

**Great Hollands Primary
School
Music
Curriculum**



Music Curriculum

At GHPS we provide a broad and balanced music curriculum that covers many different genres and music styles. We provide children with the cultural capital that they need to succeed in life by teaching Western classical music, its periods and influences; and music from English and other, national and world heritages. By working with others, children develop skills of music collaboration. Learning music from other cultures embeds the British values of tolerance, respect and cultural understanding. Children develop their creativity through improvisation of a tune and through composition.

Early Years and Key Stage 1 children use their voices expressively and creatively by singing songs and speaking chants and rhymes. All children play tuned and untuned instruments musically. Key Stage 2 children will use their voices with increasing accuracy, control and expression and develop their aural and theoretical knowledge. They will develop an understanding of the history of music, the language of music and music notation.

We follow the 'Charanga Musical School' programme, which is an integrated approach to music. This includes vocal warm up games and other musical activities; which focus on the interrelated dimensions of music. Singing and playing instruments, are all linked to a particular style of music within each unit. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The development of skills is not linear but spiral as skills are revisited over time. Children develop their listening and appraising skills as other skills are learnt. They learn to find the pulse in a tune and about the pitch and rhythm through engaging interactive activities and games including those which are tailored to the needs of SEND children.

GHPS Music Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Nursery	Topics	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes a home and school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	Music Focus	Listening to sounds and learning Nursery Rhymes	Listening to sounds and learning Nursery Rhymes	Me! Learn to sing nursery rhymes and action songs	My Stories! Learn to sing nursery rhymes and action songs	Everyone! Learn to sing nursery rhymes and action songs	Our World! Learn to sing nursery rhymes and action songs
	DM	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	Application of Development Matters	<p>Learn and sing Nursery rhymes using clapping and actions.</p> <p>Humpty Dumpty Head, Shoulders, Knees And Toes If You're Happy And You Know It Hickory Dickory Dock Baa Baa Black Sheep Hey Diddle Diddle</p> <p>Listen to a range of sounds in phonics phase 1.</p> <p>Provide a range of sound making resources in the environment for the children to explore.</p>	<p>Learn and sing Nursery rhymes using clapping and actions.</p> <p>Here we go round the Mulberry Bush Ring O' Roses When Santa got stuck up the chimney Twinkle Twinkle Jingle Bells</p> <p>Listen to a range of sounds in phonics phase 1.</p> <p>Provide a range of sound making resources in the environment for the children to explore.</p>	<p>Learn and sing Nursery rhymes percussion instruments and actions Talk about their thoughts and feeling about the songs.</p> <p>Pat-a-cake This Old Man Five Little Ducks Name Song Things For Fingers 1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Provide a range of instruments and sound making resources in the environment for the children to explore.</p>	<p>Learn and sing Nursery rhymes percussion instruments and actions Talk about their thoughts and feeling about the songs.</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Hot cross buns</p> <p>Provide a range of instruments and sound making resources in the environment for the children to explore.</p>	<p>Learn and sing Nursery rhymes playing percussion instruments with increased control.</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle Head, Shoulders, Knees And Toes If You're Happy And You Know It</p> <p>Provide a range of musical instruments and resources in the environment for the children to explore and encourage them to improvise and create own songs.</p>	<p>Learn and sing Nursery rhymes playing percussion instruments with increased control.</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Provide a range of musical instruments and resources in the environment for the children to explore and encourage them to improvise and create own songs.</p>
	<p>DM Expressive Arts and Design (EAD)</p> <p>Being Imaginative & Expressive</p>	<ol style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 					

EYFS 2 Reception

Topics	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
Music Focus	Me! Learn to sing nursery rhymes and action songs	My Stories! Learn to sing nursery rhymes and action songs	Our World! Listen to a wide variety of musical styles as an introduction	Everyone! Listen to a wide variety of musical styles as an introduction	Big Bear Funk! Transition Unit Funk	Reflect, Rewind & Replay Musical history & language & consolidate learning. Classical
ELG/DM	1 2 A B C	1 2 A B C	1 2 A B C	1 2 A B C	1 2 A B C	1 2 A B C
Application of Development Matters & ELG	Learn and sing: Pat-a-cake - 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers Cross-curricular links: Growing, Homes, Colour Toys, How I look Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Learn and sing: I'm A Little Teapot - The Grand Old Duke Of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Cross-curricular links: Using your imagination, Christmas, Festivals, Fairies Pirates, Treasure Superheroes, Let's Pretend Once Upon A Time Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Learn and sing: Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels On The Bus - The Hokey Cokey Cross-curricular links: Animals, Jungle, Minibeasts Night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. Share and perform the learning that has taken place.	Learn and sing: Wind The Bobbin Up - Rock-a-bye Baby - Five Little Monkeys Jumping On The Bed - Twinkle Twinkle - If You're Happy and You Know It - Head, Shoulders, Knees and Toes Cross-curricular links: Family, Friends, People Music from around the world Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. Share and perform the learning that has taken place.	Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Musical learning focus: Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place. Learn Frere Jacques.	Consolidate learning and perform. This Unit of Work consolidates the learning that has occurred during the year. All learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Musical learning focus: Listen and appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.
ELG Expressive Arts and Design (EAD) Being Imaginative & Expressive	ELG 1. Sing a range of well-known nursery rhymes and songs. 2. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			DM A. Sing in a group or on their own, increasingly matching the pitch and following the melody. B. Listen attentively, move to and talk about music, expressing their feelings and responses. C. Explore and engage in music making, performing solo or in groups		

