Wansbeck Primary School Long Term Plan Music





The children will be raught skills discretely and have access to a variety of activities that they can explore in continuous provision. These will be both adult-led and child-initiated activities. They will be regularly exposed to Music as a way of learning facts, concepts and vocabulary during adult-led and whole class sessions. Children will perform, sing and use instruments during continuous provision and class performances including the Christmas Nativity play. In their provision, children have access to dressing up clothes, puppets, pom-poms and ribbons as well as instruments to ensure they have opportunities to create and perform. Children are taught to develop phonological awareness in F1 to help learn sounds and letters. This may be through the form of sound games, clapping, learning rhythms, poems and rhymes.

Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in Music is achieved through learning songs, knowing an understanding of musical terms such as Pulse, Pitch, Rhythm. It is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledge in the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. By being able to explore freely and taught discretely, children will be able to develop their interest music, building foundations so that they are ready to use their voices expressively and creatively, play tuned and untuned instruments, listen to and experiment with creating music in KS1.

The following statements from Communication and Language, Physical Development and Expressive Arts & Design will support the children in developing musical skills.

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Communication and Language	Sing a large repertoire of songs.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency.
Expressive Arts and Design	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.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, 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.
		ELG
Expressive Arts and Design	Sing a range of well-known nursery rhymes and songs.	

•	Pertorm songs, rhym	ies, poems and stories with others,	and (when appropriate) try	y to move in time with music.

) ear	Autumn	Autumn 1	Spring 1	Spring 1	Summer 1	Summer 1	Autumn 2	Autumn 2	Spring 2	Spring 2	Summer 2	Summer 2
Group	1											
E/FS o rerview	1	Me	My St	ories	Ever	yone	N	le	My S	tories	Ever	yone
Di velopments m tter links	Learn to sing nursery rhymes and action songs		action songs. Listening and responding to		Learn to sing nursery rhymes and action songs. Improvising leading to playing classroom instruments		Learn to sing nursery rhymes and action songs		Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music		Learn to sing nursery rhymand action songs. Improvising leading to play classroom instruments	
Yzar 1:	The Fossil	The Fossil	Heroic	Heroic	Rainforest	Rainforest	Fiery Dragons	Fiery	Colours in	Colours in	Seaside	Seaside
Cverview	Hunters Hey You	Hunters Rhythm In the Way We Walk and The Banana Rap	Adventures In the Groove How to be in	Adventures Round and Round	Romp Your Imagination	Romp Reflect, Rewind, Replay.	Hey You	Dragons Rhythm In the Way We Walk and The Banana Rap	the Rainbow In the Groove	the Rainbow Round and Round	Rescue Your Imagination	Rescue Reflect, Rewind, Replay.
	Learning how pulse, rhythm and pitch work together.	Exploring pulse, rhythm and pitch, rapping, dancing and singing.	the groove with different styles of music.	Building on previous learning, focusing around one song: Round and Round, a Bossa Nova Latin style.	Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Consolidating the learning that has occurred during the year by revisiting songs and musical activities.	Learning how pulse, rhythm and pitch work together.	Exploring pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Building on previous learning, focusing around one song: Round and Round, a Bossa Nova Latin style.	Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Consolidating the learning that has occurred during the year by revisiting songs and musical activities.
N ational Curriculu m Links Year 1	Understand and explore how music is created, produced	Learn to sing and to use their voices, to create and compose	Perform, listen to, review and evaluate music across a range of historical	Perform, listen to, review and evaluate music across a	Understand and explore how music is created, produced and	Review and evaluate music across a range of historical	Understand and explore how music is created, produced and	Learn to sing and to use their voices, to create and compose	Perform, listen to, review and evaluate music across a	Perform, listen to, review and evaluate music across a	Understand and explore how music is created, produced and	Review and evaluate music across of range of historical
	and 	music on their	periods, genres	range of	communicated	periods,	communicated,	music on their	range of	range of	communicated	periods,
	communicai	Own.	and siyles.	historical	, including	genres,	including	OWN.	historical	historical	, including	yenies, siyles

	ed, including	l I		perioas,	inrough the	styles and	inrough the		periods,	periods,	inrough the	ana
	through the			genres, styles	inter-related	traditions.	inter-related		genres and	genres, styles	inter-related	traditions.
