

## Music Planning and Progression of Skills



### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>What's going on?</i>	<i>Dinosaurs</i>	<i>Animals around the World</i>	<i>Can you Dig it?</i>	<i>Art Attack</i>	<i>On Holiday with Barnaby Bear</i>
	<i>Hey you!</i>	<i>Rhythm in the way we walk and banana rap</i>	<i>In the groove</i>	<i>Round and round</i>	<i>Your imagination</i>	<i>Reflect, rewind and replay</i>
<b>Music</b>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 Hey you! By Joanna Mangona</li> <li>🎧 Me, Myself and I by De La Soul</li> <li>🎧 The Fresh Prince of Bel Air by DJ Jazzy Jeff and the Fresh Prince</li> <li>🎧 Rapper's Delight by The Sugarhill Gang</li> <li>🎧 U Can't Touch This by MC Hammer</li> <li>🎧 It's Like That by Run DMC</li> </ul> <p><b>What the pupils will learn:</b> By listening to a range of songs from various genres of music, the pupils will:</p> <ul style="list-style-type: none"> <li>🎧 Learn the difference between pulse, rhythm and pitch</li> <li>🎧 Learn to sing, play, improvise and compose, by using their voices to sing songs, chant and speak rhymes.</li> <li>🎧 Listen to and appraise different genres of music – this term's focus is hip hop.</li> <li>🎧 Identify instruments in the songs by listening with concentration to songs.</li> </ul>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 Rhythm in the Way We walk by Joanna Mangona</li> <li>🎧 The Planets Mars by Gustav Holst</li> <li>🎧 Tubular Bells by Mike Oldfield</li> <li>🎧 Banana Rap by Jane Sebba</li> <li>🎧 Happy by Pharrell Williams</li> <li>🎧 When I'm 64 by The Beatles</li> </ul> <p><b>What the pupils will learn:</b> By listening to a range of songs from various genres of music, the pupils will:</p> <ul style="list-style-type: none"> <li>🎧 Listening with concentration, then appraising different styles of music (Reggae and Hip-Hop)</li> <li>🎧 Learning the difference between pulse, rhythm and pitch</li> <li>🎧 Flexible games</li> <li>🎧 Learning to sing the song, using their voices to sing, chant and speak rhymes.</li> <li>🎧 Identifying the instruments used</li> </ul>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 How Blue can you get by BB King</li> <li>🎧 Let the bright Serphaim by Handel</li> <li>🎧 Livin' la vida loca by Ricki Martin</li> <li>🎧 Jai Ho by J.R Rahman</li> <li>🎧 Lord of the Dance by Ronan Hardiman</li> <li>🎧 Digging on James Brown by Tower of Power</li> </ul> <p><b>What the pupils will learn:</b> Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> <li>🎧 Vocal warm-ups</li> <li>🎧 Flexible games</li> <li>🎧 Learn to sing 6 songs in 6 different styles - singing, chanting, speaking.</li> <li>🎧 Use instruments with the song - play instruments musically.</li> </ul>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 Round and Round by Joanna Mangona</li> <li>🎧 Livin' la vida loca by Ricki Martin</li> <li>🎧 The Imperial March by John Williams</li> <li>🎧 It Had to Be Better Tonight by Michael Buble</li> <li>🎧 Why Don't You by Gramaphonedzie</li> <li>🎧 Oye Como Va by Santana</li> </ul> <p><b>What the pupils will learn:</b> Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> <li>🎧 Vocal warm-ups</li> <li>🎧 Flexible games</li> <li>🎧 Learning to sing through singing, chanting and speaking.</li> <li>🎧 Playing instruments with the songs</li> <li>🎧 Improvisation</li> </ul>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 Your imagination</li> <li>🎧 Supercalifragilisticexpialidocious from Mary Poppins</li> <li>🎧 Pure Imagination from Willy Wonka and the Chocolate Factory</li> <li>🎧 Daydream believer</li> <li>🎧 Rainbow Connection from The Muppet Movie</li> <li>🎧 A Whole New World from Aladdin</li> </ul> <p><b>What the pupils will learn:</b> Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> <li>🎧 Vocal warm-ups</li> <li>🎧 Flexible games</li> <li>🎧 Learning to sing through singing, chanting, speaking.</li> <li>🎧 Playing instruments with the songs</li> <li>🎧 Improvisation</li> <li>🎧 Composing - create sounds using instruments and voices.</li> </ul>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>🎧 A song before sunrise</li> <li>🎧 The Firebird by Stravinsky</li> <li>🎧 The Bird by Sergei Prokofiev</li> <li>🎧 Grand March from Aida by Giuseppe Verdi</li> <li>🎧 Bolero by Maurice Ravel</li> <li>🎧 The Lamb bu John Tavener</li> </ul> <p><b>What the pupils will learn:</b></p> <ul style="list-style-type: none"> <li>🎧 Listen to classical music</li> <li>🎧 Continue to embed the foundations of interrelated dimensions of music using voices and instruments</li> <li>🎧 Singing</li> <li>🎧 Playing instruments with songs - combining sounds as a group/class</li> <li>🎧 Improvisation</li> <li>🎧 Composing - create sounds using instruments and voices.</li> <li>🎧 Performing</li> </ul>

