



Progression in Music – The Mill Academy

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musician Study specific to topics	Louis Armstrong What a Wonderful World	Vivaldi The Four Seasons	Fire Symphony (Symphony No.59) Joseph Haydn (The Great Fire of London)	Benjamin Bartlett Walking with Dinosaurs (Land before time)	Forest of the Amazon Hietor Villa-Lobos (Maya Mission)	Fever Ray If I had a heart (Vikings)	Gustav Holst Nine Planets Classical (Astrologists and Biologists Unite)	Vera Lynn Traditional pop (War of the World)
Performing	Remember and sing entire songs. Know many rhymes 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.	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.	Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes Simple echo singing and clapping Play tuned and untuned instruments to repeat and investigate simple beats and rhythms	Use their voices to perform songs, chants and rhymes with increasing creativity and expression Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.	Use their voices with increasing accuracy, control and expression Breathe well and pronounce words when singing Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy Sustain an ostinato Listen and recall sounds with increasing aural memory	Use their voices to perform in ensemble contexts, with overall accuracy, control and expression Maintain a simple part within a group Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy Listen and recall songs and sounds with increasing aural memory	Use their voices to perform in solos and ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning Maintain their own part with awareness of how the different parts fit together Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression and fluency Listen with increasing attention to detail and recall sounds with increasing aural memory	Use their voices to perform in ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning Perform significant parts from memory and from notation Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression, fluency and control Listen with attention to detail and recall sounds with increasing aural memory

	Play instruments with increasing control to express their feelings and ideas.							
Vocabulary	Song, happy, sad, beat	Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet Pitch: high, low Pulse, beat	Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Melody	Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbre: rough/smooth Accompaniment, ostinato	Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Texture Scale, step, leap (skip) Solo, ensemble, unison	Dynamics: fortissimo (=very loud), pianissimo (=very quiet) Tempo: getting faster (= accelerando), ritenuto (=slowing down) Style: legato (=smoothly), staccato (=short and spikey)	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Scalic melody, Style: accent
Composing and Notation	Create their own songs, or improvise a song around one they know.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Experiment with different instruments and different sounds focusing on dynamic and pitch. Create a short sequence of long and short sounds with help Record own musical ideas through signs, symbols or pictures	Experiment with different instruments and different sounds focusing on dynamic, tempo and pitch. Create a sequence with a beginning, middle and end Notate musical ideas graphically	Improvise and compose short music patterns by selecting, creating and combining sounds focusing on dynamics, tempo, pitch, and timbre. Carefully select sounds to create an effect Notate musical ideas on a graphic score	Improvise and compose music to a given structure (e.g. binary, ternary, rondo) by selecting, creating and combining sounds Know how many beats in a minim, crotchets, semibreve and quaver and recognise the symbols Know the symbol for a rest in music Begin to use some symbols for dynamics (e.g. <i>f</i> = forte, <i>P</i> = piano)	Improvise and compose music that combines several layers by selecting, creating and combining sounds (texture). Read the musical stave and can work out notes: EGBDF and FACE Draw a treble clef at the correct position on the stave Use a wider range of symbols for dynamics (e.g. <i>ff</i> =fortissimo, <i>pp</i> =pianissimo)	Improvise and compose music for a range of purposes or to convey an idea using the full range of inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure Read notes with increasing confidence and accuracy Use the full range of symbols for dynamics including <i>mp</i> = mezzo piano, <i>mf</i> = mezzo forte, < =cresc, > = dim Use ICT/ electronic devices to compose,

