

# MUSIC

# SUBJECT VISION AND DRIVERS

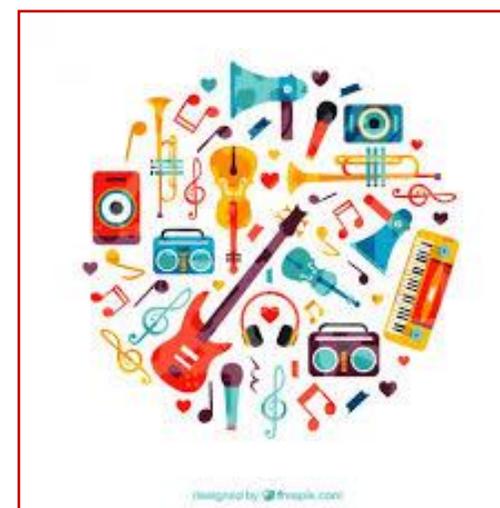
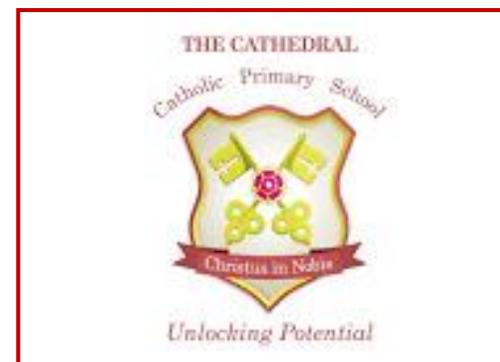
## Subject Aims

Music aims to ensure that all pupils:

- grow musically at their own level and pace;
- foster musical responsiveness;
- develop awareness and appreciation of organised sound patterns;
- develop instrumental and vocal skills;
- develop a sensitive, analytical and critical response to music;
- develop awareness and understanding of musical traditions, styles and cultures from other times and places;
- foster enjoyment of all aspects of music.

## Subject Vision

At The Cathedral Catholic Primary School we ensure that pupils develop and practise musical skills and concepts in a progressive way. We encourage pupils to develop their ability to perform and compose with sensitivity and understanding. We promote hands-on experiences to enhance learning and allow pupils to engage in a wide range of music in order for them to develop their listening and appraisal skills. We promote knowledge and understanding of musical history, musical traditions and spiritual awareness.



Community	Possibilities	Spirituality
Links will be made with local primary schools and with specialist music secondary schools to enrich the music curriculum at The Cathedral Catholic Primary School. We reach out to our community through singing and performing and invite them into school to share our love of music.	Children will learn about the important role that music plays in many people's lives and the potential that it has to enliven, enrich and enhance our world. Children will have a good understanding of their abilities in music and be positive about their ability to achieve. They will learn that for some very talented musicians it can be a career choice	The children will listen to, appraise, participate in and compose music that may heighten their awareness of spirituality. This may relate to experiences at church or through RE or reflection and may link to other subjects in the curriculum.

# CURRICULUM OVERVIEW

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Music is an intrinsic part of life in Early Years and is fundamentally related to language development, understanding the world and creativity. Music involves providing children with opportunities to develop and improve their skills in listening, speaking, thinking and performing.</p> <p>In the Early Years children develop an interest in general sound discrimination and can talk about the differences between environmental sounds, instrumental sounds and body percussion. They experiment with rhythm and rhyme, alliteration and voice sounds. They develop their music skills through experimenting with banging, shaking, tapping and blowing</p> <p>They sing simple songs, tap out repeated rhythms and express themselves through performance both informally in class and during the Nativity and end of year music concerts to parents.</p>	<p>We use the Charanga resource to help pupils to have opportunities to perform, listen to and create music. They will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will learn to recognise the terms high, low, long and short in relation to music and differentiate between loud, quiet and silence. They will learn to play the recorder through 'KS1 recorder world' and will have the opportunity to play other tuned and un-tuned instruments musically. They will listen with concentration and understanding to a range of high-quality live and recorded music. The children will experiment with, create, select and combine sounds using real instruments and computing apps and programmes. They will have opportunities to perform in the Christmas Nativity, at class worship and end of year music concerts.</p>	<p>We use the Charangs resources to ensure that in In Years 3 and 4 pupils develop their understanding of pitch by determining upwards and downwards direction in listening, performing and moving. They will recognise, imitate and perform melody patterns and show the overall contour of melodies as moving upwards, downwards or staying the same. They will recognise a steady beat and respond to changes in the speed of the beat. They will use instruments to keep a steady beat and hold a beat against another part as well as recognising differences in dynamic levels.</p> <p>They will identify the tempo of music as fast, moderate, slow, getting faster or getting slower. They will describe, aurally identify and compare the tonal colours of instruments as well as recognising the difference between thick (many sounds) and thin (few sounds) textures.</p> <p>Through regularly listening to music they will be able to identify the melodic line in a texture, know the difference between unison (one same pitched sound) and harmony (various pitched sounds at the same time and differentiate between the contrasting sections of a song. They will recognise the difference between the verse and refrain of a song and recognise binary and ternary forms. They will have opportunities to sing in a choir and play a musical instrument.</p>	<p>In Years 5 and 6 pupils will move on to improvise their own melodies and perform rhythmic patterns and ostinati (repeated melody lines). Using Charanga they will create rhythmic patterns including silences and notate. Through appraising pieces of music they will recognise crescendo and diminuendo and assess the appropriateness of dynamic choices such as accents, sudden loud notes, or sudden quiet notes.</p> <p>Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band and recognise the instruments heard in a piece of music. Pupils will understand the process by which a round works and how rounds and canons are constructed.</p> <p>They will understand how the texture might vary in a song and Identify binary and ternary form from notational devises.</p> <p>They will Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form. They will have opportunities to sing in a choir and play a musical instrument.</p>