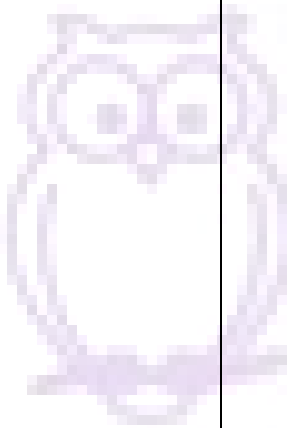
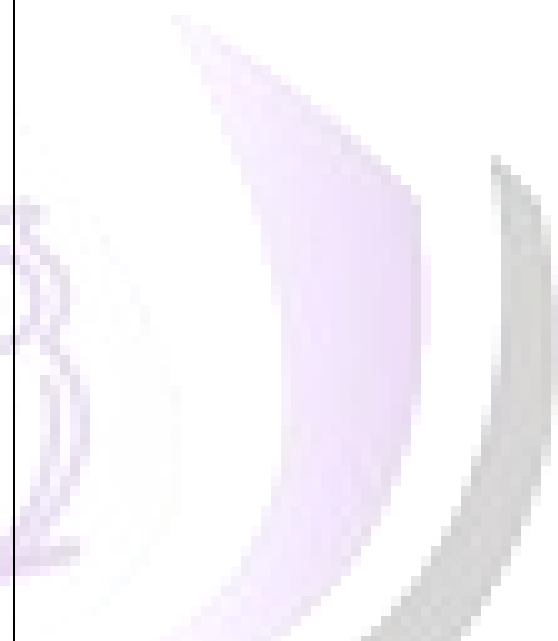
		<ul style="list-style-type: none"><li>Use instruments to combine sounds using different dimensions.</li></ul>				
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# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Discovering London</b>		<b>All Creatures great and small</b>		<b>Exciting Explorers</b>	
	<b>Hands, feet, heart</b>	<b>Ho Ho Ho</b>	<b>I wanna play in a band</b>	<b>Zoo time</b>	<b>Friendship song</b>	<b>Reflect, rewind and replay</b>
<b>Music</b>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Learn the difference between pulse, rhythm and pitch</li> <li>Learn to sing, play, improvise and compose, by using their voices to sing songs, chant and speak rhymes.</li> <li>Listen to and appraise different genres of music – this term’s focus is hip hop.</li> <li>Identify instruments in the songs by listening with concentration to songs.</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>Hands, feet and heart by Joanna Mangona</li> <li>The click song by Miriam Makeba</li> <li>Mbube / The Lion Sleeps Tonight sung by The Soweto Gospel Choir</li> <li>Bring Him Back Home by Hugh Masekela</li> <li>You Can Call Me Al by Paul Simon</li> <li>Hlokoloza by Arthur Mofokate</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will find the pulse</li> <li>Pupils will listen and clap to the rhythm</li> <li>Pupils will focus on listening and singing</li> <li>Pupils will play instruments with songs</li> <li>Pupils will understand how to improvise with songs</li> <li>Pupils will compose with songs using instruments</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listening with concentration, then appraising different styles of music (Reggae and Hip-Hop)</li> <li>Learning the difference between pulse, rhythm and pitch</li> <li>Flexible games</li> <li>Learning to sing the song, using their voices to sing, chant and speak rhymes.</li> <li>Identifying the instruments used</li> <li>Use instruments to combine sounds using different dimensions.</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>Ho Ho Ho by Joanna Mangona</li> <li>Blame it on the Boogie by The Jackson 5</li> <li>Bring Him Back Home (Nelson Mandela) by Hugh Masekela</li> <li>Suspicious Minds by Elvis Presley</li> <li>Sir Duke by Stevie Wonder</li> <li>Fly Me to the Moon by Frank Sinatra</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will continue to join in with flexible games</li> <li>Pupils will learn to sing the song</li> <li>Pupils will play instruments with songs- with or without notation</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Vocal warm-ups</li> <li>Flexible games</li> <li>Learn to sing 6 songs in 6 different styles - singing, chanting, speaking.</li> <li>Use instruments with the song - play instruments musically.</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>I Wanna Play In A Band by Joanna Mangona</li> <li>We Will Rock You by Queen</li> <li>Smoke On The Water by Deep Purple</li> <li>Rockin’ All Over The World by Status Quo</li> <li>Johnny B.Goode by Chuck Berry</li> <li>I Saw Her Standing There by The Beatles</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will listen and appraise different songs- Rock.</li> <li>Pupils will join in with warm up games</li> <li>Pupils will learn to sing the song</li> <li>Pupils will play a variety of instruments with music.</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Vocal warm-ups</li> <li>Flexible games</li> <li>Learning to sing through singing, chanting, speaking.</li> <li>Playing instruments with the songs</li> <li>Improvisation</li> <li>Composing - create sounds using instruments and voices.