	inter-			and	dimensions:		dimensions:		styles.	and	dimensions:	
	related			traditions.	pitch,		pitch,		'	traditions.	pitch,	
	dimensions:				duration,		duration,				duration,	
	pitch,				dynamics,		dynamics,				dynamics,	
	duration,				tempo.		tempo.				tempo.	
	dynamics,				rempo.		Tempo.				rempo.	
	tempo.											
	rempo.											
Year 2	The Fossil	The Fossil	Heroic	Heroic	Rainforest	Rainforest	Fiery Dragons	Fiery	Colours in	Colours in	Seaside	Seaside
Cverview	Hunters	Hunters	Adventures	Adventures	Romp	Romp	Hands, feet,	Dragons	the Rainbow	the Rainbow	Rescue	Rescue
	Hands,	Ho, Ho, Ho	I Wanna Play	Zootime	Friendship	Reflect,	heart.	Ho, Ho, Ho	I Wanna Play	Zootime	Friendship	Reflect,
	feet,	Learn and	in a Band.	Developing an	Song	rewind and	Learn about	Learn and	in a Band.	Developing an	Song	rewind and
	heart.	focus on one	To learn a rock	integrated	Learning	replay	South African	focus on one	To learn a	integrated	Learning	replay
	Learn about	Christmas	song singing and	approach to	about how the	Consolidates	Music through	Christmas	rock song	approach to	about how the	Consolidates
	South	song and	playing	music where	dimensions of	the learning	learning to	song and	singing and	music where	dimensions of	the learning
	African	compare it to	together in an	games, the	music (pulse,	that has	sing, play,	compare it to	playing and	games, the	music (pulse,	that has
	Music	other genres	ensemble and	interrelated	-1	occurred	improvise and	other genres		interrelated	rhythm, pitch	occurred
	through	of music.	to listen and	dimensions of	rhythm, pitch		compose with	of music.	together in an		etc), singing	during the
	learning to	of music.		· · · · · · · · · · · · · · · · · · ·	etc), singing	during the	a song.	of music.	ensemble and	dimensions of	and playing	year.
	sing, play,		appraise it.	music (pulse,	and playing	year.	a song.		to listen and	music (pulse,	instruments	yeur.
	improvise			rhythm, pitch	instruments				appraise it.	rhythm, pitch	are all linked	
	and compose			etc), singing	are all linked					etc), singing		
	•			and playing	using a song					and playing	using a song	
	with a song.			instruments	about					instruments	about	
				are all linked.	friendship.					are all linked.	friendship.	
Year 2	Learn to	Perform,	Perform, listen	Understand	Understand	Review and	Learn to sing	Perform,	Perform,	Understand	Understand	Review and
National Curriculu	sing and to	listen to,	to, review and	and explore	and explore	evaluate	and to use	listen to,	listen to,	and explore	and explore	evaluate
m Links	use their	review and	evaluate music	how music is	how music is	music across	their voices,	review and	review and	how music is	how music is	music across a
III EIIINS	voices, to	evaluate	across a range	created,	created,	a range of	to create and	evaluate	evaluate	created,	created,	range of
	create and	music across a	of historical	produced and	produced and	historical	compose music	music across a	music across a	produced and	produced and	historical
	compose	range of	periods, genres	communicated	communicated	periods,	on their own.	range of	range of	communicated	communicated	periods,
	music on	historical	and styles.	, including	, including	genres,		historical	historical	, including	, including	genres, styles
	their own.	periods,		through the	through the	styles and		periods,	periods,	through the	through the	and
		genres, styles		inter-related	inter-related	traditions.		genres, styles	genres and	inter-related	inter-related	traditions.
		and		dimensions:	dimensions:			and	styles.	dimensions:	dimensions:	
		traditions.		pitch,	pitch,			traditions.		pitch,	pitch,	
				duration,	duration,					duration,	duration,	
				dynamics,	dynamics,					dynamics,	dynamics,	
				tempo.	tempo.					tempo.	tempo.	