At The Cathedral Catholic Primary School, we use 'Charanga' to provide structured progression in music. This is supplemented at the teacher's discretion with units from The Lancashire Scheme of Work.

## Key Learning in Music in Year 1 and 2

Performing	Listening	Creating
<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments.</li> <li>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul>	<ul style="list-style-type: none"> <li>To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</li> <li>Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</li> <li>Know how music is used for particular purposes (for example, for dance, as a lullaby).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with &amp; create musical patterns.</li> <li>Explore, choose and organise sounds and musical ideas.</li> <li>Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.</li> <li>Make improvements to their own work.</li> </ul>

### Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> <li>Identify high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to sounds of different duration.</li> <li>Recognise the difference between long and short sounds.</li> <li>Copy simple patterns of sound of long and short duration.</li> <li>Recognise the difference between steady beat and no beat.</li> <li>Identify similar rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between singing and speaking.</li> <li>Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> <li>Match selected sounds with their pictured source.</li> <li>Explore the different kinds of sound that my singing and speaking voice can make.</li> <li>Identify different voices by their vocal qualities.</li> <li>Use sound words or phrases to describe selected sounds and the ways in which they are produced.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a song with an accompaniment and one without accompaniment.</li> <li>Determine one strand of music or more than one strand.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs.</li> <li>Recognise that the sections of a piece of music sound the same or different.</li> </ul>

## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Little Angel Gets Her Wings	Singing and performing only						Singing and performing only			Singing and performing only			
1	Spring 1	In the Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Summer 1	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchet, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 2	Refleet, Rewind and Replay	Revision						Revision			Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Little Angel Gets Her Wings	Singing and performing only						Singing and performing only			Singing and performing only			
2	Spring 1	Glockenspiel Stage 1	Multiple songs	E,D	E,D	E,D	Minims	Crotchets	Minims and Crotchets and rests	E	E,D	E,D	E,D	E,D	E,D
2	Spring 2	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Summer 1	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 2	Refleet, Rewind and Replay	Revision						Revision			Revision			

# Unit Overview – KS1

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
1	Autumn 1	<b>Hey You!</b>	Old School Hip Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Fresh Prince of Bel Air - KS2 (Year 6) Ee-Oh! by Benjamin Britten - KS2 (Year 3)
	Autumn 2	<b>Little Angel Gets Her Wings</b>	General Christmas	Christmas	Christmas units
	Spring 1	<b>In the Groove</b>	Blues, Latin, Folk, Funk, Baroque, Bhangra	6 different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Tragic Story - Britten - KS2 (Year 5) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun be Married - Britten KS2 (Year 6) Begone Dull Care! - Britten KS2 (Year 5)
	Spring 2	<b>Rhythm in the Way we Walk and Banana rap</b>	Reggae, Hip Hop	Action songs that link to the foundations of music.	Zootime - KS1 (Year 2) 3 Little Birds - KS1 (Year 3) Hey You! - KS1 (Year 1) The Fresh Prince of Bel Air - Hip Hop - KS2 (Year 6) Ee-Oh! - Benjamin Britten
	Summer 1	<b>Round and Round</b>	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	In the Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 Classroom Jazz 1 and 2 - KS2 (Years 5 and 6)
	Summer 2	<b>Reflect, Rewind and Replay</b>	Western Classical music and your choice from Year 1	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through in their correct time and space. Consolidate the foundations of the language of music.	All Year 1 Units