Year 1	Topics	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	Music Focus	Hey You! How pulse, rhythm and pitch work together Old School Hip Hop	Rhythm in The Way We Walk & The Banana Rap Pulse, rhythm & pitch Reggae & Hip Hop	In the Groove Different styles of music Blues, Baroque, Latin, Bhangra, Folk, Funk	Round and Round Pulse, rhythm and pitch in different styles of music Bossa Nova	Your Imagination Using your imagination Pop	Reflect, Rewind & Replay Musical history & language & consolidate learning. Classical
	POS	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Application of Year 1 Programme of Study	Rap and sing Hey You in time to the music perform. Appraise and compare, Me, Myself and I by De La Soul; Fresh Prince of Bel-Air by Will Smith; Rapper's Delight by The Sugarhill Gang; U Can't Touch This by MC Hammer; It's Like That by Run DMC. Improve with clapping, find the pulse to songs. Recognise and name two or more instruments. Clap the rhythm of their name over the track. Play accurately and in time as part of the performance – using C.	Rap and sing in time to the music and perform. Appraise and compare The Planets, Mars by Gustav Holst (Classical); Tubular Bells by Mike Oldfield (Pop); The Banana Rap by Jane Sebba (Hip Hop); Happy by Pharrell Williams (Pop); When I'm 64 by The Beatles (Pop). Find the pulse to songs and understand that it is the heartbeat of the music. March to the pulse. Recognise and name two or more instruments they hear. Start to understand that pitch is high and low sounds.	Sing in time, to different styles and perform. Appraise and compare, How Blue Can You Get by B.B. King (Blues); Let the Bright Seraphim by Handel (Baroque); Livin' La Vida Loca by Ricky Martin (Latin/Pop); Jai Ho by J.R. Rahman (Bhangra/Bollywood); Lord of The Dance by Ronan Hardiman (Irish); Diggin' On James Brown by Tower Of Power (Funk). Find the pulse to songs. Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and dance. Clap rhythms. Compose a simple melody using simple rhythms. Play instruments accurately and in time as part of the performance – using C & D.	Sing together with the actions and perform. Appraise and compare, Livin' La Vida Loca by Ricky Martin (Latin/Pop); Imperial War March by John Williams (Film); It Had Better Be Tonight by Michael Bubl� (Latin/Big Band); Why Don't You by Gramophonedzie (Big Band/Dance); Oya Como Va by Santana (Latin/Jazz). Find & march to the pulse. Clap rhythms. Play instruments accurately and in time as part of the performance. Improve in the lessons and part of performance using D.	Sing in unison and in two parts. Appraise and compare, Supercalifragilisticexpialidocious from Mary Poppins; Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack; Daydream Believer by The Monkees; Rainbow Connection from The Muppet Movie; A Whole New World from Aladdin. Use Imagination to find a pulse. Clap rhythms. Play instruments accurately and in time as part of the performance using C & D.	Revision and deciding what to perform. Listen to Western Classical music. A Song Before Sunrise by Frederick Delius (20th Century); The Firebird by Igor Stravinsky (20th Century); The Bird by Sergei Prokofiev (20th Century); Grand March from Aida by Giuseppe Verdi (Classical); Bolero by Maurice Ravel (20th Century); The Lamb by John Tavener (Contemporary). Explore the language of Music.
KS1 POS	Pupils should be taught to use the following: <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Play tuned and untuned instruments musically. 3. Listen with concentration and understanding to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>How can we make a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	Music Focus	I Wanna Play in a Band Playing together in a band Rock music	Ho, Ho, Ho! Festivals and Christmas A song with rapping and improvising for Christmas	Hands, Feet, Heart South African music Afropop, South African	Zootime Reggae and animals Reggae	Friendship Song A song about being friends. Pop	Reflect, Rewind & Replay The history of music, look back consolidate learning, learn language of music. Classical
	POS	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	Application of Year 2 Programme of Study	Learn, sing and perform – I wanna play in a band. Listen and appraise. We Will Rock You by Queen; Smoke on the Water by Deep Purple; Rockin’ All Over the World by Status Quo; Johnny B.Goode by Chuck Berry; I Saw Her Standing There by The Beatles. Find the pulse with movement and clapping. Improvise with clapping, voices and instruments. Compose with the song as a class. Play instruments with the song using G + A.	Learn, sing and perform – Ho, ho, ho. Listen and appraise. Own choice Christmas song; Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song); Suspicious Minds by Elvis Presley (Pop); Sir Duke by Stevie Wonder (Funk); Fly Me to the Moon by Frank Sinatra (Big Band/Jazz). Learning to Rap. Play instruments in parts to the song.	Learn, sing and perform – Hands, feet, heart. Listen and appraise. The Click Song sung by Miriam Makeba; The Lion Sleeps Tonight sung by Soweto Gospel Choir; Bring Him Back by Hugh Masekela; You Can Call Me Al by Paul Simon; Hlokolozza by Arthur Mafokate. Find the pulse. Improvise with clapping, voices and instruments. Compose with the song as a class. Play instruments with the song using C & D.	Learn, sing and perform – Zootime using movement. Listen and appraise. Kingston Town by UB40; Shine by ASWAD; IGY by Donald Fagen; Feel Like Jumping by Marcia Griffiths; I Can See Clearly Now by Jimmy Cliff. Find the pulse. Improvise with clapping, voices and instruments. Compose with the song as a class. Play instruments with the song using C & D with more complex rhythm patterns.	Learn, sing and perform – Friendship song with movement. Listen and appraise. Count on Me by Bruno Mars; We Go Together (from the Grease soundtrack); You Give A Little Love (from Bugsy Malone); That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John; You've Got A Friend In Me by Randy Newman. Improvise with clapping, voices and instruments. Compose with the song as a class. Play instruments with the song using E + G.	Listen and appraise. Peer Gynt Suite: Anitras Dance by Edvard Grieg (Romantic); Brandenburg Concerto No 1 by Johann Sebastian Bach (Baroque); From The Diary of A Fly by Béla Bartók (20th Century); Fantasia On Greensleeves by Ralph Vaughn Williams (20th Century); Dance of The Sugar Plum Fairy by Pytor Tchaikovsky (Romantic); The Robots (Die Roboter) by Kraftwerk (Contemporary). A composition activity using First Composer Rhythm Grid work The Language of Music Rewind and Replay (Revision) - revisit songs from the year. Prepare for a performance of songs and activities from the year.
KS1 POS	Pupils should be taught to use the following: <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Play tuned and untuned instruments musically. 3. Listen with concentration and understanding to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