								change and manipulate sounds
Vocabulary	Song, beat, fast, slow	Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet Tempo: fast, slow Pitch: high, low Timbres: rough, smooth Pulse, beat, rhythm, compose, mood,	Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Texture: thick/thin, Structure: verse, chorus, sections, beginning, middle, end Graphic notation	Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbres: harsh, mellow, shrill, rasping, smooth Duration: pulse, metre, rests Accompaniment, harmony, pentatonic	Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Scale, pentatonic, step, leap (skip) Solo, ensemble, unison Staff notation: notes, crotchets, quavers, minims, semibreves, stave, treble clef Structure: binary ternary, rondo	Dynamics: fortissimo (=very loud), pianissimo (=very quiet) Tempo: getting faster (= accelerando), ritenuto (=slowing down) Texture: monophonic, biphonic, polyphonic Style: legato (=smoothly), staccato (=short and spikey) Stinato Major/minor, chords, bass line,	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Scalic melody, Style: accent Texture: homophonic, Tonal, atonal, scalic, 3/4, 4/4-time signatures, intro, middle, outro
Listening and appreciating	Listen with increased attention to sounds Respond to what they have heard, expressing thoughts and feelings Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.	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.	Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments. Reflect on music and say how it makes people feel	Listen with concentration and understanding to a range of high-quality live and recorded music commenting on dynamics, pitch, tempo and instruments. Notice how music can be used to create different moods and effects and can communicate ideas Sort instruments into different groups Comment on likes and dislikes	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre Understand that there are many different styles of music and that music has changed over time Comment on likes and dislikes with reasons	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre and texture Comment on the effect of pitch, dynamic, tempo, timbre, duration and texture Have a very basic knowledge of a musical timeline Compare music and express growing tastes in music	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre, texture and structure Develop a more detailed understanding of the history of music, naming great composers/musicians and examples of pieces of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures, traditions and from great composers and musicians Notice and explore how music reflect time, place and culture

