.Bach (1738) https://www.classroom200.org/lesson-plans/169</p> <p>3. La Rejouissance – Handel (1748) https://www.youtube.com/watch?v=p5jgSVw3nms</p> <p>4. Rondo Alla Turca – Mozart (1738) https://www.youtube.com/watch?v=nqGA5rjLxT8</p> <p>5. 1 in g major, chevalier de Saint-Georges https://www.youtube.com/watch?v=VRBUA5rgaLs</p> <p>6. 2nd mvt Surprise Symphony no. 94 – Haydn (1791) https://www.youtube.com/watch?v=VOLy6JxEDLw&li</p>	<p>2. William Tell Overture – Rossini (1824) https://www.classroom200.org/lesson-plans/103</p> <p>3. Scherzo from Midsummer Nights Dream – Mendelssohn (1846) https://www.classroom200.org/lesson-plans/6</p> <p>4. Symphony in C Minor – Alice Mary Smith (1863) https://www.youtube.com/watch?v=W_G8k_w058I</p> <p>5. En bateau from Petite Suite – Debussy (1886) https://www.youtube.com/watch?v=p-GizLKld0g</p> <p>6. Pavane – Faure (1887) https://www.classroom200.org/lesson-plans/172</p>	<p>2. Mars from the Planets – Holst (1914) https://www.youtube.com/watch?v=cXOanvv4plU</p> <p>3. Rhapsody in Blue – Gershwin (1924) https://www.classroom200.org/lesson-plans/157</p> <p>4. 4th Mvt Symphony 1 – Florence Price (1933) https://www.youtube.com/watch?v=4pdjXMBFLPA</p> <p>https://www.youtube.com/watch?v=ht4H_eKjb0w</p> <p>5. Hoedown from Rodeo – Copland (1942) https://www.classroom200.org/lesson-plans/147</p>	<p>https://www.youtube.com/watch?v=Ww67IGv3D98</p> <p>https://www.youtube.com/watch?v=QZN_yzhUdu4</p> <p>2. What a wonderful World – Louis Armstrong 1967 https://www.classroom200.org/lesson-plans/193</p> <p>3. Northern Lights – Eriks Esenvalds (2012) https://www.youtube.com/watch?v=i0BrEaLgq7A</p> <p>4. Symphonic dances from West Side Story (1957) https://www.classroom200.org/lesson-plans/58</p> <p>5. The Circle of Life – The Lion King – Elton John and Tim Rice (1994)</p>	<p>2. Class choice popular music</p> <p>3. Jazz: I wish I knew how it would feel – Nina Simone (1967) https://www.classroom200.org/lesson-plans/196</p> <p>4. Stay – Eternal (1993) https://www.youtube.com/watch?v=U8j1QePGT2U</p> <p>5. Art Pop: Wild Man – Kate Bush (2011) https://www.classroom200.org/lesson-plans/23</p> <p>6. Class choice popular music</p>	<p>y=Walkers+%E2%80%93Stomp+(USA)</p> <p>2. Fanfarra – Cabua Lele (Brazil) https://www.classroom200.org/lesson-plans/87</p> <p>3. Kye Kye Kule (Ghana) https://www.youtube.com/watch?v=UIGMYsWs6ic</p> <p>https://www.youtube.com/watch?v=iQicLOGGnfA</p> <p>4. Mo Matchi – Song of the Bees (Bangladesh) https://www.youtube.com/watch?v=6npFL1VvB1I</p> <p>5. Acre of Land (England) https://www.classroom200.org/lesson-plans/35</p>
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	st=RDVOLy6JxEDLw&start_radio=1		6. Fanfare and Flourishes – James Curnow (1998) https://www.youtube.com/watch?v=SifzpgNe-YU	https://www.youtube.com/watch?v=lwH9YvhPN7c&list=RDlwH9YvhPN7c&start_radio=1		6. Rhythms of Childhood – Ella Jenkins (1963) https://www.youtube.com/watch?v=QqzhIXfSSvU https://www.youtube.com/watch?v=MY3jvCA4wk
