

RECEPTION

TERM	Autumn 1: Marvellous Me	Autumn 2: Celebrations	Spring 1: Dinosaurs	Spring 2: New Life	Summer 1: Habitats	Summer 2: Journeys & Home
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Memorising parts of a song. Exploring dynamics. Basic techniques for playing percussion instruments. Responding to music through movement and words. 	<ul style="list-style-type: none"> Memorising parts of a song. Exploring dynamics. Basic techniques for playing percussion instruments. Responding to music through movement and words. 	<ul style="list-style-type: none"> Exploring musical elements through listening. Exploring musical elements through playing. Using flash cards to reinforce understanding. 	<ul style="list-style-type: none"> Exploring musical elements through listening. Exploring musical elements through playing. Using flash cards to reinforce understanding. 	<ul style="list-style-type: none"> Exploring musical elements through listening. Exploring musical elements through playing. Using flash cards to reinforce understanding. 	<ul style="list-style-type: none"> Developing opportunities for solo and group singing as appropriate. Responding in words and movement to a variety of musical styles.
SUGGESTED PIECES	<i>1,2,3 Good to be Me, Sing Up!</i>	<i>Celebration, Kool & the Gang Ghoomar, Padmaavat: Music for Royal Fireworks, George Frederic Handel</i>	<i>Theme Song, Barney Jurassic Park Overture, David Firman</i>	<i>New World Symphony (2nd Movement), Antonin Dvorak</i>	<i>I am the Earth, Glyn Lehmann</i>	<i>Summer Holiday, Cliff Richard</i>

YEAR ONE

TERM	Autumn 1: Getting to Know You	Autumn 2: Introduction to Musical Elements 1	Spring 1: Introduction to Musical Elements 2	Spring 2: Introduction to Musical Elements 3	Summer 1: Introduction to Musical Elements 4	Summer 2: Reflect, Rewind and Replay
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Singing in tune for some of a performance. Developing a sense of pitch, pulse and rhythm awareness. 	<p>Rhythm, Pitch, Dynamics, Duration, Tempo</p> <p><i>Winter Concert Rehearsals</i></p> <ul style="list-style-type: none"> Keeping a steady pulse. Talking about a pulse. 	<p>Rhythm, Pitch, Dynamics, Duration, Tempo</p> <ul style="list-style-type: none"> Showing a good understanding of the above elements through movement, singing and playing (including: dynamics and tempo, beginnings and endings, adhering to 'starts and stops'). 	<p>Rhythm, Pitch, Dynamics, Duration, Tempo</p> <ul style="list-style-type: none"> Talking about the use of long or short notes. Recognising rhythmic patterns found in speech, e.g. saying/chanting names, counting syllables in names. Using graphic notations, which include signs, to show the pitch they should sing or play. 	<p>Rhythm, Pitch, Dynamics, Duration, Tempo</p> <ul style="list-style-type: none"> Singing in tune. Pitching small intervals accurately. Sticking to their own part (e.g. rhythm, ostinato, drone, simple part singing) when playing or singing in a small group. 	<ul style="list-style-type: none"> Making statements and observations about the music. Responding through movement, sound-based and other creative responses (e.g. drawing, colouring, talking, acting, dancing...). Through singing and playing as well as their explanations, showing that they understand and can use some basic musical features including: getting louder, softer, higher, lower, faster, slower. Describing the quality of sounds and how they are made and combined. Suggesting and trying out their own ideas. Joining in and stopping as appropriate. Taking notice of musical cues when singing or playing.
SUGGESTED PIECES	<i>Getting to Know You, Rodgers & Hammerstein</i>	<i>Musical Elements Song, Holly</i>	<i>Peter and the Wolf, Sergei Prokofiev Hungarian Dance, Johannes Brahms</i>	<i>Young Person's Guide to the Orchestra, Benjamin Britten</i>	<i>I Don't Know My Name, Grace Vanderwall Take Me Out, Franz Ferdinand</i>	