</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>Zootime by Joanna Mangona</li> <li>Kingston Town by UB40</li> <li>Shine by ASWAD</li> <li>I.G.Y. by Donald Fagen</li> <li>Feel Like Jumping by Marcia Griffiths</li> <li>I Can See Clearly Now by Jimmy Cliff</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will continue with warm-up Games</li> <li>Pupils will continue with flexible games</li> <li>Pupils will learn to Sing the Song and play Instruments with the Song</li> <li>Pupils will improvise with the Song</li> <li>Pupils will compose with the Song</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to classical music</li> <li>Continue to embed the foundations of interrelated dimensions of music using voices and instruments</li> <li>Singing</li> <li>Playing instruments with songs - combining sounds as a group/class</li> <li>Improvisation</li> <li>Composing - create sounds using instruments and voices.</li> <li>Performing</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>Friendship Song by Joanna Mangona and Pete Readman</li> <li>Count On Me by Bruno Mars</li> <li>We Go Together (from Grease soundtrack)</li> <li>You Give A Little Love from Buggy Malone</li> <li>That’s What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>You’ve Got A Friend In Me by Randy Newman</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively</li> <li>Play tuned and untuned instruments</li> <li>Composing - create sounds using instruments and voices.</li> </ul> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic</li> <li>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</li> <li>From The Diary Of A Fly by Béla Bartók – 20th Century</li> <li>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</li> <li>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</li> <li>The Robots (Die Roboter) by Kraftwerk</li> </ul>

					<p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>• Pupils will continue with vocal warm up games</li> <li>• Pupils will learn the song</li> <li>• Pupils will play instruments with the song</li> <li>• Pupils will improvise with the song</li> <li>• Pupils will compose with the song</li> </ul>	<p>– Contemporary</p> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>• Pupils will join in with warm-up games with Zoo time</li> <li>• Pupils will contribute with composition activity using First Composer</li> <li>• Pupils will understand rhythm with grid work</li> <li>• Pupils will learn about the language of music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year.</li> </ul>
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# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Sumer 1	Summer 2
<b>Music</b>	<b>Discovering Dinosaurs</b>		<b>Opposites Attract</b>		<b>Bella Italia</b>	
	<b>Let Your Spirit Fly</b>	<b>Stone Age Sounds</b>	<b>Instrumental Intuition: Glockenspiel</b>		<b>The Dragon Song</b>	<b>Bringing Us Together</b>
	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise gospel music.</li> <li>Listen and clap to the rhythm.</li> <li>Understand how to improvise with songs.</li> <li>Compose songs using instruments.</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Colonel Bogey March by Kenneth Alford (Film)</li> <li>Consider Yourself from the musical 'Oliver!' (Musicals)</li> <li>Ain't No Mountain High Enough by Marvin Gaye (Motown)</li> <li>You're The First, The Last, My Everything by Barry White (Soul)</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will listen to a range of music and make personal comments about it.</li> <li>Pupils will develop confidence in collaborative discussion about a piece of music applying learnt vocabulary.</li> <li>Pupils will take part in vocal warmups to develop pitch control.</li> <li>Pupils will develop a musical understanding of how parts of the music come together to build a single piece of music.</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise Motown and swing music.</li> <li>Learn to sing songs.</li> <li>Play instruments with songs, both with and without notations.</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Various pieces of topic related music</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>During historical study pupils will virtually explore the Lascaux caves in France, listen to cave sounds – what can you hear? How does it make you feel?</li> <li>Pupils will listen and identify instruments used to create atmosphere.</li> <li>During Reading lessons pupils will consider the origins of music and explore the music of the Stone Age, what instruments have survived? How did Stone Age people create music?