Year 2	<ol style="list-style-type: none"> Ronde and Basse Dance –Susato (1551) https://www.youtube.com/watch?v=wg9TyGi8s4k O Nata Lux – Thomas Tallis (1575) https://www.youtube.com/watch?v=3RtoeM9jBEA Air on G string – J.S. Bach (1731) https://www.classroom200.org/lesson-plans/163 	<ol style="list-style-type: none"> Hebrides Overture – Mendelssohn (1830) https://www.classroom200.org/lesson-plans/5 By the Beautiful Danube – Strauss (1866) https://www.classroom200.org/lesson-plans/150 In the Hall of the Mountain king – Grieg (1875) https://www.youtube.com/watch?v=OqvHWUZZdPO 	<ol style="list-style-type: none"> St Paul’s Suit – Holst (1913) https://www.youtube.com/watch?v=pRRtmrjWsPE&list=RDpRRtmrjWsPE&start_radio=1 Black and Tan Fantasy – Duke Ellington (1927) https://www.youtube.com/watch?v=eaPsf6Sywh0 Bolero – Ravel (1928) https://www.classroom200.org/lesson-plans/149 	<ol style="list-style-type: none"> Fantasia- Disney, various (1941) https://www.youtube.com/watch?v=lj06pRMO9hM&list=PLWAb6uoo1Jl9k7McxMEf2xBIUmNTR81ZX The Waltzing Cat – Leroy Anderson (1950) https://www.youtube.com/watch?v=1HgwjXj4NY Courtly Dances – Britten (1953) 	<ol style="list-style-type: none"> Class choice of popular music Rock n Roll: Hound Dog – Elvis Presley (1956) https://www.classroom200.org/lesson-plans/75 Pop: With a Little Help from My Friends – The Beatles (1967) https://www.youtube.com/watch?v=WQyVW8WkOcY 	<ol style="list-style-type: none"> Sikuriadas – Inti-Illimani (Peru) https://www.youtube.com/watch?v=T2UlnSgsmvk Mylecharaine’s March – Barrule (Ireland) https://www.youtube.com/watch?v=TBFP1gCWLh8 Baris – Gong Kebyar of Peliatan (Indonesia) https://www.classroom200.org/lesson-plans/91

	<p>4. Arrival of the Queen of Sheba – Handel (1749) https://www.youtube.com/watch?v=U9FaoRJAgII</p> <p>5. 4th Movement Symphony no. 6 – Beethoven (1808) https://www.youtube.com/watch?v=iHFje0sKhr4</p> <p>6. Clog Dance – Herold (1827) https://www.classroom200.org/lesson-plans/3</p>	<p>4. Carnival of the Animals – Saint-Saens (1886) https://www.classroom200.org/lesson-plans/2</p> <p>5. Evening Prayer Hansel and Gretel – Humperdinck (1891) https://www.classroom200.org/lesson-plans/4</p> <p>6. Maple Leaf Rag – Joplin (1899) https://www.youtube.com/watch?v=k4_3aCISLb8</p>	<p>4. 1st mvt Afro-American Symphony – Still (1930) https://www.youtube.com/watch?v=8hzFcm6HCel</p> <p>5. Peter’s Theme Peter and the Wolf – Prokofiev (1936) https://www.classroom200.org/lesson-plans/148</p> <p>6. 2nd mvt. Symphony no. 10 – Shostakovich (1953) https://www.youtube.com/watch?v=C2T97GsY0nl</p>	<p>https://www.youtube.com/watch?v=ceBRaV12OME</p> <p>4. The Pirates of the Caribbean – Klaus Badelt & Hans Zimmer https://www.youtube.com/watch?v=-PTZtKK2e94&list=RDP-PTZtKK2e94&start_radio=1</p> <p>5. Night Ferry – Anna Clyne (2012) https://www.youtube.com/watch?v=HKQAI_rNsVU</p> <p>6. Under the Sea – Little Mermaid https://www.youtube.com/watch?v=f5Nlnsk3sJk</p>	<p>4. Raindrops keep falling on my head – David and Bacharach (1969) https://www.youtube.com/watch?v=sySIY1XKlhM</p> <p>5. Reggae: Music in the Air- Matumbi (1977) https://www.youtube.com/watch?v=f7Qan9KFTVw</p> <p>6. Stand Up – Blue Lab Beats ft. Kaidi Akininbi, Richie Garrison, Ms MAURICE (2019) https://www.youtube.com/watch?v=8pkKtFb2fws</p>	<p>4. Kookaburra Song (Australia) https://www.youtube.com/watch?v=p2VitpGRalw</p> <p>5. The Herring Song (England) https://www.classroom200.org/lesson-plans/39</p>