	<p>Describes the sound of instruments eg scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar</p>							
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Vocabulary	Song, beat, happy, sad	song, rhymes, beat, voice, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet Pitch: high, low Tempo: fast, slow Mood, names instruments depending on the music listened to	Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Timbres: rough, smooth Texture: thick/thin, Strings (e.g. violins, cellos, guitars) Brass (e.g. trumpets, trombones, tenor horn) Woodwind (e.g. flutes, clarinets, saxophone), Percussion (e.g. timpani, xylophone, glockenspiel)	Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbres: harsh, mellow, shrill, rasping, smooth Duration: pulse, metre, rests Western classical (1600-1910) (e.g. Baroque, classical, romantic), contemporary music, pop, blues, jazz, swing, rock n roll, disco, dance	Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Solo, ensemble, unison	Dynamics: fortissimo – (=very loud), pianissimo (=very quiet) Tempo: getting faster (= accelerando), ritenuto (=slowing down) Style: legato (=smoothly), staccato (=short and spikey) Structure: binary ternary, rondo Texture: monophonic, polyphonic instrumental,	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Scalic melody, Style: accent Texture: homophonic, atonal signatures, fanfare, symphony intro, middle, outro
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Charanga Musical School Interrelated Dimensions of Music	<p>The Interrelated Dimensions of Music – see diagram below</p> <p><u>Dimensions</u></p> <ul style="list-style-type: none"> ● Pulse – the regular heartbeat of the music; its steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol
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<p>Charanga Musical School Scheme Vocabulary</p>			<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, , melody, perform, audience, rap,</p> <p>question and answer dynamics tempo performance Reggae glockenspiel</p>	<p>improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, keyboard, , melody, electric guitar, Reggae, imagination,</p> <p>Structure, intro/introduction, verse, chorus guitar synthesizer, hook texture organ, backing vocals, hook, riff pentatonic scale Disco</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, pentatonic scale, rhythm, rapping, synthesizers, percussion,</p> <p>lyrics, choreography, digital/electronic sounds, turntables by ear, notation, backing vocal, piano, organ, acoustic guitar birdsong, civil rights, racism, equality patterns, musical style unison solo</p>	<p>chorus, riff, hook, improvise, compose, structure, pulse, rhythm, solo, verse, bass, drums, melody, Rap, synthesizer, unison, pitch, tempo, dynamics</p> <p>Rock, bridge, backbeat, amplifier, bridge, timbre, Soul, groove, bass line, brass section, harmony deck, backing loops, Funk, scratching cover riff, Old-school Hip Hop interlude, tag ending, strings, piano, guitar , Swing, tune/head, note values, note names, Big bands, ballad, appraising, Bossa Nova, syncopation</p>	<p>melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, , hook, riff, solo, Blues, , by ear , unison, civil rights, equality,</p> <p>style indicators dimensions of music, Neo Soul, producer, groove, Motown, Jazz, improvise/improvisation ostinato, phrases, Urban Gospel, gender, harmony</p>
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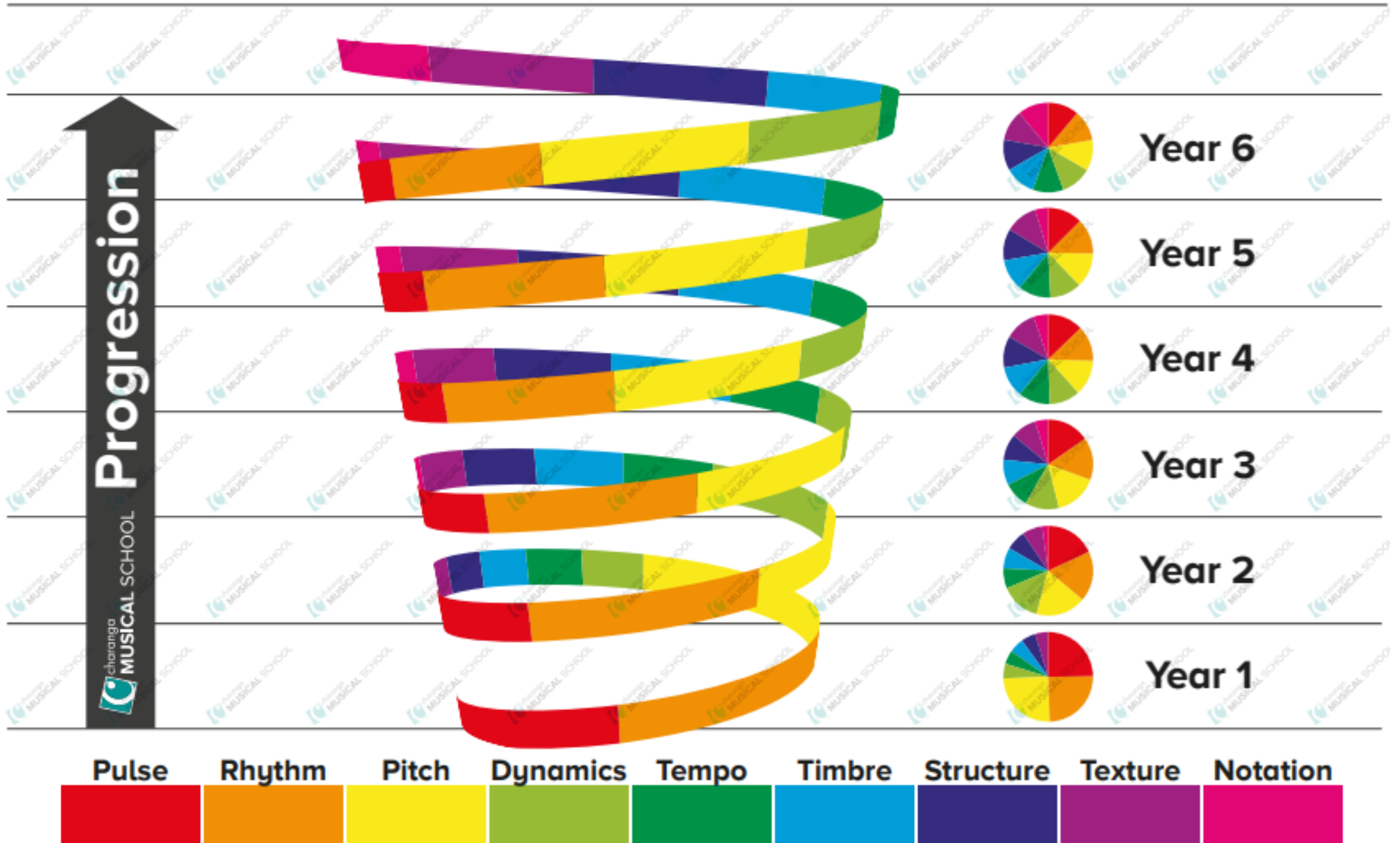
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Overview of Music at The Mill Academy