Year 3	The Stone	The Stone	Vicious Vikings	Vicious	<u>Frozen Planet</u>	Frozen	War of the	War of the	Our Global	Our Global	<u>Rotten</u>	<u>Rotten</u>
Cverview	<u>Age</u>	Age	or Sensible	<u>Vikings or</u>	Bringing us	<u>Planet</u>	Roses	Roses	Community	Community	Romans	Romans
	Let Your	Glockenspiel	<u>Settlers</u>	<u>Sensible</u>	Together.	Reflect,	Let Your	Glockenspiel	Three Little	The Dragon	Bringing us	Reflect,
	Spirits Fly	Stage 1	Three Little	<u>Settlers</u>	Explore disco	rewind and	Spirits Fly	Stage 1	Birds	Song.	Together.	rewind and
	To learn	Exploring &	Birds	The Dragon	music and	replay	To learn about	Exploring &	Explore	Using pop	Explore disco	replay
	about RnB	developing	Explore Reggae	Song.	compare it to	Consolidates	RnB music and	developing	Reggae music	music as a	music and	Consolidates
	music and	playing skills	music and	Using pop	previous	the learning	compare it to	playing skills	and compare	style,	compare it to	the learning
	compare it	using an	compare it to	music as a	styles and	that has	other genres	using an	it to other	discover how	previous	that has
	to other	instrument	other genres	siyle,	genres Learn	occurred	of music	instrument	genres and	a sona tells a	styles and	occurred

	ognese of	Learn some	and styles of	discover now	now different	during the		Learn some	Elvine of	Story looking	genres, Learn	auring the
	genres of music.	musical	music, Further	a song tells a	styles of	year		musical	styles of music,	at music from	how different	year
	music.	notation.	develop the	story looking	music make	yeui		notation.	Further	around the	styles of	yeu
		norarion.	skills in music	at music from	you feel.			norarion.	develop the	world.	music make	
			(pulse, rhythm,	around the	you reer.				skills in music	world.	you feel.	
				world.					(pulse,		you reer.	
			pitch etc)	world.					rhythm, pitch			
									etc)			
Year 3	Perform,	Pupils should	They should	Develop an	Listen with	То	Perform,	Pupils should	They should	Develop an	Listen with	То
National	listen to,	be taught to	develop an	understanding	attention to	appreciate,	listen to,	be taught to	develop an	understanding	attention to	appreciate,
C ırriculu	review and	sing and play	understanding	of the history	detail and	review and	review and	sing and play	understanding	of the history	detail and	review and
m Links	evaluate	musically with	of musical	of music.	recall sounds	evaluate	evaluate music	musically with	of musical	of music.	recall sounds	evaluate
	music	increasing	composition.	Understand a	with	music across	across a range	increasing	composition.	Understand a	with	music across a
	across a	confidence	Appreciate and	wide range of	increasing	a range of	of historical	confidence	Appreciate	wide range of	increasing	range of
	range of	and control.	understand a	high-quality	aural memory.	historical	periods,	and control.	and	high-quality	aural memory.	historical
	historical	Use and	wide range of	live and	Develop an		•	Use and	understand a	live and	Develop an	
	periods,	understand	high-quality live	recorded	understanding	periods, genres,	genres, styles and traditions.	understand	wide range of	recorded	understanding	periods, genres,
	•	staff and	and recorded	music drawn	of the history	styles, and		staff and	high-quality	music drawn	of the history	styles, and
	genres, styles and	other musical	music drawn	from	of music.	traditions.	Appreciate and	other musical	live and	from	of music.	traditions.
