

# Music

## WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



### **Intent Statement**

*Our aim at Wreningham VC Primary School is to encourage the children to feel they are musical and to develop a life-long love of music. Children will learn that music is a universal language which unifies people from all cultures and nationalities. Our curriculum introduces children to music from around the world and across generations, teaching them to respect and appreciate the music of all traditions and communities. We will develop the children's musical literacy, giving them the vocabulary and listening skills to appreciate and discuss music, thus supporting them to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today.*

### **Implementation**

*We use the 'Charanga' scheme as a basis for music sessions to ensure all our EYFS, KS1 & KS2 pupils are exposed to the key knowledge, skills and vocabulary needed to fulfil the requirements of the National Curriculum whilst providing a range of musical genres and a wealth of opportunities to sing, listen, play, perform and evaluate. All children across the school have access to a range of percussion instruments and tuned instruments (glockenspiels) in Charanga based sessions. Alongside this, children in Years Two and Three can join our recorder club. In KS2 children also play instruments alongside those included in Charanga - Years Three and Four learn to play the ukulele and Years Five and Six learn to play ocarinas.*

*By using Charanga, we ensure our Music Curriculum is progressive, building on and embedding current skills. We focus on progression of knowledge and skills in the different musical components and teach core vocabulary which also forms part of the units of work. As children progress, they will develop a growing musical vocabulary which allows them to critically engage with music.*

*Through this provision, children can apply their understanding of creating notes to different instruments and practise reading basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feed their understanding when listening, playing, or analysing music. The children also take part in weekly singing assemblies, year group productions, performances such as CASMA, Harvest Festival and Nativities. There is a weekly lunchtime choir which is open to all ages. All children are given the opportunity to learn to play the piano or guitar through private tuition in school.*

### **Impact**

*Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group, and they can further develop these skills in the future. Our Music curriculum will foster a love and enthusiasm for the subject amongst our children so that they continue to enjoy and embrace music in their lives.*

**National Curriculum Age Related Statutory Coverage**

Early Years Foundation Stage	Key Stage 1	Key Stage 2
<p>Music is part of the Expressive Arts and Design strand of learning. Music is included in Communication and Language, Physical Development and Being Imaginative and Expressive.</p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Combine different movements with ease and fluency</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Early Learning Goal:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>		
<b>Music Vocabulary Map</b>		
<b>EYFS</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<ul style="list-style-type: none"> <li>• chant</li> <li>• fast</li> <li>• follow</li> <li>• high</li> <li>• instrument</li> <li>• instrument names</li> <li>• low</li> <li>• loud</li> <li>• quiet</li> <li>• repeat</li> <li>• rhythm</li> <li>• sing</li> <li>• slow</li> <li>• song</li> <li>• sounds</li> </ul>	<p>Year 1 – as EYFS plus:</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• cymbal</li> <li>• drum</li> <li>• high</li> <li>• instrument names</li> <li>• listen</li> <li>• loud</li> <li>• low</li> <li>• perform</li> <li>• quiet</li> <li>• shaker</li> <li>• steady beat/pulse</li> <li>• tempo</li> <li>• tune</li> <li>• voice</li> </ul> <p>Year 2 – as Year 1 plus:</p> <ul style="list-style-type: none"> <li>• accompany</li> <li>• body percussion</li> <li>• chime bar</li> <li>• chord</li> <li>• claves</li> <li>• compose</li> <li>• orchestra</li> </ul>	<p>Year 3 – as Year 2 plus:</p> <ul style="list-style-type: none"> <li>• accompaniment</li> <li>• call and response</li> <li>• duration</li> <li>• dynamics</li> <li>• lyrics</li> <li>• melodic phrase</li> <li>• melody</li> <li>• orchestration</li> <li>• round</li> <li>• scale</li> <li>• structure</li> <li>• theme</li> <li>• unison</li> </ul> <p>Year 4 – as Year 3 plus:</p> <ul style="list-style-type: none"> <li>• harmony</li> <li>• improvise</li> <li>• leaping</li> </ul> <p>Year 5 – as Year 4 plus:</p> <ul style="list-style-type: none"> <li>• accent</li> <li>• bass</li> <li>• metre</li> <li>• notation</li> <li>• texture</li> <li>• timbre</li> </ul> <p>Year 6 as Year 5 plus:</p>