Nursery

Unit 1 - Introducing Instruments

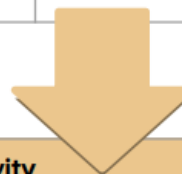
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Wake Up Nod-stamp-tap-move	This activity is introduced in unit 3	Can You Hear?	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	A small man-made rainstick Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different.	Can You Hear The Rain? Give each child an opportunity to explore the rainstick whilst the music is playing. Encourage the children to pass the rainstick to classmates.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently ● Passes on
B	Wind chimes on a stand The stand allows independent playing.	Can You Hear? Give each child an opportunity to explore the wind chimes whilst the music is playing.	<ul style="list-style-type: none"> ● Stills /animates to sounds ● Works coactively ● Works independently
C	A large drum Use the biggest drum you possess. It should sound and look impressive.	Can You Hear? Give each child an opportunity to explore the drum whilst the music is playing.	<ul style="list-style-type: none"> ● Stills /animates to sounds ● Works coactively ● Works independently
D	Choose two instruments	Can You Hear? Give each child an opportunity to choose two out of the three instruments to explore whilst the music is playing.	<ul style="list-style-type: none"> ● Makes choices with assistance ● Makes choices independently ● Works independently

Unit 2 - Exploring Instruments

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	See What I Can Do Wiggle-shaker-stretch	This activity is introduced in unit 3	Step Up	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	A large drum Playing instruments that have a strong vibration close up for children with sensory impairment can be a revelation.	Step Up Pass the drum around the group. Each child can explore the instrument using hands or beaters as appropriate.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
B	Wind chimes on a stand The stand allows independent playing.	Step Up Pass a set of chimes around the group. Each child can explore the instrument.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
C	A piece of tuned percussion Glockenspiel, xylophone, metallophone, chime bars etc. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Step Up Pass along or rotate around a piece of tuned percussion. Each child can explore the instrument using the right beater for them.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
D	Electronic instruments iPad, keyboard, Kaossilator, PC if space allows.	Step Up Pass along or rotate around an electronic instrument. Each child can explore the instrument.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently

Unit 3 - Choosing Instruments

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Can You Sway? Head-arms-legs-body	Look In The Box Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	My Beat	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	Two large drums	My Beat Place the drums in the solo spot. Give each child an opportunity to come out to the solo spot and play one or both instruments with hands or beaters.	<ul style="list-style-type: none"> ● Animates / stills to sounds ● Works coactively ● Plays one instrument only ● Alternates between both drums
B	A drum Wind chimes on a stand	My Beat Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> ● Animates / stills to sounds ● Works coactively ● Plays one instrument only ● Alternates between instruments
C	A drum Cymbal on a stand	My Beat Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> ● Animates / stills to sounds ● Works coactively ● Plays one instrument only ● Alternates between instrument
D	A drum Wind chimes on a stand Cymbal on a stand	My Beat Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> ● Works coactively ● Plays one instrument only ● Alternates between instruments

Unit 4 - Introducing Sway

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Can You Sway? Arms-legs-body	I Can Choose Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	Hazy Sway	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	Wind chimes on a stand The stand allows independent playing.	Hazy Sway Place the chimes in the solo spot. Ask a child to come to the solo spot and play.	<ul style="list-style-type: none"> ● Touches / plays for short time ● Plays for longer ● Plays with confidence
B	A piece of tuned percussion Glockenspiels, xylophones, metallophones, sets of chime bars etc will all work. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Hazy Sway Place the tuned instrument in the solo spot. Ask a child to come to the solo spot and play.	<ul style="list-style-type: none"> ● Touches / plays for short time ● Plays for longer ● Plays with confidence
C	Wind chimes on a stand A piece of tuned percussion	Hazy Sway Place all the instruments in the solo spot. Ask each child to come out to the solo spot and choose one of the instruments and play.	<ul style="list-style-type: none"> ● Touches / plays for short time ● Plays for longer ● Plays with confidence