Year 3	Topics	<i>How did Britain change from the Stone Age to the Iron Age?</i>	<i>What is Britain and the UK like now?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same &/or different?</i>	<i>What forces move (make) mountains?</i>
	Music Focus	Glockenspiel Stage 1 Exploring & developing playing skills. Mixed styles	Let Your Spirit Fly RnB and other styles RnB	Three Little Birds Reggae and animals Reggae	The Dragon Song Music around the world, differences and being kind. A folk song telling a story	Bringing Us Together Disco, friendship, hope and unity. Disco	Reflect, Rewind & Replay Musical history & language & consolidate learning. Classical
	POS	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	Application of Year 3 Programme of Study	Learn Glockenspiel by gradually adding new notes each lesson. Listen and play a tune following note names. Play the tune from memory. Play the tune reading note names and notes. Learn how the notes are written down. Improvise. Create a composition. Perform. Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth.	Learn, sing and perform – Let Your Spirit Fly. Listen to and appraise: Your own song choice; Colonel Bogey March by Kenneth Alford (Film); Consider Yourself from the musical ‘Oliver!’ (Musicals); Ain’t No Mountain High Enough by Marvin Gaye (Motown); You’re The First, The Last, My Everything by Barry White (Soul). Begin to understand the style indicators of Rhythm and Blues music. Compare R & B with other music styles. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose with music. Play instruments to song using C, F + G.	Learn, sing and perform – Three Little Birds by Bob Marley. Listen to and appraise: Jamming by Bob Marley; Small People by Ziggy Marley; 54-56 Was My Number by Toots and The Maytals; Ram Goat Liver by Pluto Shervington; Our Day Will Come by Amy Winehouse. Begin to recognise the style indicators of Reggae. Compare to other reggae music. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose with music. Play instruments with the song using C, B, with more complex rhythms.	Learn, sing and perform – The Dragon Song to tell a story in parts. Listen to and appraise: Birdsong – Chinese Folk Music; Vaishnava Java – A Hindu Song; A Turkish Traditional Tune; Aitutaki Drum Dance from Polynesia; Zebaidir Song from Sudan. Explore folk music from around the world & compare. Understand what a Folk song is. Retell the story within the song and identify the themes in the story. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments (G, A & B). Compose with music. Play instruments to song in parts using G, A + B.	Learn, sing and perform – Bringing Us Together with movement. Listen to and appraise: Good Times by Nile Rodgers; Ain’t Nobody by Chaka Khan; We Are Family by Sister Sledge; Ain’t No Stopping Us Now by McFadden and Whitehead; Car Wash by Rose Royce. Begin to recognise the style indicators of disco music. Compare songs. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose with music. Play instruments with the song using G, A + C.	Listen to and appraise: L’Homme Arme by Robert Morton (Early Music); Les Tricoteuses (The Knitters) (Baroque); The Clock: II Andante by Franz Joseph Haydn (Classical); Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (Romantic); Prelude A L’Apres-Midi d’un Faune by Claude Debussy (20th Century); Music for Large and Small Ensembles (opening) by Kenny Wheeler (Contemporary). A composition activity using Clash and Bang Rhythm Grid work The Language of Music Rewind and Replay (Revision) - revisit songs from the year. Prepare for a performance of songs and activities from the year.
KS2 POS	Pupils should be taught to: <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the History of music. 						