</li> <li>Inspired by Stone Age music pupils will explore body percussion compose a class composition</li> <li>Pupils will create an individual graphic</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise rock music.</li> <li>Play a variety of music with songs.</li> <li>Join in with warm-up songs.</li> <li>Learn to sing the chosen song in time.</li> <li>Listen to and appraise soul music.</li> <li>Play flexible games.</li> <li>Participate in warm-up songs.</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Easy E</li> <li>Strictly D</li> <li>Drive D-E-F-initely</li> <li>Roundabout March of the Golden Guards</li> <li>Portsmouth</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will learn to play the Glockenspiel with increasing confidence and control.</li> <li>The lessons will be broken down, gradually introducing more notes to develop more complex pieces of music.</li> <li>Recognise, use and understand staff and other musical notations.</li> <li>Pupils will perform in a solo and ensemble context</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise pop music.</li> <li>Learn to improvise with song.</li> <li>Learn to compose a song.</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Birdsong – Chinese Folk Music</li> <li>Vaishnava Java – A Hindu Song</li> <li>A Turkish Traditional Tune</li> <li>Aitutaki Drum Dance from Polynesia</li> <li>Zebaidir Sonf from Sudan</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will listen to a more complex piece of music and making comments about it.</li> <li>Pupils will participate in collaborative discussion about a piece of music applying learnt vocabulary.</li> <li>Pupils will take part in vocal warmups to continue to develop pitch control.</li> <li>Singing and the playing of instruments will be combined to further understanding of the pulse of the music and how parts of the music come together to build a single piece of music.</li> <li>To sing and perform as an ensemble with increasing confidence and control.</li> </ul>	<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise songs from performances including musicals, ballets and stage works that include the classics.</li> <li>Learn the language of music.</li> <li>Understand the rhythm with grid work.</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>Good Times by Nile Rodgers</li> <li>Ain't Nobody by Chaka Khan</li> <li>We Are Family by Sister Sledge</li> <li>Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>Car Wash by Rose Royce</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>Pupils will listen to a more complex piece of music and making comments about it.</li> <li>Pupils will participate in collaborative discussion about a piece of music applying learnt vocabulary.</li> <li>Pupils will take part in vocal warmups to continue to develop pitch control.</li> <li>Pupils will use pitched instruments and use notation.</li> <li>Singing and the playing of pitched instruments will be combined to further understanding of how parts of the music come</li> </ul>	

	<ul style="list-style-type: none"> <li>• Pupils will develop understanding of the pulse of the music.</li> <li>• To sing as an ensemble with increasing confidence and control.</li> </ul>	<p>score using images from the cave art.</p> <ul style="list-style-type: none"> <li>• Pupils will perform as an ensemble and evaluate.</li> </ul>			<p>together to build a single piece of music.</p> <ul style="list-style-type: none"> <li>• Recognise the pulse and its role as the foundation of music.</li> <li>• To sing and perform as an ensemble with increasing confidence and control.</li> </ul>
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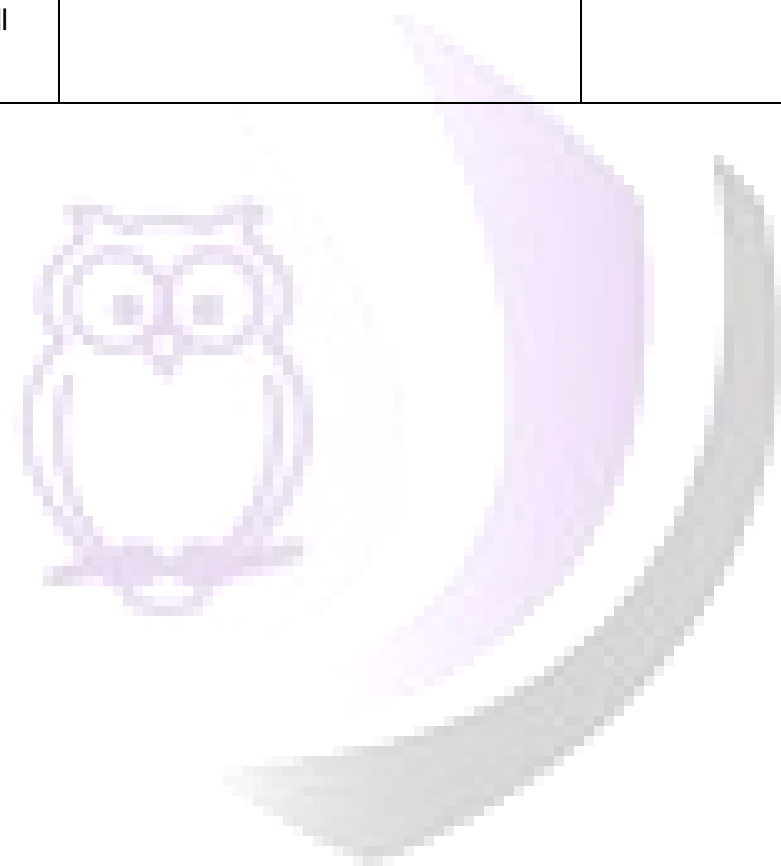




# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Americas</b>		<b>Invaders and Settlers</b>		<b>George's Marvellous Medicine</b>	<b>The Awesome Egyptians</b>
	<b>Drumming</b>	<b>Samba drumming</b>	<b>Trumpets</b>	<b>The Beatles</b>	<b>Lean on me</b>	<b>Blackbird</b>
