

Our World of Learning in Music

Love learning and inspire
each other to thrive in the
world.

**Language
and
Literacy**

**First
Hand
Learning**

**My
World
and Me**

Our World of Learning in Music - EYFS

Early Years Foundation Stage	
Expressive Arts & Design	
<p>Ages and Stages – Reception:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>ELG Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Our World of Learning in Music

		Y1	Y2	Y3	Y4	Y5	Y6
Listen and Appraise	Knowledge	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/ answer part. • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> -Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity
	Skills	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.

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		Y1	Y2	Y3	Y4	Y5	Y6
Singing	Knowledge	To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice
	Skills	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices -you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.

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		Y1	Y2	Y3	Y4	Y5	Y6
Playing	Knowledge	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends
	Skills	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

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		Y1	Y2	Y3	Y4	Y5	Y6
Improvisation	Knowledge	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
	Skills	<ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete challenges Listen and copy back using instruments, two different notes. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Challenges. Listen and copy back using instruments, two different notes. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes. 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes.

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		Y1	Y2	Y3	Y4	Y5	Y6
Composition	Knowledge	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
	Skills	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/notation). 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Our World of Learning in Music

		Y1	Y2	Y3	Y4	Y5	Y6
Performance	Knowledge	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music
	Skills	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

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	Y1	Y2	Y3	Y4	Y5	Y6
Key Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Our World of Learning in Music – Year

Year 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Unit Theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Style of Main Song	Old School Hip-Hop	Reggae Blues,	Baroque,	Latin, Bhangra, Folk, Funk	Bossa Nova Pop	Classical
Main Song and Supporting Songs	<p>Hey You! By Joanna Mangona</p> <p>Me, Myself And I by De La Soul</p> <p>Fresh Prince Of Bel-Air by Will Smith</p> <p>Rapper’s Delight by The Sugarhill Gang</p> <p>U Can’t Touch This by MC Hammer</p> <p>It’s Like That by Run DMC</p>	<p>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</p> <p>The Planets, Mars by Gustav Holst (Classical)</p> <p>Tubular Bells by Mike Oldfield (Pop)</p> <p>The Banana Rap by Jane Sebba (Hip Hop)</p> <p>Happy by Pharrell Williams (Pop)</p> <p>When I’m 64 by The Beatles (Pop)</p>	<p>In The Groove by Joanna Mangona</p> <p>How Blue Can You Get by B.B. King (Blues)</p> <p>Let The Bright Seraphim by Handel (Baroque)</p> <p>Livin’ La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Jai Ho by J.R. Rahman (Bhangra/Bollywood)</p> <p>Lord Of The Dance by Ronan Hardiman (Irish)</p> <p>Diggin’ On James Brown by Tower Of Power (Funk)</p>	<p>Round and Round by Joanna Mangona</p> <p>Livin’ La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</p> <p>Why Don’t You by Gramophonedzie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p>	<p>Your Imagination by Joanna Mangona and Pete Readman</p> <p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka & The Chocolate Factory Soundtrack</p> <p>Daydream Believer by The Monkees</p> <p>Rainbow Connection from The Muppet Movie</p> <p>A Whole New World from Aladdin</p>	<p>Reflect, Rewind and Replay</p> <p>A Song Before Sunrise by Frederick Delius – 20th Century</p> <p>The Firebird by Igor Stravinsky – 20th Century</p> <p>The Bird by Sergei Prokofiev – 20th Century</p> <p>Grand March from Aida by Giuseppe Verdi – Classical</p> <p>Bolero by Maurice Ravel – 20th Century</p> <p>The Lamb by John Tavener – Contemporary</p>

Our World of Learning in Music – Year

Year 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Unit Theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Style of Main Song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Main Song and Supporti ng Songs	<p>Hands, Feet, Heart by Joanna Mangona</p> <p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p>	<p>Ho, Ho, Ho by Joanna Mangona</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p>	<p>I Wanna Play in a Band by Joanna Mangona</p> <p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin’ All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p>	<p>Zootime by Joanna Mangona</p> <p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p>	<p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Buggy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p>	<p>Peer Gynt Suite: Anitras Dance by Edvard Grieg Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p>

Our World of Learning in Music – Year Three

Year 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Unit Theme	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Style of Main Song	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Main Song and Supporting Songs	<p>Let Your Spirit Fly by Joanna Mangona</p> <p>Colonel Bogey March by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical 'Oliver!' (Musicals)</p> <p>Ain't No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You're The First, The Last, My Everything by Barry White (Soul)</p>	<p>Glockenspiel Stage 1</p> <p>Easy E</p> <p>Strictly D</p> <p>Drive</p> <p>D-E-F-inately</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p>	<p>Three Little Birds by Bob Marley</p> <p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p>	<p>The Dragon Song by Joanna Mangona and Pete Readman</p> <p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p>	<p>Bringing Us Together by Joanna Mangona and Pete Readman</p> <p>Good Times by Nile Rodgers</p> <p>Ain't Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royce</p>	<p>Reflect, Rewind and Replay</p> <p>L'Homme Arme by Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: II Andante by Franz Joseph Haydn – Classical</p> <p>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic</p> <p>Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century</p> <p>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p>