Unit 5 - Introducing March

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Roly Poly	Making A Choice Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	Piccolo March	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	No instruments	Piccolo March Everyone listens. Encourage the children to move their legs and feet with the beat.	<ul style="list-style-type: none"> ● Moves coactively ● Moves independently ● Moves with the beat
B	A large drum For children with sensory impairment, playing instruments that have a strong vibration can be a revelation.	Piccolo March Place the drum in the solo spot. Give each child an opportunity to come out and play the drum with their hands.	<ul style="list-style-type: none"> ● Plays coactively ● Plays independently ● Plays with awareness of style
C	A large drum and beaters Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Piccolo March Place the drum in the solo spot. Give each child an opportunity to come out and play the drum. Children who find using a beater challenging may still use their hands.	<ul style="list-style-type: none"> ● Plays coactively ● Plays independently with a beater ● Plays with awareness of style with a beater

Unit 6 - Introducing Loud and Quiet

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	You've Gotta Shake-step-jump-shimmy	Can You Play Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	Big/Soft Sound	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	A drum	Big/Soft Sound Place the drum in the solo spot. Ask each child to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Big Sound' section ● Plays with awareness of style
B	A selection of large instruments Arrange these like a drum kit around the solo spot.	Big/Soft Sound Place the instruments in the solo spot. Ask each child to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Big Sound' section ● Plays with an awareness of style
C	Small rainstick Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different from man-made versions.	Big/Soft Sound Place the rainstick in the solo spot. Ask each child to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Soft Sound' section ● Plays with an awareness of style

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Celebration By Cool and The Gang	Roll Alabama By Bellowhead	We Are Family	Lovely Day By Bill Withers	Big Bear Funk	William Tell Overture By Rossini
Week2	Happy By Pharrel Williams	Boogie Wonderland By Earth Wind And Fire	Thula Baba By Hlabalela Ensemble	Beyond The Sea Robbie Williams	I Feel Good By James Brown	Dance of The Sugar Plum Fairy by Tchaikovsky
Week3	Sing By Carpenters	Don't Go Breaking My Heart By Elton John and Kiki Dee	ABC By Jackson 5	Mars from The Planets By Gustav Holst	Don't You Worry About A Thing By Incognito	Flight of The Bubblebee By Rimsky Korsakov
Week4	Sing a Rainbow By Peggy Lee	Ganesh Is Fresh (feat. Jai Uttal) By MC Yogi	My Mum Is Amazing (feat.Zain Bhika	Frogs Legs And Dragons Teeth by Bellowhead	My Promise By Earth Wind and Fire	Jupiter The Bringer Of Jollity By Gustav Holst
Week5	Happy Birthday By Stevie Wonder	Frosty The Snowman By Ella Fitzgerald	Conga By Miami Sound Machine	Ain't No Mountain High Enough	Superstition By Stevie Wonder	Fantasia On A Theme By Ralph Vaughn Williams
Week6	Our House By Madness	Spiderman By Michael Buble	Horn Concerto No 4 by Mozart	Singing In The Rain By Gene Kelly	Pick Up The Pieces By Average White Band	Flying Theme By John Williams
Singing						
Week1	Pat-a-Cake Name Song	I'm A Little Teapot	If You're Happy And You Know It	Old Macdonald	Big Bear Funk	Revise
Week2	1-2-3-4-5	The Grand Old Duke Of York	Wind the Bobbin Up	Incy Wincy Spider	Hickory Dickory	Revise
Week3	This Old Man	Ring O Roses	Rock-a-By Baby	Baa Baa Black Sheep	Twinkle, Twinkle	Revise
Week4	Five Little Ducks	Hickory Dickory	Five Little Monkeys	Row, Row, Row Your Boat	If You're Happy and You Know It	Revise

Week5	Things For Fingers	Not Too Difficult	Twinkle Twinkle Little Star	The Wheels On The Bus	Baa Baa Black Sheep	Revise
Week6	Recap all	Recap all	Recap all	The Hokey Cokey	Row Row Row	Revise
Playing and performing						
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing
Links to Personal Development						
Growing, homes, colour, toys, how I look. Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. Family, friends, people, music from around the world. Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. Consolidate learning and contextualise the history of music.						