<b>Music</b>	<p><u>Previous Learning</u> Play tuned and untuned instruments musically.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ Dancing Queen by ABBA</li> <li>☺ The Winner Takes It All by ABBA</li> <li>☺ Waterloo by ABBA</li> <li>☺ Super Trouper by ABBA</li> <li>☺ Thank You For The Music by ABBA</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <p>1 – Harvest festival</p> <ul style="list-style-type: none"> <li>☺ Confident performing of a song with actions</li> <li>☺ Awareness of timings within a song and can identify when the lyrics are not in time with the melody</li> </ul> <p>2 – Drumming</p> <ul style="list-style-type: none"> <li>☺ Listen with attention to detail and recall sounds</li> <li>☺ Play and perform in solo and ensemble context</li> <li>☺ Playing instruments with accuracy, fluency and control</li> <li>☺ Evaluate the effectiveness of their own and others' performances and give constructive feedback</li> <li>☺ Explore the history of music – the children explored Native American instruments</li> </ul>	<p><u>Previous Learning</u> Play tuned music and untuned music musically</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ Mardi Gras Groovin'</li> <li>☺ Two-Way Radio</li> <li>☺ Flea, Fly, Mosquito</li> <li>☺ Rigadoon</li> <li>☺ Mamma Mia</li> <li>☺ Portsmouth</li> <li>☺ Strictly D</li> <li>☺ Play Your Music</li> <li>☺ Drive</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <p>3 – Samba drumming</p> <ul style="list-style-type: none"> <li>☺ Listen with attention to detail and recall sounds</li> <li>☺ Play and perform in solo and ensemble context</li> <li>☺ Playing instruments with accuracy, fluency and control</li> <li>☺ Evaluate the effectiveness of their own and others' performances and give constructive feedback</li> <li>☺ Listen, comment on and discuss with confidence collaboratively.</li> <li>☺ Explore the history of music</li> </ul>	<p><u>Previous Learning</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ Gotta Be Me performed by Secret Agent 23</li> <li>☺ Skidoo (Hip Hop)</li> <li>☺ Radetzky Marsch by Strauss (Classical)</li> <li>☺ Can't Stop The Feeling! by Justin Timberlake (Pop)</li> <li>☺ Libertango by Astor Piazzolla (Tango)</li> <li>☺ Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <p>2 - Trumpets</p> <ul style="list-style-type: none"> <li>☺ Play and perform in solo and ensemble context</li> <li>☺ Play musical instruments with increasing accuracy, fluency, control and expression</li> <li>☺ Listen with attention to detail and recall sounds</li> </ul> <p>Charanga – Glockenspiel Stage 2</p> <ul style="list-style-type: none"> <li>☺ Use and understand staff and other musical notations.</li> <li>☺ Understand the pulse and its role as the foundation of the music.</li> </ul>	<p><u>Previous Learning</u> Use their voices expressively and creatively by sing songs and speaking chants and rhymes.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li> <li>☺ Shackles (Praise You) by Mary Mary (Gospel)</li> <li>☺ Amazing Grace by Elvis Presley (Gospel)</li> <li>☺ Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical)</li> <li>☺ Lean On Me by The ACM Gospel Choir (Gospel)</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</li> <li>☺ To sing and play musically with increasing</li> </ul>	<p><u>Previous Learning</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ Yellow Submarine by The Beatles</li> <li>☺ Hey Jude by The Beatles</li> <li>☺ Can't Buy Me Love by The Beatles</li> <li>☺ Yesterday by The Beatles</li> <li>☺ Let It Be by The Beatles</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</li> <li>☺ Understand the pulse and its role as the foundation of music.</li> </ul>	<p><u>Previous Learning</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>☺ La Quinta Estampie Real anon 13th century (Early Music)</li> <li>☺ The Arrival Of The Queen Of Sheba by Handel (Baroque)</li> <li>☺ Moonlight Sonata by Beethoven (Romantic)</li> <li>☺ Bridal Chorus (Wedding March) by Wagner (Romantic)</li> <li>☺ Rhapsody In Blue by Gershwin (20th Century)</li> <li>☺ Einstein On The Beach by Philip Glass (Contemporary)</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Listen and Appraise Classical music</li> <li>☺ Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>☺ Singing</li> <li>☺ Play instruments within the song</li> <li>☺ Improvisation using voices and instruments</li> <li>☺ Composition</li> <li>☺ Share and perform the learning that has taken place</li> </ul>