YEAR TWO

TERM	Autumn 1: Film Music	Autumn 2: African Music	Spring 1: Folk Music	Spring 2: Bhangra	Summer 1: Samba	Summer 2: Reflect, Rewind and Replay
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> When working with others, listening and showing respect for other children's work, ideas and suggestions. Exploring changes to pitch, duration, dynamics, tempo, timbre, texture and structure. Developing understanding of structure, dynamics, and pulse. 	<ul style="list-style-type: none"> Making up music by organising musical ideas into simple structures which match the task (the context and purpose). Talking about their composition ideas and giving some reasons why they chose to use some musical ideas and reject others. 	<ul style="list-style-type: none"> Singing with clear diction and mostly accurate tuning (within a suitable vocal range). Talking about their composition ideas and give some reasons why they chose to use some musical ideas and rejected others. 	<ul style="list-style-type: none"> Exploring changes to pitch, duration, dynamics, tempo, timbre, texture and structure. Matching short rhythmic patterns students hear (such as the rhythm of short verbal phrases) to music symbols, as well as using invented symbols, 	<ul style="list-style-type: none"> Making up music by organising musical ideas into simple structures which match the task (the context and purpose). Singing and playing confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse. Using some symbols from standard Western notation (including rhythms e.g. crotchets, quavers) and basic changes in pitch. 	<ul style="list-style-type: none"> Singing and playing confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse. Rehearsing, singing and playing a range of music as appropriate to the musical situation. Making sensible comments about their own and others' work, suggesting ways to improve it. Accepting feedback and suggestions from others about their performances. Creating simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes.
SUGGESTED PIECES	<p><i>Walking in the Air</i>, Howard Blake <i>Pirates of the Caribbean</i>, Hans Zimmer <i>Mr and Mrs Fox</i>, Alexandre Desplat <i>Chicken Run</i>, John Powell and Harry Gregson-Williams <i>The Incredibles</i>, The Glory Days</p>	<p><i>Zombie</i>, Fela Kuti <i>Kaa Fo</i>, Traditional <i>Embargo</i>, Aurlus Mabele <i>The Star and the Wiseman</i>, Ladysmith Black Mambazo</p>	<p><i>Roll Alabama</i>, Bellowhead <i>Emmylou</i>, First Aid Kit <i>Jiggery Pokerwork/Haul Away/Seven Stars</i>, Spiers & Boden Bob Dylan <i>Country Gardens</i>, Percy Grainger <i>Case of You</i>, Joni Mitchell</p>	<p><i>Mundian To Bach Ke</i>, Panjabi MC <i>Jai Ho</i>, A.R. Rahman</p>	<p><i>Bamboléo</i>, Gipsy Kings</p>	

YEAR THREE

TERM	Autumn 1: Hip Hop	Autumn 2: Introduction to the Orchestra	Spring 1: Reggae	Spring 2: Vocal Techniques (Scat, Beatboxing)	Summer 1: Ensemble Skills	Summer 2: Reflect, Rewind and Replay
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Maintaining their own part well when singing or playing in a group performance or rehearsal. Discussing the compositional choices they have made. Giving and justifying their opinions about their own and others' music. 	<p><i>Winter Concert Rehearsals</i></p> <ul style="list-style-type: none"> Noticing details about different aspects of the music they hear and communicating their thoughts and feelings through discussion, movement, sound-based and other creative responses, including the visual arts. 	<ul style="list-style-type: none"> Maintaining their own part well when singing or playing in a group performance or rehearsal. Using a variety of musical devices, timbres, textures and techniques when creating and making music. 	<ul style="list-style-type: none"> Reading and writing down short rhythmic patterns using standard and invented notation. Working well in a group and showing respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore different moods, structures and purposes) as we revise, develop and refine our compositions. Showing their increasing confidence, expression, skill, level of musicality and ability to take on different roles in performance and rehearsal. 	<ul style="list-style-type: none"> Playing and singing with a consistent and appropriate tone, accurate tuning and good breath control. Showing a sense of the style of the music. Exploring and experimenting with new techniques. Identifying strengths and areas for development in their own and other's work; making and justifying specific comments. 	<ul style="list-style-type: none"> Singing and playing music from a range of styles, genres, cultures and historical periods and for different musical challenges. Adjusting own part when working as a musician with others (e.g. being quieter/ louder when appropriate).
SUGGESTED PIECES	<p><i>Summertime</i>, DJ Jazzy Jeff & the Fresh Prince <i>Me, Myself and I</i>, De La Soul <i>Rapper's Delight</i>, Sugar Hill Gang <i>Can't Touch This</i>, MC Hammer</p>	<p><i>Young Person's Guide to the Orchestra</i>, Benjamin Britten <i>New World Symphony (4th Movement)</i>, Antonin Dvorak <i>Enigma Variations</i>, Edward Elgar <i>Symphony No. 40</i>, Wolfgang Amadeus Mozart <i>Symphony No. 5</i>, Pyotr Tchaikovsky <i>Symphony No. 5 (1st Movement)</i>, Ludwig van Beethoven <i>Cello Concertos</i>, Edward Elgar <i>Danzon No. 2</i>, Arturo Marquez</p>	<p><i>Pressure Drop</i>, Toots and the Maytails <i>Could You Be Loved</i>, Bob Marley <i>Chase the Devil</i>, Max Romeo <i>The Israelites</i>, Desmond Dekker and the Aces</p>	<p><i>Sing</i>, Pentatonix <i>Medley combining acapella, scat and beatboxing</i>, The Voca People</p>	<p><i>Bohemian Rhapsody</i>, Queen <i>Hey Ya</i>, Outkast <i>Funky Instrumentals</i>, James Brown <i>1-5-6-4</i>, The Beatles</p>	