## 2

Autumn 1	<b>Hands, Feet, Heart</b>	South African styles	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Fishing Song - Britten - KS2 (Year 6)
Autumn 2	<b>Little Angel Gets Her Wings</b>	Christmas	Christmas	Christmas units
Spring 1	<b>Glockenspiel Stage 1</b>	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Glockenspiel Stage 2 - KS1 (Year 3) Glockenspiel Stage 3 - KS2 (Year 4) Using scores/notation in the units
Spring 2	<b>I Wanna Play In A Band</b>	Rock	Teamwork, working together. The Beatles. Historical context of musical styles.	Livin' on a Prayer - KS2 (Year 6) Don't Stop Believin' - KS2 (Year 5)
Summer 1	<b>Zootime</b>	Reggae	Animals, poetry and the historical context of musical styles.	Three Little Birds - KS2 (Year 3)
Summer 2	<b>Reflect, Rewind and Replay</b>	Western Classical music and your choice from Year 2	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through in their correct time and space. Consolidate the foundations of the language of music.	All Year 2 Units

## Key Learning in Music in Year 3 and 4

Performing	Listening	Creating	Knowledge and Understanding
<p>ing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>Practise, rehearse and present performances with an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and develop rhythmic and melodic material when performing.</li> <li>Explore, choose, combine and organise musical ideas within musical structures.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare sounds.</li> <li>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>Improve their own and others' work in relation to its intended effect.</li> <li>Use and understand staff and other musical notations.</li> <li>Develop an understanding of the history of music.</li> </ul>

### Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> <li>Determine upwards and downwards direction in listening, performing and moving.</li> <li>Recognise and imitate melody patterns in echoes.</li> <li>Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>Determine movement by step, by leaps or by repeats.</li> <li>Perform simple melody patterns</li> </ul>	<ul style="list-style-type: none"> <li>Indicate the steady beat by movement, including during a silence.</li> <li>Respond to changes in the speed of the beat.</li> <li>Respond to the strong beats whilst singing.</li> <li>Use instruments to keep a steady beat.</li> <li>Hold a beat against another part.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise differences in dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and aurally identify the tone colours of instruments.</li> <li>Compare instrumental tone colour.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures.</li> <li>Recognise changes in texture.</li> <li>Identify the melodic line in a texture.</li> <li>Recognise rhythm on rhythm in music.</li> <li>Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise call and response form.</li> <li>Differentiate between the contrasting sections of a song.</li> <li>Recognise the difference between the verse and refrain of a song.</li> <li>Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form.</li> </ul>

Using Technology Appropriately

# Unit Overview – KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
3	Autumn 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.	Zootime - KS1 (Year 2) Britten - There Was a Man of Newington - KS2 (Year 3)
	Autumn 2	Ho Ho Ho	Christmas, Big Band, Motown, Elvis, Freedom Songs	Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	Christmas units
	Spring 1	Glockenspiel Stage 2	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores/notation in the units Glockenspiel Stage 3 - KS2 (Year 4)
	Spring 2	Benjamin Britten - There Was a Monkey	Britten (Western Classical music), Reggae, R&B	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of R&B and Reggae music.	All other Benjamin Britten units Zootime - KS1 (Year 2) Three Little Birds - KS2 (Year 3) Let Your Spirit Fly - KS2 (Year 3)
	Summer 1	Let Your Spirit Fly	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.	There Was a Monkey - Britten - KS2 (Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical music and your choice from Year 3	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 3 units

## 4

Autumn 1	<b>Mamma Mia</b>	ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Other units that relate to the 80s Livin' on a Prayer - KS2 (Year 6) Don't Stop Believin' - KS5 (Year 5)
Autumn 2	<b>Five Gold Rings</b>	Christmas	Christmas	Christmas units
Spring 1	<b>Glockenspiel Stage 3</b>	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores / notation in all units
Spring 2	<b>Benjamin Britten - Cuckoo!</b>	Benjamin Britten (Western Classical music), Folk, Big Band Jazz	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Jazz and Folk music.	All other Britten units Jazz Course 2 - KS2 (Year 6)
Summer 1	<b>Lean On Me</b>	Gospel	Gospel in its historical context from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.	New Year Carol - Gospel version - KS (Year 6) Reflect, Rewind and Replay - History of Music
Summer 2	<b>Reflect, Rewind and Replay</b>	Western Classical Music and your choice from Year 4	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 4 units