	<p>and considered what natural materials they would have been made out</p>	<ul style="list-style-type: none"> <li>• How do different cultures use drumming as part of their traditions?</li> </ul> <p>2 - Trumpets</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble context</li> <li>• Play musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Listen with attention to detail and recall sounds</li> </ul>		<p>confidence and control.</p> <p><b>The Cresset Trip – The Beatles – Peterborough Music Hub</b></p>		
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# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	<i>To infinity and beyond...</i>		<i>The Maya Civilisation</i>	<i>The Terrible Tudors</i>	<i>Mother Nature: Out of Control?</i>	<i>On the move!</i>				
	<i>Charanga: Livin' On a Prayer</i>	<i>Charanga: Classroom Jazz 1</i>	<i>Charanga: Make You Feel My Love</i>	<i>Charanga: Fresh Prince of Bel Air</i>	<i>Charanga: Dancin' in the Street</i>	<i>Charanga: Reflect, Rewind, Replay</i>				
<b>Music</b>	<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils studied different rock songs in Year 4.</li> <li>☺ They have practised listening and appraising a range of pieces in KS2.</li> </ul> <p><b>Autumn 1</b> <b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☺ Livin' On A Prayer and other Classic Rock songs:</li> <li>☺ Livin' On A Prayer by Bon Jovi</li> <li>☺ We Will Rock You By Queen</li> <li>☺ Smoke On The Water by Deep Purple</li> <li>☺ Rockin' All Over The World by Status Quo</li> <li>☺ Johnny B. Goode by Chuck Berry</li> <li>☺ I Saw Her Standing There by The Beatles</li> </ul> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Games</li> <li>☺ Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics)</li> <li>☺ Singing</li> <li>☺ Vocal health.</li> <li>☺ Working in a group/band/ensemble.</li> <li>☺ Explore the link between sound and symbol</li> <li>☺ Improvisation</li> <li>☺ Composition</li> </ul> <p>Perform and Share</p> <p><b>Autumn 2</b> Listen and Appraise: Three Note Bossa and The Five Note Swing.</p> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Playing instruments</li> <li>☺ Improvising</li> <li>☺ Recognise instruments and features of key musical styles</li> <li>☺ Find the pulse together whilst listening to the song/s</li> <li>☺ Encourage listening with increasing concentration and with a deeper focus</li> </ul>		<p><u>Previous Learning:</u> In the Autumn term, pupils will have developed their singing skills.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☺ Make You Feel My Love and other Pop Ballads:</li> <li>☺ Make You Feel My Love by Bob Dylan - Adele version</li> <li>☺ Make You feel my Love - Bob Dylan version</li> <li>☺ So Amazing by Luther Vandross</li> <li>☺ Hello by Lionel Richie</li> <li>☺ The Way You Look Tonight by Jerome Kern</li> <li>☺ Love Me Tender by Elvis Presley</li> </ul> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Warm Up Games (including vocal warm ups)</li> <li>☺ Flexible Games (optional extension work)</li> <li>☺ Learn to Sing the Song</li> <li>☺ Play Instruments with the Song</li> <li>☺ Improvise with the Song</li> <li>☺ Compose with the Song</li> <li>☺ Continue to learn to recognise and revisit different instruments.</li> <li>☺ Use correct musical language even more consistently during discussion and when describing feelings.</li> </ul> <p><b>Perform and Share</b></p>		<p><u>Previous learning:</u> Pupils have been listening to, analysing, discussing and appraising a range of music in Year 5. They have not yet covered Hip Hop in KS2.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☺ Fresh Prince Of Bel-Air by Will Smith</li> <li>☺ Me, Myself And I by De La Soul</li> <li>☺ Ready Or Not by The Fugees</li> <li>☺ Rapper's Delight by The Sugarhill Gang</li> <li>☺ U Can't Touch This by MC Hammer</li> <li>☺ It's Like That by Run DMC</li> </ul> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Warm Up Games (including vocal warm ups)</li> <li>☺ Flexible Games</li> <li>☺ Learn to Sing the Song</li> <li>☺ Play Instruments with the Song</li> <li>☺ Improvise with the Song</li> <li>☺ Compose with the Song</li> <li>☺ Continue to learn to recognise style indicators.</li> </ul> <p><b>Perform and Share</b></p>		<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☺ Previously learnt other similar soul/Motown music in Year 4.</li> <li>☺ Throughout Year 5 they will be practising singing, playing and performing as an ensemble.