Year 3	<p>1. Che Si Puo Fare – Barbara Strozzi (1664) https://www.youtube.com/watch?v=1F458aC_FUM</p>	<p>1. Overture Ruslan and Lyudmila – Glinka (1837) https://www.youtube.com/watch?v=4rq6rO2kjO4</p>	<p>1. Nocturne for Violin & Piano – Lili Boulanger https://www.youtube.com/watch?v=owkoBM7_QAO</p>	<p>1. Somewhere Over the Rainbow – Judy Garland (1939) https://www.youtube.com/watch?v=owW2QZ7KuaxA</p>	<p>1. Funk: I got you (I feel Good) – James Brown (1964) https://www.classroom200.org/lesson-plans/85</p>	<p>1. Sahela Re –Kishori Amonkar (India) https://www.youtube.com/watch?v=5H7sQPoTI_U</p> <p>2. Kaeru no uta (Japan)</p>

	<p>2. Canon in D – Pachelbel (1680) https://www.classroom200.org/lesson-plans/106</p> <p>3. Winter from 4 seasons – Vivaldi (1725) https://www.classroom200.org/lesson-plans/10</p> <p>4. Hallelujah from Messiah – Handel (1741) https://www.classroom200.org/lesson-plans/115</p> <p>5. Trumpet Concerto in E flat – Haydn (1796) https://www.classroom200.org/lesson-plans/14</p> <p>6. 1st mvt Moonlight Sonata Beethoven (1802) https://www.youtube.com/watch?v=bT6WmWVYPhI</p>	<p>2. Night on a bare mountain – Mussorgsky (1867) https://www.classroom200.org/lesson-plans/56</p> <p>3. Slavonic dance no. 8 – Dvorak (1878) https://www.classroom200.org/lesson-plans/108</p> <p>4. 2nd Mvt Scheherazade – Rimsky-Korsakov (1888) https://www.classroom200.org/lesson-plans/107</p> <p>5. The Sorcerer’s apprentice – Dukas (1896) https://www.classroom200.org/lesson-plans/9</p> <p>6. South African national anthem Nkosi Sikelel’ iAfrica (1897) https://www.youtube.com/watch?v=B4M-54cEduo</p>	<p>2. Dance of the knights, Romeo & Juliet – Prokofiev (1935) https://www.classroom200.org/lesson-plans/52</p> <p>3. Sabre Dance – Khachaturian (1941) https://www.classroom200.org/lesson-plans/109</p> <p>4. 4 sea interludes from peter Grimes – Britten (1945) https://www.youtube.com/watch?v=p4gZrpuVBMI</p> <p>5. Circus Music Suite, red pony – Copland (1948) https://www.youtube.com/watch?v=CXUhbPdGatc&list=RD CXUhbPdGatc&start_radio=1</p> <p>6. Piano Concerto – Florence Price (1934)</p>	<p>2. Different trains – Steve reich (1988) https://www.youtube.com/watch?v=qcGqVynCPaw</p> <p>3. Lux Aeterena – Elgar, arr. Cameron (1996) https://www.youtube.com/watch?v=H4Vdg0B A00</p> <p>4. How Far I’ll Go from Muana – Auli’i Cravalho (2016) https://www.youtube.com/watch?v=Tc tfrPRd4hs</p> <p>5. Anthology of Fantastic Zoology – Mason Bates (2015) https://www.youtube.com/watch?v=zTO qrsYb8 E</p> <p>https://www.youtube.com/watch?v=Ng6idFQWo 2g&t=313s</p>	<p>2. Disco: Le Freak – Chic (1978) https://www.classroom200.org/lesson-plans/80</p> <p>3. Rock: We Will Rock You – Queen (1977) https://www.youtube.com/watch?v=-tJYN-eG1zk</p> <p>4. Cleopatra Commin At’cha (Cleopatra’s Theme) 1998 https://www.youtube.com/watch?v=U ZoJHCefY4</p> <p>5. Garage: Sweet Like Chocolate – Shanks and Bigfoot (1999) https://www.youtube.com/watch?v=OQCQnARnKbc</p> <p>6. Long Road – Jake Isaac (2017) https://www.youtube.com/watch?v=xSppBNaf HiY</p>	<p>https://www.youtube.com/watch?v=Hc1Hezna7cl&list=RDHc1Hezna7cl&start_radio=1</p> <p>3. Fatou Yo- Toure Kunda (Senegal) https://www.youtube.com/watch?v=nO5aCDFv2ZQ</p> <p>4. Drummer’s Reel – Dhol foundation (Pakistan) https://www.youtube.com/watch?v=99zLwC6krjc</p> <p>5. Adieu, Sweet lovely Nancy (England) https://www.classroom200.org/lesson-plans/34</p> <p>6. Bim Bam Bom (Israel) https://www.youtube.com/watch?v=2pkxt4vynTU</p>