	traditions.	notations.	from different	different	of music.	Understand a	understand a		recorded	different	of music.	Understand a
			traditions and	traditions		wide range of	wide range of	notations. play and perform	music drawn	traditions		wide range of
	Appreciate and	play and perform in	from great	Traditions		high-quality	high-quality	in solo and	from	Traditions		
	understand	solo and	_			live and	live and	ensemble	different			high-quality live and
		ensemble	composers and musicians			recorded	recorded		traditions and			recorded
	a wide range		musicians					playing				
	of high-	playing				music drawn	music drawn	musical	from great			music drawn
	quality live and	musical				from	from	instruments	composers			from
		instruments				different	different	with	and musicians			different
	recorded	with				traditions	traditions	increasing				traditions and
	music drawn	increasing				and from		accuracy,				from great
	from	accuracy,				great		fluency,				composers
	different	fluency,				composers		control and				and musiciars
	traditions	control and				and musicians		expression.				
y₃ar 4	TI	expression.	10.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	1/: :	5 - 0 - 1	F	144 6 11) A (0 (1 1 1	0 (11.1	5.44	8.44
Cverview	The Stone	The Stone	Vicious Vikings	<u>Vicious</u>	<u>Frozen Planet</u>	Frozen	War of the Roses	War of the Roses	Our Global Community	Our Global Community	<u>Rotten</u> Romans	<u>Rotten</u> Romans
	<u>Age</u> Mamma Mia	<u>Age</u> Glockenspiel	or Sensible	<u>Vikings or</u>	Blackbird	Planet	Mamma Mia	Glockenspiel	Stop!	Lean on Me	Blackbird	Reflect,
	To learn	stage 2	<u>Settlers</u>	<u>Sensible</u>	To learn all	Reflect,	To learn songs	stage 2	To develop	To develop	To learn all	rewind and
	songs by	To develop	Stop!	<u>Settlers</u>		rewind and	by Abba.	To develop	skills and	skills and	about one	replay
			To develop	Lean on Me	about one	replay	•	·				
	Abba. Appraising	knowledge and skills needed	skills and	To develop	Song:	Consolidates	Appraising and performing	knowledge and skills needed	knowledge about Rap	knowledge about soul and	song: Blackbird by	Consolidates the learning
	and	to play a	knowledge	skills and	Blackbird by	the learning	them and	to play a	music and how	gospel music	The Beatles -	that has
	performing	glockenspiel.	about Rap music	knowledge	The Beatles -	that has	comparing the	glockenspiel.	it compares	and compare	a song about	occurred
	them and	To read	and how it	about soul and	a song about	occurred	songs to other	To read	to other	it to previous	civil rights.	during the
		notated music	compares to	gospel music	civil rights.	during the	genres of	notated music	styles of	styles and	civii rigitis.	_
	comparing the songs to	and have an	other styles of	and compare		year.	music.	and have an	music.	•		year.
	_	understanding	music.	it to previous			music.			genres		
	other	of the	To perform	styles and				understanding of the	To perform			
	genres of		and compose.	genres					and compose.			
	music.	language of						language of				
		music.	1	1		1	1	music.	1	1		1

Y sur +	Perform,	Pupiis snouid	Perform, listen	To	Perform,	TO	Perform,	Pupiis should	Perform,	To	Perform,	TO
National	listen to,	be taught to	to, review and	appreciate,	listen to,	appreciate,	listen to,	be taught to	listen to,	appreciate,	listen to,	appreciate,
C ırriculu	review and	sing and play	evaluate music	review and	review and	review and	review and	sing and play	review and	review and	review and	review and
m Links	evaluate	musically with	across a range	evaluate	evaluate	evaluate	evaluate music	musically with	evaluate	evaluate	evaluate	evaluate
	music	increasing	of historical	music across a	music across a	music across	across a range	increasing	music across a	music across a	music across a	music across
	across a	confidence	periods, genres,	range of	range of	a range of	of historical	confidence	range of	range of	range of	range of
	range of	and control.	styles and	historical	historical	historical	periods,	and control.	historical	historical	historical	historical
	historical	Use and	traditions.	periods,	periods,	periods,	genres, styles	Use and	periods,	periods,	periods,	periods,
	periods,	understand	Appreciate and	genres,	genres, styles	genres,	and traditions.	understand	genres, styles	genres,	genres, styles	genres,
	genres,	staff and	understand a	styles, and	and	styles, and	Appreciate	staff and	and	styles, and	and	styles, and
	styles and	other musical	wide range of	traditions.	traditions.	traditions.	and	other musical	traditions.	traditions.	traditions.	traditions.