Year 4	Topics	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	Music Focus	Mamma Mia ABBA's music Pop	Glockenspiel 2 Exploring & developing skills in playing the glockenspiel Mixed styles	Stop! Writing lyrics linked to a theme. Grime	Lean On Me / Production Soul/Gospel music and helping one another. Gospel	Blackbird The Beatles, equality and civil rights The Beatles/Pop	Reflect, Rewind & Replay Musical history & language & consolidate learning. Classical
	POS	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	Application of Year 4 Programme of Study	Learn, sing and perform – Mamma Mia by Abba with movements. Listen to and appraise: Dancing Queen by ABBA; The Winner Takes It All by ABBA; Waterloo by ABBA; Super Trouper by ABBA; Thank You For The Music by ABBA. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class to the music. Play instruments to song using G + A.	Learn how to play the glockenspiel. Teach the appropriate instrumental part by ear (sound-before-symbol) but add the link to notation. Practise the instrumental parts and decide - when everyone is confident enough - to add them to the song. Play and move between differentiated parts with a sound-before-symbol approach. Utilise the instrumental parts. Improvise. Create a composition. Perform. Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive.	Learn, sing and perform – Stop. Listen to and appraise: Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop); Radetzky Marsch by Strauss (Classical); Can't Stop The Feeling! by Justin Timberlake (Pop); Libertango by Astor Piazzolla (Tango); Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas. Compare different styles. Improvise with clapping, voices and instruments. Compose own RAP in groups. Perform own RAP.	Learn, sing and perform – Lean on Me by Bill Withers with movements. Listen to and appraise: He Still Loves Me by Walter Williams and Beyoncé (Gospel); Shackles (Praise You) by Mary Mary (Gospel); Amazing Grace by Elvis Presley (Gospel); Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical); Lean On Me by The ACM Gospel Choir (Gospel). Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class to the music. Play instruments to song using E, F + G.	Learn, sing and perform – Blackbird by the Beatles with movements. Listen to and appraise: Yellow Submarine by The Beatles; Hey Jude by The Beatles; Can't Buy Me Love by The Beatles; Yesterday by The Beatles; Let It Be by The Beatles. Explore The Beatles and the development of pop music and the Civil Rights Movement. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class to the music. Play instruments to song using C, D, E.	Listen to and appraise: La Quinta Estampie Real anon 13th century (Early Music); The Arrival Of The Queen Of Sheba by Handel (Baroque); Moonlight Sonata by Beethoven (Romantic); Bridal Chorus (Wedding March) by Wagner (Romantic); Rhapsody In Blue by Gershwin (20th Century); Einstein On The Beach by Philip Glass (Contemporary). A composition activity using The Music Explorer Rhythm Grid work The Language of Music Rewind and Replay (Revision) - revisit songs from the year. Prepare for a performance of songs and activities from the year.
KS2 POS	Pupils should be taught to: <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the History of music. 						