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Find The Beat (Hip Hop)	Twinkle, Twinkle, Little Star (Reggae)	If You're Happy And You Know It (Pop)	Days Of The Week (Jazz/Swing)	Getting Dressed (Pop)	The Bear Went Over The Mountain (Pop)
Week2	1-2-3-4-5 (Jazz)	In The Orchestra (20 th and 21 st Century Orchestral)	Sing Me A Song (Waltz)	Name Song (Pop)	Dress Up (Jazz/Swing)	In The Sea (20 th and 21 st Century Orchestral)
Week3	Head, Shoulder, Knees and Toes (Hip-Hop)	Daisy Bell (20 th and 21 st Century Orchestral)	Sparkle (Pop)	Cuckoo (Waltz)	Brush Our Teeth (Pop)	Alice The Camel (Marching Band)
Week4	Shapes (Pop)	Dancing Dinosaurs (Pop)	Rhythm In The Way We Walk (Reggae)	Upside Down (Waltz)	Get Ready (Pop)	Ten Green Bottles (Country)
Week5	We Talk To Animals (Pop)	Rock-a-bye Baby (Gospel)	Big Bear Funk (Funk)	Hush Little Baby (Lullaby)	Up and Down (Pop)	Zootime (Reggae)
Week6	We Are Together (Gospel) End of Unit Assessment	I'm a Little Teapot (Pop) End of Unit Assessment	Baby Elephant (Lullaby) End of Unit Assessment	Who Took The Cookie? (Pop) End of Unit Assessment	Star Light, Star Bright (Lullaby) End of Unit Assessment	She'll Be Coming Round The Mountain (Gospel) End of Unit Assessment
Singing, Playing and Performing						
Weekly	We Talk To Animals	Twinkle, Twinkle, Little Star	If You're Happy and You Know It	Days of the Week	Getting Dressed	The Bear Went Over The Mountain
Links to Personal Development						
Counting • Days of the week • Parts of the body • Counting backwards from 10 • Animals from around the world • Insects • Our planet/our solar system • Stories • Shapes • Friendship and building relationships • Kindness, respect and helping one another • Responsibility • Families and traditions • Communication • Using your imagination • Life in different countries • Nature, the environment • Connections with the past • Culture and communities • Storytelling and entertainment • Individuality and self-expression						

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Music is in My Soul (Gospel)	Sparkle in the Sun (Jazz)	Rainbows (Pop)	Helping Each Other (Pop)	I Wanna Play In A Band (Rock)	The Sunshine Song (Pop)
Week2	Belero (20 th Century Orchestral)	For The Beauty of The Earth (20 th and 21 st Century Orchestral/Choral)	Maple Leaf Rag (Jazz/Ragtime)	Piano Trio In A Minor Op. 150 I. Allegro (Romantic/20th Century Orchestral)	Flying Theme From E.T The Extra Terrestrial (Film Music)	No More Dinosaur (Rock)
Week3	Hey Friends! (Jazz)	Listen (Pop)	Hands, Feet, Heart (Kwela)	The Music Man (Marching Band)	Music Is All Around (Jazz)	Four White Horses (Calypso)
Week4	Eye of the Tiger (Rock)	Fascinating Rhythm (Jazz/Swing)	Let's Twist Again (Rock N Roll)	Swing Time: The Way You Look Tonight (Jazz/Swing)	Moon River (Pop/Jazz)	Que Llueva, Que Llueva (Funk)
Week5	Hello! (Pop)	The Orchestra Song (20 th and 21 st Century Orchestral)	All Around The World (Pop)	Let's Sing Together (Gospel)	Saying Sorry (Calypso)	Down By The Bay (Reggae)
Week6	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment
Singing, Playing and Performing						
Weekly	Music Is In My Soul	Sparkle In The Sun	Rainbows	Helping Each Other	I Wanna Play In A Band	The Sunshine Song
Links to Personal Development						
<p>The importance of communication • Working and playing together • Stories • Caring about other people • Developing morals and ethics • Music from different parts of the world • Playing in a band together • Nature: the sun • Looking after the planet • Identity and accepting one another • Friendship and building relationships • Kindness, respect and empathy • Responsibility • Families and traditions • Communication • Using your imagination • Life in different countries • Culture and communities • Connections with the past • Storytelling and entertainment • Society and current events • Celebrating differences</p>						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Home is where the heart is (Country)	When the Saints go Marchin' in (New Orleans Jazz)	You're a shining star (slow Orchestral Pop Ballad)	Friendship song (pop)	He's got the whole world in his hands (gospel)	Michael Row The Boat Ashore (gospel)
Week2	Hallelujah Chorus From Messiah (Baroque Orchestral Music)	Jaws Main Theme (film music)	Amazing Grace (Gospel)	A Night On The Bare Mountain (Romantic Music.)	Porgy And Bess, Act I: Summertime (jazz)	The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes (Romantic Orchestral)
Week3	Let's work it out together (Pop)	Love what we do (Disco)	Your Imagination (pop)	Family (soft rock)	Why Does Music Make A Difference? (jazz)	The Dragon Song (pop)
Week4	The Loco Motion (Pop)	Let's Groove (Disco)	Disco fever (Disco)	Double Beat Song (intertribal music)	The Young Person's Guide To The Orchestra (20th Century Orchestral music)	The Firebird Suite: Finale (20th Century Orchestral music)
Week5	Please be kind (Pop)	My Bonnie Lies Over The Ocean (Folk)	Music Makes The World Go Round (musical)	Come on over (Soul)	Panda Extravaganza (hip-hop)	Follow me (hip-hop)
Week6	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment
Singing, Playing and Performing						
Weekly	Home is where the heart is	When the Saints go Marchin' in	Your imagination	Friendship song	He's got the whole world in his hands	Michael Row The Boat Ashore
Links to Personal Development						
<p>Your place in your family ● Making friends and understanding each other ● Developing morals and ethics ● Using your imagination ● Life in different countries ● The way people lived ● Families ● Nature, the environment ● Caring for the planet ● History and connections with the past ● Kindness and helping one another ● Connecting and interacting with others ● Responsibility ● Entertainment, storytelling and folklore ● Society and current events ● Social justice ● Identity and accepting others ● Expressing yourself ● Culture and traditions: festivals, holidays, celebrations</p>						

