

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Hey You!</b> Old School Hip Hop</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical</p> <ul style="list-style-type: none"> <li>● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> </ul> <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p>	<p><b>Rhythm In The Way We Walk and Banana Rap</b> Reggae, Hip Hop</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> </ul> <p>Perform/Share How pulse, rhythm and pitch work together. Singing and rapping.</p>	<p><b>The Groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing - start to play a classroom instrument in a group/band/ ensemble</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Playing/singing in different styles and learning about those styles.</p>	<p><b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion</p> <p>Listen &amp; Appraise)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation begin to explore and create your own responses, melodies and rhythms</li> <li>● Composition</li> </ul> <p>Perform/Share Latin and Mixed Styles:</p>	<p><b>Your Imagination</b> Film,Pop, Musicals</p> <p>Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition begin to create your own responses, melodies and rhythms and record them in some way</li> </ul> <p>Perform/Share Create your own lyrics. Mixed styles and listening to songs/music about using your imagination :</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 1</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
Year 2	<p><b>Hands, Feet, Heart</b> South African styles</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom instrument in a group/band/ensemble.</li> </ul> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. Music from South Africa, Freedom songs. South African music:</p>	<p><b>Ho Ho Ho</b> Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> </ul> <p>Perform/Share Winter time, festivals and Christmas time. Creating a performance using music and dance.</p>	<p><b>I Wanna Play In A Band</b> Rock</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p>Perform/Share Rock music and movement:</p>	<p><b>Zootime</b> Reggae</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Song structure Reggae music:</p>	<p><b>Friendship Song</b> Pop</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Mixed styles:</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical Music</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Year 3	<p><b>Let Your Spirit Fly</b> R&amp;B, Michael Jackson, Western Classical, Musicals, Motown, Soul Historical context of musical styles. There Was A Monkey - Britten -</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition.</li> </ul> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. RnB. Singing in two parts.</p>	<p><b>Glockenspiel Stage 1</b> Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing- Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</li> </ul> <p>Perform/Share Playing the glockenspiel. The language of music.</p>	<p><b>Three Little Birds</b> Reggae Animals, Jamaica, poetry and the historical context of musical styles.</p> <p>Listen &amp; Appraise Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation- continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition</li> </ul> <p>Perform/Share Reggae and Bob Marley. Reggae music:</p>	<p><b>The Dragon Song</b> Music from around the world Friendship, kindness, acceptance, the environment, creativity.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p>Eventually explore the link between sound and symbol</p> <p>Perform/Share Singing in two parts. Music from around the world:</p>	<p><b>Bringing Us Together</b> Disco/Anthem Music unites us, friendship, kindness.</p> <p>Listen &amp; Appraise Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Disco music:</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
Year 4	<p><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.</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> </ul> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Glockenspiel Stage 2</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</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> </ul> <p>Perform/Share Playing the glockenspiel. The language of music.</p>	<p><b>Stop!</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Composition</li> </ul> <p>Perform/Share Grime, Writing lyrics.</p>	<p><b>Lean On Me</b> Gospel Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir.</p> <p>Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - continue to explore and create your own responses melodies and rhythms</li> <li>● Composition</li> </ul> <p>Perform/Share</p>	<p><b>Blackbird</b> The Beatles Civil Rights, the development of Pop music</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical Music</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition. - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <p>Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Year 5	<p><b>Livin' On A Prayer</b> Rock How rock music developed from the Beatles onwards. In greater depth and with increasing confidence:</p> <p>Listen &amp; Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> </ul> <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Classroom Jazz 1</b> Jazz History of music</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Playing- play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation</li> </ul> <p>Perform/Share</p>	<p><b>Make You Feel My Love</b> Pop Ballads Historical context for ballads.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation explore and create your own responses, melodies and rhythms.</li> <li>● Composition</li> </ul> <p>Perform/Share</p>	<p><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 topic.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition- create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p>Perform/Share</p>	<p><b>Dancin' In The Street</b> Motown The history of Motown and its importance in the development of Popular music.</p> <p>Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 5 Think about the history of music in context, listen to some Western Classical music. Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share</p>
Year 6	<p><b>I'll Be There</b> The music of Michael Jackson How Michael Jackson played a huge part in the development of Pop music and the studio.</p> <p>In greater depth and with confidence: Listen &amp; Appraise recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing</li> </ul> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Classroom Jazz 2</b> Jazz, Latin, Blues History of music</p> <p>Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Playing- play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Benjamin Britten - New Year Carol</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> </ul> <p>Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Happy</b> Pop/Motown What makes us happy? Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation- create your own responses, melodies and rhythms.</li> <li>● Composition</li> </ul> <p>Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>You've Got A Friend</b> The music of Carole King Her importance as a female composer in the world of popular music. Listen &amp; Appraise</p> <p>Musical Activities</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p>Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Reflect, Rewind and Replay</b> Western Classical Music. Listen &amp; Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p>Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>