</li> </ul> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☺ Dancing In The Street by Martha And The Vandellas</li> <li>☺ Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops</li> <li>☺ I Heard It Through The Grapevine sung by Marvin Gaye</li> <li>☺ Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</li> <li>☺ You Are The Sunshine Of My Life sung by Stevie Wonder</li> </ul> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Warm Up Games (including vocal warm ups)</li> <li>☺ Flexible Games</li> <li>☺ Learn to Sing the Song</li> <li>☺ Play Instruments with the Song</li> </ul>		<p><u>Previous Learning:</u> Pupils have learnt a variety of songs, genres, techniques and performance skills throughout the year; this unit will consolidate that learning.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☺ Reflect on a range of different songs studied throughout the year from each unit.</li> </ul> <p><b>Build on Knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☺ Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory .</li> <li>☺ Use and understand staff and other musical notations .</li> <li>☺ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>☺ Use correct musical vocabulary to describe music and link to feelings and emotions</li> <li>☺ Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch</li> </ul>	

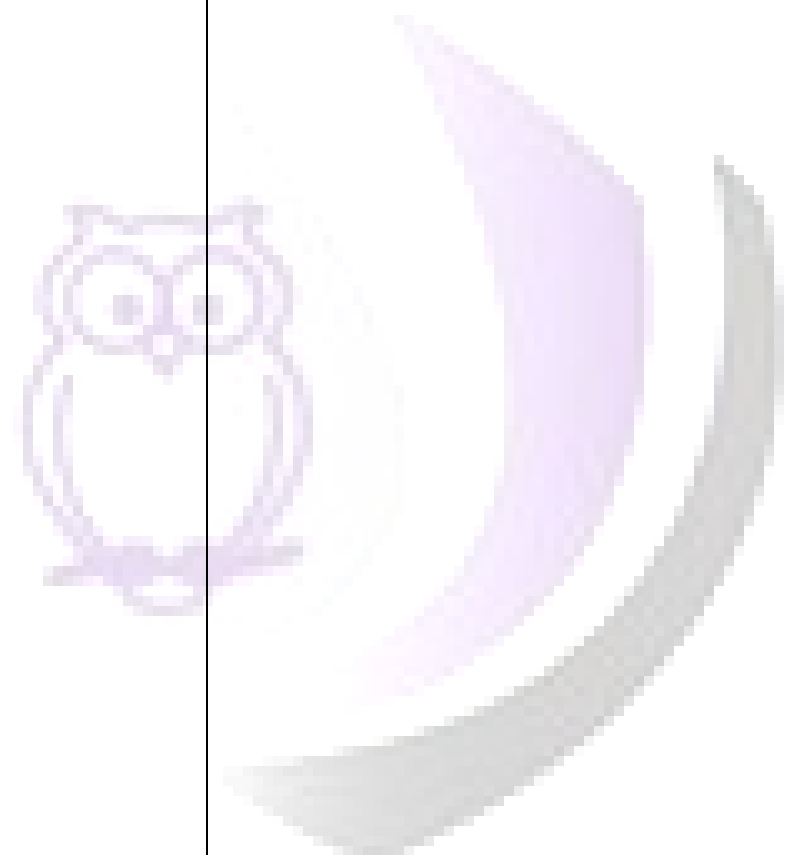
	<p><b>Perform and Share</b></p>	<ul style="list-style-type: none"> <li>• Find the pulse together whilst listening to the song/s.</li> <li>• Encourage listening with increasing concentration and with a deeper focus.</li> <li>• Continue to learn to recognise style indicators.</li> <li>• Continue to learn to recognise and revisit different instruments.</li> <li>• Use correct musical language even more consistently during discussion and when describing feelings.</li> <li>• Discuss confidently other dimensions of music and how they fit into the music you are listening to.</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise with the Song</li> <li>• Compose with the Song</li> <li>• Encourage listening with increasing concentration and with a deeper focus.</li> <li>• Discuss confidently other dimensions of music and how they fit into the music you are listening to.</li> </ul> <p><b>Perform and Share</b></p>	<p>and a musical understanding of how parts come together.</p>
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# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>The World at War</i>		<i>Ancient Greece</i>	<i>We are Scientists</i>	<i>Brilliant Business</i>	<i>Showtime</i>
	<i>Happy</i>	<i>Classroom Jazz 2</i>	<i>A New Year Carol</i>	<i>Women in music</i>	<i>You've Got A Friend</i>	<i>Reflect, Rewind and Replay</i>
<b>Music</b>	<p><u>Previous learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils have listened to similar songs and appraised them.</li> <li>☛ Pupils will also have had opportunities to play instruments.</li> </ul> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ Happy by Pharrell Williams</li> <li>☛ Top Of The World sung by The Carpenters</li> <li>☛ Don't Worry Be Happy sung by Bobby McFerrin</li> <li>☛ Walking On Sunshine sung by Katrina And The Waves</li> <li>☛ When You're Smiling sung by Frank Sinatra</li> <li>☛ Love Will Save The Day sung by Brendan Reilly</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☛ Warm-up Games</li> <li>☛ Flexible Games (optional)</li> <li>☛ Vocal warm ups.</li> <li>☛ Sing the song Happy Options: Include some instrumental</li> </ul>	<p><u>Previous learning</u></p> <p>Pupils will have begun to develop key skills to follow a tune when playing an instrument.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ Bacharach Anorak</li> <li>☛ Speaking My Peace</li> <li>☛ Take The A train</li> <li>☛ Meet the Blues</li> <li>☛ Back O' Town Blues</li> <li>☛ One O' Clock Jump</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☛ Learn to play the tune/head</li> <li>☛ Learn to play the middle 8</li> <li>☛ Improvise using instruments</li> <li>☛ Compose your own tune/head</li> <li>☛ Improvise using the notes of the tune/head</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>☛ Play the tune/head and middle 8</li> <li>☛ Play the composed tune/head,</li> </ul>	<p><u>Previous learning</u></p> <p>Pupils will have developed an understanding of pulse, rhythm and pitch in previous units.