## Key Learning in Music Year 5 and 6

Performing	Listening	Creating	Knowledge & Understanding
<ul style="list-style-type: none"> <li>Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>Practise, rehearse and present performances with an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and develop rhythmic and melodic material when performing.</li> <li>Explore, choose, combine and organise musical ideas within musical structures.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare sounds.</li> <li>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>Improve their own and others' work in relation to its intended effect.</li> <li>Use and understand staff and other musical notations.</li> <li>Develop an understanding of the history of music.</li> </ul>

### Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> <li>Identify short phrases and long phrases.</li> <li>Identify the prominent melody patterns in a piece of music.</li> <li>Improvise a melodic pattern.</li> <li>Improvise a melody.</li> </ul>	<ul style="list-style-type: none"> <li>Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>).</li> <li>Identify a silence in a rhythmic pattern with a gesture.</li> <li>Create rhythmic patterns including silences and notate.</li> <li>Indicate strong and weak beats through movements.</li> <li>Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4.</li> <li>Recognise a change in metre.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>).</li> <li>Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band.</li> <li>Recognise the instruments heard in a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>) works.</li> <li>Identify the various and varying textures in a round.</li> <li>Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed.</li> <li>Understand how the texture might vary in a song.</li> </ul>	<ul style="list-style-type: none"> <li>Identify binary and ternary form from notational devises.</li> <li>Identify binary and ternary form when listening.</li> <li>Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.</li> </ul>

### Using Technology Appropriately

## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Three Little Birds	G	G	B,C	G,A,B, C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
3	Spring 1	Glockenspiel Stage 2	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Sembreves and rests	Crotchets, Minims and rests	Crotchet, Minims, Sembreves and rests	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
3	Spring 2	Benjamin Britten - There Was a Monkey	G	G,D	G,D	D,E,G, A,B,D	Minims and rests	Crotchets and Minims and rests	Crotchet, Minims, Quavers and rests	Not applicable			Not applicable		
3	Summer 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Sembreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Five Gold Rings	Singing and performing only							Singing and performing only			Singing and performing only		
4	Spring 1	Glockenspiel Stage 3	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Sembreves and rests	Crotchets, Minims, Sembreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
4	Spring 2	Benjamin Britten - Cuckoo!	A♭ Major	C	C,A♭	F,G,A♭, B♭,C, D♭,E♭	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests	Not applicable			Not applicable		
4	Summer 1	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets, and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
5	Autumn 1	Don't Stop Believin'	Rock	Cover versions, 80s music, literacy links, analysing performance.	I Wanna Play in a Band - KS1 (Year 2) Livin on a Prayer - KS2 - (Year 6)
	Autumn 2	Five Gold Rings	Christmas	Christmas	Christmas units
	Spring 1	Classroom Jazz 1	Jazz	History of music - Jazz In its historical context	Classrom Jazz 2 - KS2 (Year 6) Supports improvisation generally in previous units
	Spring 2	Benjamin Britten- A Tragic Story	Britten (Western Classical music), Blues, Trad Jazz	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Latin and South African music.	Hands, Feet, Heart - KS1 (Year 2) In the Groove - KS1 (Year 1)
	Summer 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fuslon	Composition, bullying.	The Fresh Prince of Bel Air - KS2 (Year 6)
	Summer 2	Reflect, Rewind and Replay	Western Classical music and your choice from Year 5	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 5 units

## 6

Autumn 1	<b>Livin' on a Prayer</b>	Rock	How Rock music developed from the Beatles onwards. Analysing performance.	I Wanna Play In a Band - KS1 (Year 2) Don't Stop Believin' - KS2 (Year 5)
Autumn 2	<b>Benjamin Britten - New Year Carol</b>	Benjamin Britten (Western Classical music), Gospel, Bhangra	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra	Christmas units Lean On Me - Gospel - KS2 (Year 4) In the Groove - Bhangra - KS1 (Year 1)
Spring 1	<b>Classroom Jazz 2</b>	Jazz, Latin, Blues	History of music - Jazz In its historical context	Classroom Jazz 1 (Year 5) Supports improvisation generally in other units
Spring 2	<b>Fresh Prince of Bel Air</b>	Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles	Hey You! - KS1 (Year 1)
Summer 1	<b>Make you feel my love</b>	Pop Ballads	Historical context for ballads.	Mamma Mia - KS2 (Year 4)
Summer 2	<b>Reflect, Rewind and Replay</b>	Western Classical music and your choice from Year 6	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 6 units