	traditions.	notations.	high-quality live	Understand a	Appreciate	Understand a	understand a	notations, play	Appreciate	Understand a	Appreciate	Understand
	Appreciate	play and	and recorded	wide range of	and	wide range of	wide range of	and perform	and	wide range of	and	wide range of
	and	perform in	music drawn	high-quality	understand a	high-quality	high-quality	in solo and	understand a	high-quality	understand a	high-quality
	understand	solo and	from different	live and	wide range of	live and	live and	ensemble	wide range of	live and	wide range of	live and
	a wide range	ensemble	traditions	recorded	high-quality	recorded	recorded	playing	high-quality	recorded	high-quality	recorded
	of high-	playing	ii dui iions	music drawn	live and	music drawn	music drawn	musical	live and	music drawn	live and	music drawn
	quality live	musical		from	recorded	from	from	instruments	recorded	from	recorded	from
	and	instruments		different	music drawn	different	different	with	music drawn	different	music drawn	different
	recorded	with		traditions and	from	traditions	traditions	increasing	from	traditions and	from	traditions are
	music drawn	increasing		from great	different	and from	11 dui i i i i i	accuracy,	different	from great	different	from great
	from	accuracy,		composers	traditions	great		fluency,	traditions	composers	traditions	composers
	different	fluency,		and musicians	11 dui 11ons	composers		control and	11 dai 11ons	and musicians	11 dairions	and musiciar
	traditions	control and		una musicians		and musicians		expression.		una musicians		and to sing
	Traditions	expression.				and to sing		expression.				and play
		expression.				and play						musically with
						musically						increasing
						with						confidence
						increasing						and control.
						confidence						They should
						and control.						develop an
						They should						understandi
						develop an						of musical
						understandin						composition
						g of musical						organising a
						composition,						manipulating
						organising						ideas within
						and						musical
						manipulating						structures
						ideas within						and
						musical						reproducing
						structures						sounds from
						and						aural memory
						reproducing						au a memory
						sounds from						
						aural memory						
zar 5	World at	World at	Animals versus	Animals	Marvellous	Marvellous	World of	World of	Crime and	Crime and	Ancient	Ancient
	War	War	Humans	versus	Mayans	Mayans	water	water	Punishment	Punishment	<u>Greeks</u>	<u>Greeks</u>
	Livin' on a	11 41	·········	Humans			Livin' on a	Classroom			Dancing In	
	Prayer			riumuns			Prayer	Jazz 1			The Street	
		I	i	l	l	I		V 4444 4	l .	l	011 001	L

	I		I				I	I _	I		I	
	HOW ROCK	Classroom	Make you reel	The Fresh	Dancing In	кетіест,	HOW ROCK	rocuses on	Make You	ine rresn	Focussing	кеттест,
	music	Jazz 1	My Love	Prince of	The Street	rewind and	music	improvising.	Feel My Love	Prince of	around one	rewind and
	developed	Focuses on	Learning	Bel-Air	Focussing	replay	developed	Using two	Learning	Bel-Air	song: Dancing	replay
	from the	improvising.	around one	Learn about	around one	Consolidates	from the	great pieces	around one	Learn about	in The Street	Consolidates
	Beatles	Using two	song: Make You	old school	song: Dancing	the learning	Beatles	of jazz music,	song: Make	old school	by Martha	the learning
	onwards.	great pieces	Feel My Love.	Hip-Hop	in The Street	that has	onwards.	Three Note	You Feel My	Hip-Hop	and The	that has
	Develop	of jazz music,	(Bob Dylan and	focussing on	by Martha	occurred	Develop	Bossa and	Love. (Bob	focussing on	Vandellas - a	occurred
	further	Three Note	Adele)	The Fresh	and The	during the	further	Five Note	Dylan and	The Fresh	Motown song	during the
	understandi	Bossa and	As well as	Prince of Bel-	Vandellas - a	year.	understanding	Swing, the	Adele)	Prince of Bel-	from the	year.
