| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|--|
| Hey You! Old School Hip Hop | Rhythm In The Way We Walk and Banana Rap Reggae, Hip Hop | The Groove Blues, Latin, Folk, Funk, Baroque, Bhangra | Round And Round Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin | Your Imagination Film,Pop, Musicals | Reflect, Rewind and Replay Western Classical Music and your choice from Year 1 |
| Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. | Listen & Appraise | Listen & Appraise | fusion Listen & Appraise) | Listen & Appraise Musical Activities Games | Listen & Appraise Musical Activities: • Games |
| Musical • Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. | • Games • Singing Perform/Share | GamesSingingPlaying - start to play a classroom instrument in a | Musical Activities Games Singing Playing | SingingPlayingImprovisationComposition begin to | Singing Playing Improvisation Composition |
| Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. 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. | How pulse, rhythm and pitch work together. Singing and rapping. | group/band/ ensemble Improvisation Composition Perform/Share Playing/singing in different styles and learning about those styles. | Improvisation begin to explore and create your own responses, melodies and rhythms Composition Perform/Share Latin and Mixed Styles: | melodies and rhythms and record them in some way Perform/Share Create your own lyrics. Mixed styles and listening to songs/music about using your | Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |
| Hands, Feet, Heart South African styles | Ho Ho Ho Christmas, Big Band, Motown, Elvis, Freedom Songs | I Wanna Play In A Band Rock | Zootime Reggae | Friendship Song Pop | Reflect, Rewind and Replay Western Classical Music |
| Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. | Listen & Appraise | Listen & Appraise Musical Activities - a new | Listen & Appraise Musical Activities - a new | Listen & Appraise Musical Activities - a new | Listen & Appraise Musical Activities: |
| Musical Activities • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom instrument in a group/band/ensemble. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Dlscuss/respect/improve your work together. | Musical Activities: Games Singing Playing Perform/Share Winter time, festivals and Christmas time. Creating a performance using music and dance. | activity is added until Step 4: Games Singing Playing Improvisation continue to explore and create your own responses, melodies and rhythms. Composition continue to create your own responses, melodies and rhythms. Perform/Share | activity is added until Step 4: Games Singing Playing Improvisation Composition Perform/Share Song structure Reggae music: | activity is added until Step 4: Games Singing Playing Improvisation Composition Perform/Share Mixed styles: | Games Singing Playing Improvisation Composition Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |
| | Hey You! Old School Hip Hop Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Dlscuss/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. Hands, Feet, Heart South African styles Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities Games - continue to internalise, understand, feel, know how the dimensions of music work together. 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| | Let Your Spirit Fly | Glockenspiel | Three Little Birds | The Dragon Song | Bringing Us | Reflect, Rewind |
|-------------|--|---|--|--|---|---|
| | R&B, Michael Jackson, Western Classical, Musicals, | Stage 1 | Reggae Animals, Jamaica, | Music from around | Together | and Replay |
| | Motown, Soul Historical context of musical styles. There Was | Learning basic instrumental | poetry and the historical | the world Friendship, | Disco/Anthem Music unites | Western Classical |
| | A Monkey - Britten - | skills by playing tunes in | context of musical styles. | kindness, acceptance, the | us, frienship, kindness. | Western Classical |
| | A Monkey - Britten - | varying styles | context of mosical styles. | environment, creativity. | os, mensinp, kindness. | Listen & Appraise |
| | Listen & Appraise - begin to recognise styles, find the pulse, | Introduction to the language | Listen & Appraise | environment, creativity. | Listen & Appraise | Listell & Applaise |
| | recognise instruments, discuss, listen, | of music, theory and | Musical Activities | Listen & Appraise | Musical Activities | Musical Activities: |
| | discuss other dimensions of music. | composition | • Games | Listell & Applaise | • Games | • Games |
| | Musical Activities | Composition | • Singing | Musical Activities | • Singing | • Singing |
| | Games - continue to internalise, understand, feel, know | Listen & Appraise | • Playing | • Games | • Plaving | • Playing |