Our World of Learning in Music – Year Four

Year 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Mamma Mia Reflect,	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Rewind & Replay
Unit Theme	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Style of Main Song	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music.
Main Song and Supporting Songs	<p>Mamma Mia by ABBA</p> <p>ABBA's music: Dancing Queen by ABBA</p> <p>The Winner Takes It All by ABBA</p> <p>Waterloo by ABBA</p> <p>Super Trouper by ABBA</p> <p>Thank You For The Music by ABBA</p>	<p>Glockenspiel Stage 2</p> <p>Mardi Gras Groovin'</p> <p>Two-Way Radio</p> <p>Flea, Fly, Mosquito</p> <p>Rigadoon</p> <p>Mamma Mia</p> <p>Portsmouth</p> <p>Strictly D</p> <p>Play Your Music</p> <p>Drive</p>	<p>Stop! by Joanna Mangona</p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p> <p>Radetzky Marsch by Strauss (Classical)</p> <p>Can't Stop The Feeling! By Justin Timberlake (Pop)</p> <p>Libertango by Astor Piazzolla (Tango)</p> <p>Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p>	<p>Lean On Me sung by Bill Withers</p> <p>He Still Loves Me by Walter Williams and Beyoncé (Gospel)</p> <p>Shackles (Praise You) by Mary Mary (Gospel)</p> <p>Amazing Grace by Elvis Presley (Gospel)</p> <p>Ode To Joy Symphony No9 by Beethoven (Romantic– Western Classical)</p> <p>Lean On Me by The ACM Gospel Choir (Gospel)</p>	<p>Blackbird by The Beatles</p> <p>Yellow Submarine by The Beatles</p> <p>Hey Jude by The Beatles</p> <p>Can't Buy Me Love by The Beatles</p> <p>Yesterday by The Beatles</p> <p>Let It Be by The Beatles</p>	<p>Reflect, Rewind & Replay</p> <p>La Quinta Estampie Real anon 13th century (Early Music)</p> <p>The Arrival Of The Queen Of Sheba by Handel (Baroque)</p> <p>Moonlight Sonata by Beethoven (Romantic)</p> <p>Bridal Chorus (Wedding March) by Wagner (Romantic)</p> <p>Rhapsody In Blue by Gershwin (20th Century)</p> <p>Einstein On The Beach by Philip Glass (Contemporary)</p>

Our World of Learning in Music – Year Five

Year 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Unit Theme	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Style of Main Song	Rock	Anthems Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Main Song and Supporting Songs	<p>Prayer by Bon Jovi</p> <p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p>	<p>Classroom Jazz by Ian Gray</p> <p>Desafinado by Stan Getz (Swing)</p> <p>Cotton Tail by Ben Webster</p> <p>5 Note Swing by Ian Gray</p> <p>Perdido by Woody Herman</p>	<p>To Make You Feel My Love sung by Adele</p> <p>Make You Feel My Love by Bob Dylan</p> <p>So Amazing by Luther Vandross</p> <p>Hello by Lionel Ritchie</p> <p>The Way You Look Tonight by Tony Bennett</p>	<p>Fresh Prince of Bel-Air rapped by Will Smith</p> <p>Me Myself and I by De La Soul</p> <p>Ready or Not by Fugees</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by M C Hammer</p>	<p>Dancing in the Street sung by Martha and The Vandellas</p> <p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</p> <p>I Heard it Through the Grapevine by Marvin Gaye</p> <p>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p>You Are the Sunshine of My Life by Stevie Wonder</p>	<p>Reflect, Rewind & Replay</p> <p>Music from Compline – Traditional – Early Music</p> <p>Dido and Aeneas: Overture by Henry Purcell – Baroque</p> <p>Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical</p> <p>Minute Waltz in D-flat by Chopin – Romantic</p> <p>Central Park in the Dark by Charles Edward Ives – 20th Century</p> <p>Clapping Music by Steve Reich– Contemporary</p>

Our World of Learning in Music – Year Six

Year 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Happy Classroom	Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Unit Theme	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Style of Main Song	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
Main Song and Supporting Songs	<p>Top Of The World sung by The Carpenters</p> <p>Don't Worry, Be Happy sung by Bobby McFerrin</p> <p>Walking On Sunshine sung by Katrina And The Waves</p> <p>When You're Smiling sung by Frank Sinatra</p> <p>Love Will Save The Day sung by Brendan Reilly</p>	<p>Take The 'A' Train by Duke Ellington</p> <p>Speaking My Peace by H. Parlan</p> <p>Back 'O'Town Blues by Earl Hines</p> <p>One 'O' Clock Jump by Count Basie</p>	<p>I Mun Be Married on Sunday Fishing Song</p>	<p>The Loco-Motion sung by Little Eva</p> <p>One Fine Day sung by The Chiffons</p> <p>Up On The Roof sung by The Drifters</p> <p>Will You Still Love Me Tomorrow</p> <p>(You Make Me Feel Like) A Natural Woman sung by Carole King</p>	<p>Something Helpful by Anna Meredith</p> <p>O by Shiva Feshareki</p> <p>V-A-C Moscow by Shiva Feshareki</p> <p>Heroes & Villains by Eska Shades Of Blue by Eska</p> <p>And! by Afrodeutsche</p> <p>The Middle Middle by Afrodeutsche</p>	<p>L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music</p> <p>Armide Overture by Jean-Baptiste Lully – Baroque</p> <p>The Marriage of Figaro: Overture by Mozart – Classical</p> <p>Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic</p> <p>Sonata for Horn in F by Paul Hindemith – 20th Century</p> <p>Homelands by Nitin Sawhney –Contemporary</p>