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Hoedown (Orchestral Pop song)	Looking In The Mirror (Electronic dance music)	Bringing us together (Disco)	Let Your Spirit Fly (Contemporary R&B)	Train Is A-Comin' (gospel)	You can see it through (Electronic Dance Music)
Week2	Go tell it on the mountain (Reggae)	It's All About Love (pop)	Mambo From West Side Story (Musical)	Symphony No. 5 - 4th Movement (Classical Orchestral)	O Euchari (Medieval music)	A Ceremony Of Carols (choral 20th and 21st Century)
Week3	I'm always there (Soul Ballard)	Take time in life (folk)	Old Joe Clark (Jazz and folk)	Frère Jacques (jazz)	Oh Happy Day (gospel)	The Octopus Slide (funk)
Week4	Trick or treat (20th and 21st Century Orchestral music)	Perdido (Swing/Jazz)	Bachianas Brasileiras No. 2 - The Little Train Of The Caipira (20th and 21st Century Orchestral)	On The Beautiful Blue Danube (Orchestral Romantic)	Romeo And Juliet, Overture-Fantasy (Romantic)	Connect (Electronic Dance Music)
Week5	Martin Luther King (hip-hop)	Scarborough Fair (folk)	Dance with me (20th and 21st Century Orchestral music)	The Other Side Of The Moon (rock)	A world full of sound (Orchestral Pop)	
Week6	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment
Singing, Playing and Performing						
Weekly	Hoedown	Looking in the Mirror	Old Joe Clark	Frere Jacques	Train is a-coming	You can see through it
Links to Personal Development						
<p>Friends and people we meet • How people and children used to live • Connecting with history and the way people lived in the past • Music from different cultures • Music and dancing • Music and freedom • Making friends and building interpersonal relationships • Kindness and empathy • Developing morals and ethics • Communication, connecting and interacting with others • Responsibility • Families, your place in your family • Using your imagination • Life in different countries • Culture and communities • Traditions: festivals, holidays, celebrations • Nature and environmental protection • Habitats and ecosystems • Entertainment, storytelling and folklore • Society and current events • Social justice and politics • Acceptance, tolerance and respect • Personal identity, self-expression and individuality</p>						