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	https://www.classroom200.org/lesson-plans/61	https://www.youtube.com/watch?v=bXS3VbZPTPY https://www.youtube.com/watch?v=W83_2Up--7U	https://www.youtube.com/watch?v=8bHXItEbQLo	6. Harry Potter and the Philosopher's Stone Theme – John Williams (2004) https://www.classroom200.org/lesson-plans/161 https://www.youtube.com/watch?v=GTXBLyp7_Dw		
				7. Jai Ho – Slumdog Millionaire https://www.classroom200.org/lesson-plans/162		
Year 4	<ol style="list-style-type: none"> 1. O Eucharisti – Hildegard (1140) 2. If Ye Love Me – Thomas Tallis (1560) 3. Rondeau from Abdelazar – Purcell (1676) 4. National Anthem – God save the Queen/King (1745) 5. 4th mvt Symphony no. 5 – Beethoven (1808) 	<ol style="list-style-type: none"> 1. Travelling song The Train Song – Glinka (1840) 2. Piano quintet no. 2 E maj – Louise Farrenc (1842) 3. 1st mvt Piano Concerto A minor – Grieg (1868) 4. Sultana – Chiquinha Gonzaga (1878) 5. Romance Violin & Piano op. 23 – Amy Beach (1893) 6. Humoresque no.7 – Dvorak (1894) 	<ol style="list-style-type: none"> 1. Pomp & Circumstance – Elgar (1901) 2. Concertino for flute – Cecile Chaminade (1902) 3. 1st mvt Viola Sonata – Rebecca Clarke (1919) 4. Dinah – Louis Armstrong (1920) 5. The little train of Caippira – Villa-Lobos (1930) 6. Night Mail – Britten (1936) 	<ol style="list-style-type: none"> 1. The Young Person's Guide to the Orchestra – Britten (1945) 2. Lyric for strings – Walker (1946) 3. Take 5 – David Brubeck (1959) 4. Pink Panther – Henry Mancini (1963) 5. Theme from Mission Impossible – Lalo Schifrin (1996) 	<ol style="list-style-type: none"> 1. Jazz: Take the 'A' Train – Duke Ellington (1939) 2. Jazz: My Baby just cares for me – Nina Simone (1958) 3. Class choice popular music 4. 90'S Indie Wonderwall – Oasis (1995) 5. Class choice popular music 6. Reuben James – My line 	<ol style="list-style-type: none"> 1. Tik Tik Tak (Greece) https://www.youtube.com/watch?v=ho_vb9Mr_1Us 2. Kalinka (Russia) https://www.youtube.com/watch?v=T0KKsyBoz8c 3. Tropical Bird (Trinidad) https://www.youtube.com/watch?v=rFcq9ouzY5s

	6. Fur Elise – Beethoven (1810)			6. When I grow Up – Matilda the Musical (2013)	https://www.youtube.com/watch?v=nIzJoBsZL8	4. Bhabiye Akh Larr Gayee (Punjab/UK) https://www.youtube.com/watch?v=IXifrVD-s 5. Namuma (Ghana) https://www.youtube.com/watch?v=A5JsdNuA-OY 6. Prickle Eye Bush – Bellowhead (2016) https://www.youtube.com/watch?v=GUUOJ4WQyEO
Year 5	1. Jubilate Deo – Gabrieli (1587) 2. Beatus Vir – Monteverdi (1630) 3. Dido’s Lament – Purcell (1677) 4. Pt 1: Chorale from St John Passion – Bach (1724) 5. 1 st mvt symphony no.40 G minor – Mozart (1788) 6. Papagenos song from Magic Flute – Mozart (1791) 7. Philadelphia Firemans’	1. Fantasy Impromptu – Chopin (1834) 2. 1 st mvt Piano Quintet no. 1 A minor –Louise Farrenc (1839) 3. 1 st mvt Piano Trio – Fanny Mendelssohn (1846) 4. Andante molto from Romance for Violin and Piano – Clara Schumann (1853) 5. Dies Iraw from Requiem – Verdi (1874) 6. 1 st Mvt Holberg Suite –Grieg (1884)	1. 