

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Charanga Ongoing Focus
Rec	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	Nativity Songs	Me Learn to sing nursery rhymes and action songs: 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	My Stories Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	Everyone Learn to sing nursery rhymes and action songs: 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	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
	Singing makes up a daily part of our EYFS (Expressive Art and Design) Curriculum and is supported by our Rhyme Spine						
Year 1	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	Nativity Songs	Hey You Unit Specific: How Pulse rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song. Old School Hip Hop: <ul style="list-style-type: none"> Hey You! by Joanna Mangona 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 DM 	Round and Round Unit Specific: Latin and Mixed Styles: <ul style="list-style-type: none"> Round And Round (Bossa Nova) 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) 	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	Your Imagination Unit Specific: Create your own lyrics. <ul style="list-style-type: none"> Your Imagination by Joanna Mangona and Pete Readman Supercalifragilistic-expialidocious 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 	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. <ul style="list-style-type: none"> Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Improvisation - optional - begin to explore and create your own responses, melodies and rhythms. Composition - optional - begin to create your own responses, melodies and rhythms and record them in some way. 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.
Year 2	Hands, Feet, Heart Unit Specific: South African music: <ul style="list-style-type: none"> Hands, Feet, Heart by Joanna Mangona 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 Hiokoloza by Arthur Mofokate 	HOOHOO Unit specific: Winter time, festivals and Christmas time. Creating a performance using music and dance. <ul style="list-style-type: none"> Ho Ho Ho by Joanna Mangona (Christmas) Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra 	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	I wanna play in a Band Unit specific: Rock music and movement: <ul style="list-style-type: none"> 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 	Zoo time Unit specific: Reggae music: <ul style="list-style-type: none"> 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 	Singing Specialist These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. <ul style="list-style-type: none"> Singing - Continue to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - Continue to play a classroom instrument in a group/band/ensemble. Improvisation - optional - Continue to explore and create your own responses, melodies and rhythms. Composition - optional - Continue to create your own responses, melodies and rhythms and record them in some way. 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.

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Year 3	<p>Three Little Birds</p> <p>Unit specific: Reggae and Bob Marley. Reggae music:</p> <ul style="list-style-type: none"> ● Three Little Birds by Bob Marley ● 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 	Nativity Songs	<p>Singing Specialist</p> <p>These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.</p>	<p>Glockenspiel Stage 1</p> <p>Unit specific: Playing an instrument and the language of music.</p>	<p>Don't stop Believin</p> <p>Unit specific: Rock Anthems</p> <p>Livin' On A Prayer by Bon Jovi All Right Now by Free Eye of the Tiger by Survivor Don't Stop Believin' – Cover Version from Glee. Don't Stop Believin' – Cover Version by Petra Haden.</p>	Singing Specialist	<p>Listen & 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"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol (Basic notation). ● Singing - Continue to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. ● Improvisation - optional - Continue to explore and create your own responses, melodies and rhythms. ● Composition -- Continue to create your own responses, melodies and rhythms and record them in some way. <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>
Year 4	<p>Mamma Mia</p> <p>Unit specific: Music of ABBA</p> <ul style="list-style-type: none"> ● Mamma Mia by ABBA ● Dancing Queen by ABBA ● The Winner Takes It All by ABBA ● Waterloo by ABBA ● Super Trouper by ABBA ● Thank You For The Music by ABB 	Nativity Songs	<p>Glockenspiel Stage 2 (May recover stage 1 based on formative assessment of first lesson)</p> <p>Unit specific: Playing an instrument and the language of music.</p>	<p>Singing Specialist</p> <p>These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.</p>	<p>Lean on Me</p> <p>Unit specific: Gospel/links to Religious music:</p> <ul style="list-style-type: none"> ● Lean On Me by Bill Withers (Soul) ● Lean On Me by The ACM Gospel Choir (Gospel) ● Shackles by Mary Mary (Gospel) ● Amazing Grace by Elvis Presley (Gospel) ● Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) ● He Still Loves Me by Walter Williams and Beyoncé (Gospel) 	<p>Black Bird</p> <p>Unit specific: The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs:</p> <ul style="list-style-type: none"> ● Blackbird by The Beatles ● 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 Beatle 	<p>Listen & 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"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol (Basic notation). ● Singing - Continue to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom instrument in a group/band/ensemble. Start to explore the link between sound and symbol. ● Improvisation - optional - Continue to explore and create your own responses, melodies and rhythms. ● Composition -- Continue to create your own responses, melodies and rhythms and record them in some way. <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>

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Year 5	<p>Livin on a Prayer</p> <p>Unit specific: Rock Anthems</p> <ul style="list-style-type: none"> ● 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 	<p>Nativity Songs</p>	<p>Make You Feel My Love</p> <p>Unit specific: Pop Ballads</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You Feel My Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley 	<p>Singing Specialist</p> <p>These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.</p>	<p>The Fresh Prince of Bel Air</p> <p>Unit specific: Old School Hip Hop</p> <ul style="list-style-type: none"> ● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer ● It’s Like That by Run DMC 	<p>Dancing in the Street</p> <p>Unit specific: Motown</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas ● 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 by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life by Stevie Wonder ● The Tracks Of My Tears by Smokey Robinson And The Miracle 	<p>Listen & 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"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol (notation). ● Singing - Continue to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom instrument in a group/band/ensemble. Explore the link between sound and symbol. ● Composition -- Continue to create your own responses, melodies and rhythms and record them in some way. <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>
Year 6	<p>Happy</p> <p>Unit specific: Music that makes you Happy.</p> <ul style="list-style-type: none"> ● Happy by Pharrell Williams ● Top Of The World by The Carpenters ● Don’t Worry, Be Happy by Bobby McFerrin ● Walking On Sunshine by Katrina And The Waves ● When You’re Smiling by Frank Sinatra ● Love Will Save The Day by Brendan Reilly 	<p>Singing Specialist</p> <p>These sessions heavily focus on vocal performance, however the interrelated dimensions of music; in particular pitch and dynamics are also taught.</p>			<p>You got a friend</p> <p>Unit specific: Carole King’s music - her life as a composer.</p> <p>Friendship:</p> <ul style="list-style-type: none"> ● You’ve Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman by Carole King 	<p>Leavers play songs</p>	<p>Listen & 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"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on - Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol (notation). ● Singing - Continue to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom instrument in a group/band/ensemble. Explore the link between sound and symbol. ● Improvisation -- Continue to explore and create your own responses, melodies and rhythms. ● Composition - Continue to create your own responses, melodies and rhythms and record them in some way. <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>