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Ghost Parade (20th and 21st Century Orchestral music)	The Sparkle in my life (pop)	Freedom is coming (South African Pop song)	Erie Canal (Reggae)	Look into the night (K-pop)	You and Me (pop)
Week2	Lively (20th and 21st Century Orchestral music)	Glassworks: I. Opening (Minimalism)	Forever Always (contemporary jazz)	Dances In The Canebrakes: No. 2, Tropical Noon (20th and 21st Century Orchestral)	The Lark Ascending (20th and 21st Century Orchestral)	The Song Of Hiawatha: Overture Op. 30 (Romantic)
Week3	Words can hurt (20th and 21st Century Orchestral music)	Dreaming of Mars (20th and 21st Century Orchestral)	All over again (20th and 21st Century Orchestral)	Heroes (pop)	Breathe (20th and 21st Century Orchestral)	A bright sunny day (20th and 21st Century Orchestral)
Week4	His Eye Is On The Sparrow (gospel)	Macaroni Sundae (rock n roll)	Free (soul)	Star Wars Episode IV: A New Hope: Main Title (film)	Stay connected (hip-hop)	Central Park In The Dark (20th and 21st Century Orchestral)
Week5	Joyful, Joyful (gospel)	Get on Board (gospel)	Do you ever wonder? (20th and 21st Century Orchestral)	Happy to Be Me (20th and 21st Century Orchestral)	Keeping time (Pop, Funk and Hip Hop.)	You Belong with Me (R&B)
Week6	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment
Singing, Playing and Performing						
Weekly	Ghost Parade	The Sparkle in my life	Freedom is coming	Erie Canal	Look into the night	You and Me
Links to Personal Development						
<p>School ● Heroes ● The solar system ● Space ● Freedom ● Friendship and building interpersonal relationships ● Kindness and helping one another, empathy ● Connecting/interacting with and understanding others ● Responsibility ● Families, your place in your family ● Using your imagination ● Life in different countries ● Nature, the environment ● Connections with history and the way people lived in the past ● Entertainment, storytelling and folklore ● Current events and society ● Social justice and politics ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Culture and communities ● Traditions: festivals, holidays, celebrations ● Sustainability and environmental protection ● Habitats and ecosystems</p>						

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen and responding						
Week1	Do What You Want To (Soul)	My Best Friend (Soul)	Disco Fever (Disco)	Let's Rock (Rock)	Wake Up! (Hip Hop)	Heal the Earth (Reggae)
Week2	Fanfare For The Common Man (20th Century Orchestral)	Why (Hip-Hop)	1812 Overture (Classical)	Mazurka In G Minor, Op. 24 No. 1 (Romantic Piano)	We Shall Overcome (Gospel)	My Funny Valentine (Jazz/Swing)
Week3	It's all about love (Pop)	Singing Swinging Star (Swing/Jazz)	La Bamba (Rock N Roll)	Simple Gifts (Folk)	Down By the Riverside (Gospel)	Let's Go Surfin' (Pop)
Week4	Let's Write A Song (Pop)	The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction (20th Century Orchestral.)	Vakuru (Elders) (Zim Pop)	Danny Boy (Folk)	You Belong with Me (Rhythm and Blues (R&B))	Main Title Theme (From Schindler's List) (Film music)
Week5	Sunshine On A Rainy Day (Soul)	Roll Alabama (Rock)	Change (Pop)	Friendship Should Never End (Pop)	Dance the Night Away (Salsa)	So Amazing (Soul)
Week6	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment
Singing, Playing and Performing						
Weekly	Do What You Want To	My Best Friend	Disco Fever	Let's Rock	Wake Up!	Heal the Earth
Links to Personal Development						
<p>Understanding feelings ● Friendship, kindness and respect ● Standing up for democracy and eliminating oppression ● Knowing our cultural roots ● Engaging to protect and care for planet Earth: ecosystems, recycling, etc ● Helping one another and empathy ● Communicating with others ● Families, culture and tradition ● Creativity and using your imagination ● Life in different countries ● Culture and communities ● Nature, the environment ● History and connections with the past ● Entertainment, storytelling and folklore ● Society and current events ● Politics and social justice ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Traditions: festivals, holidays, celebrations ● Environmental protection and sustainability ● Habitats and ecosystems ● Our solar system and caring for the planet</p>						