YEAR FOUR

TERM	Autumn 1: Blues	Autumn 2: Britpop	Spring 1: Programme Music	Spring 2: Soul/Motown	Summer 1: Musical Theatre	Summer 2: Reflect, Rewind and Replay
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Using a variety of musical devices, timbres, textures and techniques when creating and making music. 	<ul style="list-style-type: none"> Maintaining a strong sense of pulse and recognising when they (or others) are going out of time. Using a variety of musical devices, timbres, textures and techniques when creating and making music 	<ul style="list-style-type: none"> Creating effective and coherent improvisations, arrangements, accompaniments and patterns (including ostinato, drones, pentatonic melodies) which show that they have an understanding of structure in music. 	<ul style="list-style-type: none"> Listening carefully to and evaluating a range of live and recorded music from different traditions, genres, styles and times. Responding appropriately to the context. Giving and justifying their opinions about their own and others' music. 	<ul style="list-style-type: none"> Maintaining good posture when playing or singing. Making good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements. 	
SUGGESTED PIECES	<i>The Thrill Is Gone</i> , BB King <i>Mustang Sally</i> , Wilson Pickett <i>I Sing the Blues</i> , Etta James	<i>Shake it Out</i> , Florence and the Machine <i>Somewhere Only We Know</i> , Keane <i>I'm Still Standing/Goodbye</i> , Yellow <i>Brick Road</i> , Elton John <i>Daydreamer</i> , Adele	<i>Lark Ascending</i> , Ralph Vaughan Williams <i>An American in Paris</i> , George Gershwin <i>Mars from the Planets</i> , Gustav Holst <i>Winter from the Four Seasons</i> , Antonio Vivaldi <i>Carnival of the Animals</i> , Camille Saint-Saëns <i>Also Sprach Zarathustra</i> , Richard Strauss	<i>Ain't No Mountain High Enough</i> , Marvin Gaye & Tami Tarral <i>Respect</i> , Aretha Franklin <i>Let's Stay Together</i> , Al Green <i>Sittin' On The Dock of the Bay</i> , Otis Redding <i>Stop in the Name of Love</i> , Dianna Ross and the Supremes <i>Signed, Sealed, Delivered</i> , Stevie Wonder	<i>Havin' a Hunch</i> , Seussical <i>Revoltin' Children</i> , Matilda <i>Circle of Life</i> , Lion King <i>Defying Gravity</i> , Wicked <i>Prologue</i> , Little Shop of Horrors	