1 st vt Piano Concerto no. 2 C minor – Rachmaninoff (1900) 2. Symphonic Variations on African Air – Coleridge-Taylor (1906) Deep River (arr Coleridge Taylor) – Sheku Kanneh-Mason (2018) https://www.thestradd.com/video/kanneh-mason-trio-	1. Salt Peanuts – Charlie Parker/Dizzy Gillespie (1942) 2. Jazz: Watermelon Man – Herbie Hancock (1962) 3. Variations on a theme by Paganini – Andrew Lloyd Webber (1978) 4. Short ride in a fast machine – John Adams (1986)	1. Folk: A Hard rain’s a gonna fall – Bob Dylan (1963) 2. R&B Soul: Love really hurts without you – Billy Ocean (1976) 3. 80’s Synth Pop: Smalltown Boy – Brinski Beat (1984) 4. 90’s Singer/ Songwriter Play Dead – Bjork (1993)	1. Go down Moses – Harlem Gospel (USA) 2. Inkanyezi Nezazi – Ladysmith Black Mambo (South Africa) 3. Jin-Go-La-Ba –drums of passion (Nigeria) 4. Hela’r Dryw (Wales) 5. Oh Danny Boy - compare trad. and Mark Bunney (Ireland) 6. Four White Horses (Caribbean)

	Cotillion – Francis Frank Johnson (1792-1844)		performs-deep-river/8608.article 3. Sacrificial Dance Rite of Spring – Stravinsky (1913) 4. Livery Stable Blues – Original Dixieland Jazz Band (1917) 5. English Folk Song Suite – Vaughan Williams (1923) 6. Londonderry Air – Grainger (1938)	5. Mighty River - Errollyn Wallen (2017) https://www.youtube.com/watch?v=bdiltQdRijE 6. City of Stars- LaLa Land (2016)	5. Human – Rag n Bone Man (2016) compare to Vade version https://music.youtube.com/watch?v=y0MhRZgtZ4c&feature=share 6. Florence – Loyle Carner (2017)	
Year 6	1. Ave Maris Stella from Vespers of the Blessed Virgin – Monteverdi (1610) 2. 3 rd Mvt Violin Concerto E major –Bach (1730) 3. 3 rd Mvt Horn Concerto no.4 – Mozart (1796) 4. Symphony no. 11 D amj – Chevalier de Saint-Georges (1779) 5. Overture from Zemira – Jose Mauricio Nunes Garcia (1803) 6. Mazurkas opus 24 – Chopin (1826)	1. Raindrop Prelude – Chopin (1838) 2. Hungarian Dance no. 5 – Brahms (1858) 3. Diatonica Armonia for Piano George Bridgetower (1812) 4. 1812 Overture – Tchaikovsky (1880) 5. String Quartet in G minor – Debussy (1892) 6. 2 nd mvt String Quartet F major – Ravel (1893)	1. Hava Nagila – Various (1918) (jewish folk song) 2. Runaway Blues – Ma Rainey (1928) 3. Fantasia on Greensleeves – Vaughan Williams (1934) 4. Intro from The Ordering of Moses (Dett) (1937) 5. 2 nd Mvt Concierto de Aranjues (Joaquin Rodrigo (1939) 6. Round Midnight – Miles Davis (1957)	1. Do-Re-Mi from The Sound of Music – Hammerstein (1965) 2. 6 Pianos – Steve Reich (1974) 3. Theme from Jaws – John Williams (1975) 4. Butterfly – Courtney Pine ft Omar (2017) compare to original Herbie Hancock (1974) https://www.youtube.com/watch?v=3DyntTQIbQk	1. Waterloo – ABBA (1974) 2. Black Pride – Brown Sugar (1977) https://www.youtube.com/watch?v=6jIG-o1RUrA 3. Every Breath you take – The Police (1983) 4. Back to life – Soul II Soul (1989) 5. You Gotta Be – Des’ree (1994) https://www.youtube.com/watch?v=pO40Tcka_5U	1. Senwa de Dende (Ghana) 2. Sprinting Gazelle – Reem Kelani (Middle East) 3. Grand Etang/ Hull’s Reel (Scotland) 4. Rangsang –Gamelan (Indonesia) 5. Suo Gan (Wales) 6. Scarborough Fair – Simon & Garfunkel (1966) 7. The Rain it Rains – Spiers and Boden (England)

				<p>5. Rise Up Riddim – Ayana Witter Johnson https://www.youtube.com/watch?v=1fEDvOuuhy !</p> <p>6. Do You Hear the People Sing – Les Miserables</p>	<p>6. 90's R n B: Say My Name – Destiny's Child (1999)</p>	
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