	ng of rock	Five Note	learning to sing,	Air. Looking in	Motown song		of rock music	pupils will	As well as	Air. Looking in	1960s.	
	music and	Swing, the	play, improvise	detail at	from the		and Bon Jovi.	learn to play	learning to	detail at	Compare it to	
	Bon Jovi.	pupils will	and compose	(pulse,	1960s.			the pieces and	sing, play,	(pulse,	previous	
		learn to play	with this song,	rhythm, pitch	Compare it to			then explore	improvise and	rhythm, pitch	styles and	
		the pieces	children will	etc.)	previous			improvising	compose with	etc.)	genres.	
		and then	listen and	Discover how	styles and			with the	this song,	Discover how		
		explore	appraise other	a song tells a	genres.			repertoire.	children will	a song tells a		
		improvising	Pop Ballads.	story.	J			repertone.	listen and	story.		
		with the		,.					appraise	, .		
									other Pop			
		repertoire.							Ballads.			
yzar 5	Develop an	Perform,	Perform, listen	Develop an	Perform,	То	Develop an	Perform,	Perform,	Develop an	Perform,	То
National	understandi	listen to,	to, review and	understanding	listen to,	appreciate,	understanding	listen to,	listen to,	understanding	listen to,	appreciate,
Curriculu	ng of the	review and	evaluate music	of the history	review and	review and	of the history	review and	review and	of the history	review and	review and
r Links	history of	evaluate	across a range	of music.	evaluate	evaluate	of music.	evaluate	evaluate	of music.	evaluate	evaluate
	music.	music across a	of historical	Understand a		music across	Understand a	music across a	music across a	Understand a	music across a	music across a
					music across a							
	Understand	range of	periods, genres,	wide range of	range of	a range of	wide range of	range of	range of	wide range of	range of	range of
	a wide range	historical	styles and	high-quality	historical	historical	high-quality	historical	historical	high-quality	historical	historical
	of high-	periods,	traditions.	live and	periods,	periods,	live and	periods,	periods,	live and	periods,	periods,
	quality live	genres, styles	Appreciate and	recorded	genres, styles	genres,	recorded	genres, styles	genres, styles	recorded	genres, styles	genres,
	and	and	understand a	music drawn	and	styles, and	music drawn	and	and	music drawn	and	styles, and
	recorded	traditions.	wide range of	from	traditions.	traditions.	from	traditions.	traditions.	from	traditions.	traditions.
	music drawn	Appreciate	high-quality live	different	Appreciate	Understand a	different	Appreciate	Appreciate	different	Appreciate	Understand a
	from	and	and recorded	traditions	and	wide range of	traditions	and	and	traditions	and	wide range of
	different	understand a	music drawn		understand a	high-quality		understand a	understand a		understand a	high-quality
	traditions	wide range of	from different		wide range of	live and		wide range of	wide range of		wide range of	live and
		high-quality	traditions		high-quality	recorded		high-quality	high-quality		high-quality	recorded
		live and			live and	music drawn		live and	live and		live and	music drawn
		recorded			recorded	from		recorded	recorded		recorded	from
		music drawn			music drawn	different		music drawn	music drawn		music drawn	different
		from			from	traditions		from	from		from	traditions and
		different			different	and from		different	different		different	from great
		traditions			traditions	great		traditions	traditions		traditions	composers
						composers						and musiciars
						and musicians						and to sing
						and to sing						and play
						and play						musically with
						musically						increasing
						with						confidence
						increasing						and control.