| | how the dimensions of music work together. Focus on | Listell & Applaise | Improvisation- continue to | • Singing | • Improvisation | • Improvisation |
| 'n | Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. | Musical Activities: | explore and create your own | • Playing | • Composition | Composition |
| Year 3 | Eventually explore the link between sound and symbol. | • Games | responses, melodies and | • Improvisation | Composition | Composition |
| > | Singing - continue to sing, learn about singing and vocal | • Singing | rhythms. | Composition continue to | Perform/Share | Perform/Share |
| | health. Continue to learn about working in a | Playing- Continue to play a | • Composition | create your own responses, | Disco music: | Revision and deciding what to |
| | group/band/ensemble. | classroom/band instrument in | Composition | melodies and rhythms and | Disco mosic. | perform. Listen to |
| | • Playing | a group/band/ensemble. | Perform/Share | record them in some way. | | Western Classical Music. The |
| | • Improvisation | Eventually explore the link | Reggae and Bob Marley. | Eventually explore the link | | language of music. |
| | • Composition. | between sound and symbol. | Reggae music: | between sound and symbol | | language of mosic. |
| | - composition. | between soona ana symbol. | Reggie mosie. | between soona ana symbol | | |
| | Perform/Share - Continue to work together in a | Perform/Share | | Perform/Share | | |
| | group/band/ensemble and perform to each other | Playing the glockenspiel. The | | Singing in two parts. | | |
| | and an audience. Discuss/respect/improve your work | language of music. | | Music from around the world: | | |
| | together. RnB. Singing in two parts. | | | | | |
| | 3 3 1 | | | | | |
| | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay |
| | ABBA Structure of songs linked to literacy. Music and styles | Glockenspiel Stage 2 Learning basic instrumental | Stop! Grime, Classical, Bhangra, | Lean On Me Gospel Gospel in its historical | Blackbird The Beatles Civil Rights, the | Reflect, Rewind and Replay Western Classical Music |
| | | Learning basic instrumental skills by playing tunes in | | | | |
| | ABBA Structure of songs linked to literacy. Music and styles | Learning basic instrumental skills by playing tunes in varying styles Introduction to | Grime, Classical, Bhangra, | Gospel Gospel in its historical | The Beatles Civil Rights, the development of Pop music | |
| | ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. | Learning basic instrumental skills by playing tunes in | Grime, Classical, Bhangra, | Gospel Gospel in its historical context ie from Beethoven to | The Beatles Civil Rights, the | Western Classical Music |
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| | ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. | Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory | Grime, Classical, Bhangra, Tango, Latin Fusion | Gospel Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and | The Beatles Civil Rights, the development of Pop music | Western Classical Music Listen & Appraise |
| | ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. Listen & Appraise - begin to recognise styles, find the pulse, | 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 | Grime, Classical, Bhangra, Tango, Latin Fusion Listen & Appraise | 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. | The Beatles Civil Rights, the development of Pop music Listen & Appraise | Western Classical Music Listen & Appraise Musical Activities: |
| | ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. | Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition. Using | Grime, Classical, Bhangra, Tango, Latin Fusion Listen & Appraise Musical Activities: Games Singing | 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. Listen & Appraise | The Beatles Civil Rights, the development of Pop music Listen & Appraise Musical Activities: Games Singing | Western Classical Music Listen & Appraise Musical Activities: Games Singing Playing |
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| | Livin' On A Prayer | Classroom Jazz 1 | Make You Feel My Love | Fresh Prince of Bel Air | Dancin' In The Street | Reflect, Rewind and Replay |
| | Rock How rock music developed from the Beatles onwards. | Jazz History of music | Pop Ballads Historical context | Hip Hop Option to make up | Motown The history of | Western Classical Music and |
| | In greater depth and with increasing confidence: | | for ballads. | (compose) own rap or words | Motown and its importance in | your choice from Year 5 Think |
| | | Listen & Appraise | | to the existing rap, that could | the development of Popular | about the history of music in |