Year 5	Topics	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>		<i>Where in the World?</i>	<i>What is the power of The River Thames?</i>
	Music Focus	Livin' on a Prayer Rock Anthems Rock	Make You Feel My Love Style of Pop Ballads	Fresh Prince of Bel-Air Style of Old School Hip-Hop Old-School Hip-Hop	Dancing in the Street Style of Motown Motown	Classroom Jazz 1	Brass Instruments Learning an instrument with Berkshire Music Maestros
	POS	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	Application of Year 5 Programme of Study	Learn, sing and perform – Livin' on a Prayer with movements. Listen to and appraise: We Will Rock You by Queen; Smoke On The Water by Deep Purple; Rockin' All Over The World by Status Quo; Johnny B.Goode by Chuck Berry; I Saw Her Standing There by The Beatles. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class and in groups to the music. Play instruments to song using G, A & B.	Learn, sing and perform – Make you feel My love with movements. Listen to and appraise: Other related Pop ballads . Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class and a group to the music. Play instruments to song using A & G.	Learn, sing and perform – fresh Prince of Bel-Air by Will Smith with movements. Listen to and appraise: Me Myself and I by De La Soul; Ready or Not by Fugees; Rapper's Delight by The Sugarhill Gang; U Can't Touch This by M C Hammer. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class and a group to the music. Play instruments to song using A & G.	Learn, sing and perform – Dancing in the Street by Martha and the Vandellas with movements. Listen to and appraise: I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops; I Heard it Through the Grapevine by Marvin Gaye; Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell; You Are the Sunshine of My Life by Stevie Wonder. Listen and appraise. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class to the music. Play instruments to song using G, A & F.	Listen and appraise- Three Note Bossa and The Five Note Swing. Play instruments. Improvise Perform and share.	Develop skills playing a tuned instrument.
KS2 POS	Pupils should be taught to: <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the History of music. 						

Year 6	Topics	<i>What is out of this World?</i>	<i>How do living things, including us, stay healthy?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
	Music Focus	Happy Music that makes you happy! Pop/Neo Soul	Classroom Jazz 2 Jazz, improvisation and composition Bacharach and Blues	A New Year Carol Benjamin Britten's music and cover versions Classical or Urban Gospel	You've Got A Friend The music of Carole King 70s Ballad/Pop	Reflect, Rewind & Replay Musical history & language & consolidate learning Classical	Year 6 Production
	POS	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	Application of Year 6 Programme of Study	Learn, sing and perform – Happy with clapping and movement. Listen to and appraise: Top Of The World sung by The Carpenters; Don't Worry, Be Happy sung by Bobby McFerrin; Walking On Sunshine sung by Katrina And The Waves; When You're Smiling sung by Frank Sinatra; Love Will Save The Day sung by Brendan Reilly. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class and in groups to the music. Play instruments to song using A, B & G.	Listen to and appraise: Take The 'A' Train by Duke Ellington; Speaking My Peace by H. Parlan; Back 'O'Town Blues by Earl Hines; One 'O' Clock Jump by Count Basie. Learning to play and practising playing a tuned instrument. Composing own tune. Improvise using the instrument. Performing Bacharach Anorak and Meet The Blues using instrument.	Learn, sing and perform – A New Year Carol – Benjamin Britten's version and Urban Gospel version. Listen to and appraise: I Mun Be Married on Sunday Fishing Song. Practice pulse, rhythm and pitch. Improvise with clapping, instruments and voices. Learning about the life and works of Benjamin Britten.	Learn, sing and perform – You've got a Friend in Me with movements. Listen to and appraise: The Loco-Motion sung by Little Eva; One Fine Day sung by The Chiffons; Up On The Roof sung by The Drifters; Will You Still Love Me Tomorrow; (You Make Me Feel Like) A Natural Woman sung by Carole King. Learn about Carol King's music and her life as a composer. Practice pulse, rhythm and pitch. Improvise with clapping, voices and instruments. Compose as a class and in groups to the music. Play instruments to song using A, G & E.	Listen to and appraise: La Quinta Estampie Real anon 13th century (Early Music); The Arrival Of The Queen Of Sheba by Handel (Baroque); Moonlight Sonata by Beethoven (Romantic); Bridal Chorus (Wedding March) by Wagner (Romantic); Rhapsody In Blue by Gershwin (20th Century); Einstein On The Beach by Philip Glass (Contemporary). A composition activity using The Music Explorer. Rhythm Grid work. The Language of Music. Rewind and Replay (Revision) - revisit songs from the year. Prepare for a performance of songs and activities from the year.	Learning songs for the end of Year 6 Production.
	KS2 POS	Pupils should be taught to: <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the History of music. 					