						confidence						They should
			1	1	1	confidence	1			1		They should

y zar 6	World at War Happy Looking at songs and how they make you feel focussing on Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?	World at War Classroom Jazz 2 Listen and appraise two main tunes learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising C. And then perform.	Animals versus Humans A New Year Carol The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.	Animals versus Humans You've Got a Friend. To learn the song You've Got A Friend - a song about friendship by Carole King. Appraise and critique her other work and perform using skills learnt in previous lessons.	Marvellous Mayans Music and Me. To explore the concept of 'identity' - the various elements that shape us. Starting with gender, with reference to social and cultural differences. Exploring the work of some of the most influential women in music over the last 100 years.	and control. They should develop an understandin g of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory Marvellous Mayans Reflect, rewind and replay Consolidates the learning that has occurred during the year.	World of water Happy Looking at songs and how they make you feel focussing on Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?	World of water Classroom Jazz 2 Listen and appraise two main tunes learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising C. And then perform.	Crime and Punishment A New Year Carol The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.	Crime and Punishment You've Got a Friend. To learn the song You've Got A Friend - a song about friendship by Carole King. Appraise and critique her other work and perform using skills learnt in previous lessons.	Ancient Greeks Music and Me. To explore the concept of 'identity' - the various elements that shape us. Starting with gender, with reference to social and cultural differences. Exploring the work of some of the most influential women in music over the last 100 years.	develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory Ancient Greeks Reflect, rewind and replay Consolidates the learning that has occurred during the year.
Yzar 6 National Curriculu Mulinks	Listen with attention to detail and recall sounds with	Perform, listen to, review and evaluate	To appreciate, review and evaluate music across a range of historical	Develop an understanding of the history of music. Understand a	Listen with attention to detail and recall sounds with	To appreciate, review and evaluate	Listen with attention to detail and recall sounds with	Perform, listen to, review and evaluate	To appreciate, review and evaluate	Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with	To appreciate, review and evaluate

increasing	range of	periods, genres,	wide range of	increasing	a range of	increasing	range of	range of	wide range of	increasing	range of
aural	historical	styles, and	high-quality	aural memory.	historical	aural memory.	historical	historical	high-quality	aural memory.	historical
memory.	periods,	traditions.	live and	Develop an	periods,	Develop an	periods,	periods,	live and	Develop an	periods,
Develop an	genres, styles	Understand a	recorded	understanding	genres,	understanding	genres, styles	genres,	recorded	understanding	genres,
understandi	and	wide range of	music drawn	of the history	styles, and	of the history	and	styles, and	music drawn	of the history	styles, and
ng of the	traditions.	high-quality live	from	of music.	traditions.	of music.	traditions.	traditions.	from	of music.	traditions.
history of	Appreciate	and recorded	different		Understand a		Appreciate	Understand a	different		Understand
music.	and	music drawn	traditions		wide range of		and	wide range of	traditions		wide range of
	understand a	from different			high-quality		understand a	high-quality			high-quality
	wide range of	traditions and			live and		wide range of	live and			live and
	high-quality	from great			recorded		high-quality	recorded			recorded
	live and	composers and			music drawn		live and	music drawn			music drawn
	recorded	musicians			from		recorded	from			from
	music drawn				different		music drawn	different			different
	from				traditions		from	traditions and			traditions a
	different				and from		different	from great			from great
	traditions				great		traditions	composers			composers
					composers			and musicians			and musiciars
					and musicians						and to sing
					and to sing						and play
					and play						musically with
					musically						increasing
					with						confidence
					increasing						and control.
					confidence						They should
					and control.						develop an
					They should						understandi
					develop an						of musical
					understandin						composition
					g of musical						organising a
					composition,						manipulating
					organising						ideas within
					and						musical
					manipulating						structures
					ideas within						and
					musical						reproducing
					structures						sounds from
					and						aural memor
					reproducing						
					sounds from						
					aural						
					memory.						