| | Listen & Appraise - recognise styles, find the pulse, recognise | | Listen & Appraise | link to topic. | music. | context, listen to some |
| | instruments, listen, discuss other dimensions of music | Musical Activities: | | | | Western Classical music. |
| | | Playing- play a | Musical Activities - a new | Listen & Appraise | Listen & Appraise | Listen & Appraise |
| | Musical Activities | classroom/band instrument in | activity is added until Step 4: | | | |
| | Games - internalise, understand, feel, know how the | a group/band/ensemble. | • Games | Musical Activities | Musical Activities | Musical Activities: |
| ar 5 | dimensions of music work together. Focus on Warm-up | Explore the link between | Singing | • Games | Games | Games |
| Year | Games (pulse, rhythm, pitch, tempo, dynamics). Explore the | sound and symbol. | Playing | Singing | Singing | Singing |
| , | link between sound and symbol. | Improvisation | Improvisation explore and | Playing | Playing | Playing |
| | Singing - sing, learn about singing and vocal health. | | create your own responses, | Improvisation | Improvisation | Improvisation |
| | Continue to learn about working in a group/band/ensemble. | Perform/Share | melodies and rhythms. | Composition- create your | Composition | Composition |
| | | | Composition | own responses, melodies and | · | Perform/Share |
| | Perform/Share - work together in a group/band/ensemble | | · | rhythms and record them in | Perform/Share | |
| | and perform to each other and an audience. | | Perform/Share | some way. Explore the link | | |
| | Discuss/respect/improve your work together. | | | between sound and symbol. | | |
| | , , , , , , | | | , | | |
| | | | | Perform/Share | | |
| | I'll Be There | Classroom Jazz 2 | Benjamin Britten - New Year | Нарру | You've Got A Friend | Reflect, Rewind and Replay |
| | The music of Michael Jackson How Michael Jackson played a | Jazz, Latin, Blues History of | Carol | Pop/Motown What makes us | The music of Carole King Her | Western Classical Music. |
| | huge part in the development of Pop music and the studio. | music | Benjamin Britten (Western | happy? | importance as a female | |
| | | | Classical Music), Gospel, | | composer in the world of | Listen & Appraise |
| | In greater depth and with confidence: | Listen & Appraise | Bhangra | Listen & Appraise | popular music. | |
| | Listen & Appraise recognise styles, find the pulse, recognise | | Listen & Appraise | | | Musical Activities: |
| | instruments, listen, discuss all | Musical Activities: | | Musical Activities: | Listen & Appraise | Games |
| | dimensions of music | Playing- play a | Musical Activities: | Games | | Singing |
| | | classroom/band instrument in | Games | Singing | Musical Activities | Playing |
| | Musical Activities | a group/band/ensemble. | Singing | Playing | Games | Improvisation |
| | Games - internalise, understand, feel, know how the | Explore the link between | | Improvisation- create your | Singing | Composition |
| | dimensions of music work together. Focus on Warm-up | sound and symbol. | Perform/Share | own responses, melodies and | Playing | ' |
| r 6 | Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the | Improvisation | Continue to work together in | rhythms. | • Improvisation | Perform/Share |
| Year 6 | link between sound and symbol. | Composition | a group/band/ensemble and | Composition | Composition - create your | Continue to work together in |
| _ | • Singing - sing, learn about singing and vocal health. | | perform to each other and an | | own responses, melodies and | a group/band/ensemble and |
| | Continue to learn about working in a group/band/ensemble. | Perform/Share Continue to | audience. | Perform/Share | rhythms and record them in | perform to each other and an |
| | • Playing | work together in a | Discuss/respect/improve your | Continue to work together in | some way. Explore the link | audience. |
| | - r idying | group/band/ensemble and | work together. | a group/band/ensemble and | between sound and symbol. | Discuss/respect/improve your |
| | Perform/Share - Continue to work together in a | perform to each other and an | Work together. | perform to each other and an | between soona and symbol. | work together. |
| | group/band/ensemble and perform to each other and an | audience. | | audience. | Perform/Share | work together. |
| | audience. Dlscuss/respect/improve your work together. | Discuss/respect/improve your | | Discuss/respect/improve your | Continue to work together in | |
| | addictice. Discussfiespectfilliprove your work together. | work together. | | work together. | a group/band/ensemble and | |
| | | work together. | | work together. | perform to each other and an | |
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