YEAR FIVE

TERM	Autumn 1: Rock	Autumn 2: Big Band/Swing	Spring 1: Piano Music	Spring 2: Opera	Summer 1: Indian Raga	Summer 2: Reflect, Rewind and Replay
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Performing a simple part using the correct playing techniques for the required instrument/part. 	<ul style="list-style-type: none"> Exploring sounds and music through performing. Recognising and broadly controlling changes in tempo, pitch and dynamics when playing or singing. 	<ul style="list-style-type: none"> Identifying differences within a musical element e.g. high and low, fast and slow. 	<ul style="list-style-type: none"> Singing broadly in tune within a limited pitch range. Following simple musical instructions and actions, as well as keeping a steady pulse with some accuracy (e.g. through tapping, clapping, marching, or playing). 	<ul style="list-style-type: none"> Attempting to compose for an instrument/s (acknowledging that their composition may either be unplayable, or not fully exploit the potential of the instrument.) 	
SUGGESTED PIECES	<i>Hotel California</i> , The Eagles <i>I Will Love You Always</i> , Bon Jovi <i>With or Without You</i> , U2 <i>Purple Haze</i> , Jimi Hendrix <i>We Will Rock You</i> , Queen	<i>Luck be a Lady</i> , Frank Sinatra <i>Ain't That a Kick in the Head</i> , Dean Martin <i>Love Will Tear Us Apart</i> , Hot 8 Brass Band	<i>Fur Elise</i> , Ludwig van Beethoven <i>Rhapsody in Blue</i> , George Gershwin <i>Piano Sonata in C</i> , Wolfgang Amadeus Mozart <i>Rhapsody on a Theme by Paganini</i> , Variation 18, Sergei Rachmaninoff <i>Hungarian Rhapsody No. 2</i> , Franz List <i>Album fur die Jugend</i> , Robert Schumann <i>Claire de Lune</i> , Claude Debussy	<i>Queen of the Night Aria</i> , Wolfgang Amadeus Mozart <i>O Fortuna</i> , <i>Carmina Burrana</i> , Carl Off <i>Toreador</i> , Georges Bizet <i>America/Tonight</i> , Leonard Bernstein <i>Anvil Chorus</i> , Giuseppe Verdi <i>Nessun Dorma</i> , Giacomo Puccini <i>Casta Diva</i> , Vincenzo Bellini <i>Dido's Lament</i> , Henry Purcell	<i>Symphony</i> , Ravi Shankar	

YEAR SIX

TERM	Autumn 1: Pop	Autumn 2: Jazz	Spring 1: Minimalism	Spring 2: Disco/Funk	Summer 1: Song Writing	Summer 2: Leavers' Musical
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Performing with reasonable accuracy and fluency. Moments of inaccuracy/hesitation may be present but the performance is still broadly coherent. Performing simple rhythms with expression (i.e. accenting strong beats). 	<ul style="list-style-type: none"> Creating basic musical ideas and suggesting symbols that could be used to represent sound. Identifying a musical style and writing about how the music makes them feel. 	<ul style="list-style-type: none"> Composing simple pieces using a structure, showing some ability to organise musical ideas. Recognising how the different musical elements are combined and used expressively 	<ul style="list-style-type: none"> Joining in and stopping as appropriate. Following simple performance directions, demonstrating understanding of these through singing and playing (including, but not limited to, dynamics and tempo; starting and stopping; and adhering to 'starts and stops' – i.e. sound and silence). 	<ul style="list-style-type: none"> Displaying some awareness of texture and composing a piece that contains many different layers of music. 	
SUGGESTED PIECES	<p><i>Don't Let Me Down</i>, The Chain <i>Smokers</i> <i>Lonely</i>, Joel Curry</p>	<p><i>Summertime</i>, Ella Fitzgerald <i>Take Five</i>, Dave Brubeck <i>Don't Mean a Thing</i>, Duke Ellington</p>	<p><i>Short Ride in a Fast Machine</i>, John Adams <i>Music for 18 Musicians</i>, Steve Reich</p>	<p><i>Boogie Wonderland</i>, Earth, Wind and Fire <i>Everybody Dance</i>, Chic <i>Get Up Offa That Thing</i>, James Brown <i>We Are Family</i>, Sister Sledge <i>Low Rider</i>, War <i>Jungle Boogie</i>, Kool and the Gang <i>I'm Coming Out</i>, Dianna Ross</p>	<p><i>Purple Rain/Raspberry Beret/Sign o' the Times</i>, Prince <i>Blue</i>, Joni Mitchell <i>Bohemian Rhapsody</i>, Queen <i>Space Oddity</i>, David Bowie</p>	