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ A New Year Carol by Benjamin Britten</li> <li>☛ A New Year Carol - Urban Gospel version</li> <li>☛ I Mun be Married on Sunday by Benjamin Britten</li> <li>☛ Fishing Song by Benjamin Britten</li> <li>☛ Fishing Song Britten version and South African version</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☛ Pulse</li> <li>☛ Rhythm games</li> <li>☛ Pitch games</li> <li>☛ Vocal warm-ups and sing A New Year Carol (Britten) and/or sing A New Year Carol - Urban Gospel version</li> </ul> <p><b>Perform the song</b></p>	<p><u>Previous learning</u></p> <p>Pupils have not covered a unit like this previously.</p> <p>Charanga: Women in music (New Unit)</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning</li> <li>☛ features empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and Yolanda Brown</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☛ Warm Up Games (including vocal warmups)</li> <li>☛ Flexible Games (optional extension work)</li> <li>☛ Learn to Sing the Song</li> <li>☛ Play Instruments with the Song</li> <li>☛ Improvise with the Song</li> <li>☛ Compose with the Song</li> </ul> <p><b>Perform the song</b></p>	<p><u>Previous learning</u></p> <p>Pupils will have developed skills to enable them to perform a piece of music either as a song or with an instrument.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ You've Got A Friend by Carole King</li> <li>☛ The Loco-Motion sung by Little Eva</li> <li>☛ One Fine Day sung by The Chiffons</li> <li>☛ One Fine Day sung by The Chiffons</li> <li>☛ Will You Still Love Me Tomorrow by Carole King</li> <li>☛ (You Make Me Feel Like) A Natural Woman by Carole King</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>☛ Warm-up Games</li> <li>☛ Option: Flexible Games</li> <li>☛ Vocal warm ups. Sing the song You've Got A Friend</li> <li>☛ Options: Include some instrumental</li> </ul>	<p><u>Previous learning</u></p> <p>Pupils have learnt a variety of songs, genres, techniques and performance skills throughout the year; this unit will consolidate that learning.</p> <p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>☛ Reflect - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music</li> <li>☛ Rewind and Listen Out! I Want You Back by The Jackson 5</li> <li>☛ Reflect - Composers and Composition (Jon Boden)</li> <li>☛ Reflect - Armide Overture by Jean-Baptiste Lully - Baroque</li> <li>☛ Rewind and Listen Out! Take The 'A' Train by Duke Ellington and Billy Strayhorn</li> <li>☛ Reflect - Composers and Composition (Jon Boden)</li> <li>☛ Reflect - The Marriage Of Figaro: Overture by Mozart - Classical</li> <li>☛ Rewind and Listen Out! Walking On Sunshine by Katrina And The Waves</li> <li>☛ Reflect - Composers</li> </ul>

	<p>and/or Vocal improvisation within the song</p> <ul style="list-style-type: none"> <li>Play your composition(s) within the song</li> </ul> <p><b>Perform the song</b></p> <ul style="list-style-type: none"> <li>end-of-unit performance</li> </ul>	<p>improvise then tune/head to finish</p>	<ul style="list-style-type: none"> <li>Sing both or one version of A New Year Carol</li> </ul>		<p>and/or Vocal improvisation within the song</p> <ul style="list-style-type: none"> <li>Play your composition(s) within the song</li> </ul> <p><b>Perform the song</b></p> <ul style="list-style-type: none"> <li>end-of-unit performance</li> </ul>	<p>and Composition (Jon Boden)</p> <ul style="list-style-type: none"> <li>Reflect - Erbkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic Rewind and Listen Out! Don't Worry, Be Happy by Bobby McFerrin Reflect - Composers and</li> <li>Reflect - Sonata For Horn In F by Hindemith - 20th Century Rewind and Listen Out! The Loco-Motion sung by Little Eva Reflect - Composers and Composition (Jon Boden)</li> <li>Reflect - Homelands by Nitin Sawhney - Contemporary Rewind and Listen Out! Man In The Mirror by Michael Jackson Reflect - Composers and Composition (Jon Boden)</li> </ul> <p><b>Build on knowledge and understanding about the interrelated dimensions of music through:</b></p> <ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul> <p><b>Perform the song</b></p> <ul style="list-style-type: none"> <li>Prepare for a performance of songs and activities from the year.</li> </ul>
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