	<ul style="list-style-type: none"> <li>• percussion</li> <li>• pitch</li> <li>• pulse</li> <li>• structure</li> <li>• tempo</li> <li>• texture</li> <li>• tuned percussion</li> <li>• untuned percussion volume</li> </ul>	<ul style="list-style-type: none"> <li>• diction</li> <li>• interval</li> <li>• syncopation</li> </ul>
<b>Skills Map - EYFS</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
Children: <ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• experiment with creating sounds with different instruments</li> <li>• sing a range of songs and rhymes</li> </ul>	Children: <ul style="list-style-type: none"> <li>• make a range of sounds with their voice</li> <li>• make a range of sounds with instruments</li> <li>• represent sounds pictorially</li> </ul>	Children: <ul style="list-style-type: none"> <li>• say if they like or dislike a piece of music</li> <li>• identify and name environmental sounds</li> <li>• begin to describe sounds (loud, quiet, low, fast)</li> <li>• begin to express how music makes them feel</li> </ul>
<b>EYFS – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• perform a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• begin to sequence sounds to create a rhythm or beat</li> <li>• begin to repeat short rhythmic and melodic patterns</li> <li>• Begin to read pictorial representations of music eg music story maps</li> </ul>	<ul style="list-style-type: none"> <li>• Identify reasons why they like one piece of music more than another</li> </ul>
<b>Skills Map - Year 1</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• use instruments to perform a simple piece</li> </ul>	<ul style="list-style-type: none"> <li>• make a range of sounds with their voice</li> <li>• make a range of sounds with instruments</li> <li>• identify changes in sounds</li> </ul>	<ul style="list-style-type: none"> <li>• respond to different moods of music in different ways</li> <li>• form an opinion about a piece of music and express how they feel</li> <li>• recognise repeated patterns</li> </ul>

<ul style="list-style-type: none"> <li>• respond to musical indications about when to play or sing</li> <li>• respond musically with increasing accuracy to a call eg high/low, loud/soft, fast/slow and keep a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• tell the difference between long and short sounds</li> <li>• represent sounds pictorially</li> <li>• make a sequence of sounds for a purpose</li> <li>• repeat short rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</li> <li>• hear the pulse in a piece of music</li> <li>• describe how sounds are made and changed</li> <li>• respond to different moods in music</li> <li>• begin to associate sounds they hear with instrument</li> </ul>
<b>Year 1 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• perform a rhythm to a steady pulse</li> <li>• sing songs as an ensemble following the melody well</li> </ul>	<ul style="list-style-type: none"> <li>• give a reason for choosing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• identify what different sounds could represent and give a reason why</li> <li>• identify texture – listening for more than one sound at the same time</li> <li>• identify musical structure in a piece of music eg verse, chorus</li> </ul>
<b>Skills Map – Year 2</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• follow the melody using their voice or an instrument</li> <li>• perform in an ensemble with instructions from the leader eg hand signals to indicate pitch and duration of notes</li> <li>• play rhythmic patterns on an instrument</li> <li>• sing/clap a pulse increasing or decreasing in tempo</li> <li>• have control when playing instruments</li> <li>• perform musical patterns keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and end</li> <li>• represent sounds pictorially with increasing relevance</li> <li>• choose sounds to achieve an effect link with computing</li> <li>• begin to compose short melodic patterns using two or three notes eg voice/tuned instruments</li> <li>• create short rhythmic patterns – sequences of long and short sounds</li> <li>• control and instrument to create an intended effect</li> </ul>	<ul style="list-style-type: none"> <li>• identify particular features when listening to music</li> <li>• independently identify the pulse in a piece of music and tap along</li> <li>• listen carefully to recall short rhythmic patterns</li> <li>• begin to recognise changes in timbre and pitch</li> <li>• recognise and name different instruments by sight</li> <li>• begin to evaluate and improve their own work and give reasons</li> <li>• listen to simple inter-related dimensions of music</li> </ul>

	<ul style="list-style-type: none"> <li>• create their own symbols to represent sounds</li> <li>• choose sounds to create an effect on the listener</li> </ul>	<ul style="list-style-type: none"> <li>• verbally recall what they have heard with simple vocabulary eg loud, soft, high, low, fast, slow</li> <li>• say what they like and dislike</li> </ul>
<b>Year 2 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• understand the importance of a warm up</li> <li>• Sing/play rhythmic patterns contrasting dynamics and keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>• use simple structures eg repetition and order in a piece of music</li> <li>• begin to understand that phrases are where we take a breath in a song</li> </ul>	<ul style="list-style-type: none"> <li>• tell whether a change eg pitch, tempo is gradual or sudden and describe its effect</li> </ul>
<b>Skills Map – Year 3</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• sing songs from memory with increasing expression, accuracy and fluency</li> <li>• maintain a simple part within an ensemble</li> <li>• modulate and control their voice when singing and pronounce their words clearly</li> <li>• play notes on tunes and un-tunes instruments with increasing clarity and accuracy</li> <li>• improvise, including call and response, within a group using their voice</li> <li>• collaborate to create a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• create repeated patterns using a range of instruments</li> <li>• combine different sounds to create a specific mood or feeling</li> <li>• understand how the use of tempo can provide contrast within a piece of music</li> <li>• begin to read and write notation</li> <li>• effectively choose, order, combine and control sounds to create different textures</li> <li>• use silent beats for effect</li> <li>• combine different inter-related dimensions of music eg fast/slow, high/low, loud/soft in their composition</li> </ul>	<ul style="list-style-type: none"> <li>• describe music using appraising vocabulary</li> <li>• begin to compare different kinds of music</li> <li>• recognise differences between music of different times and cultures</li> <li>• use musical words eg pitch, duration, dynamics, tempo to describe and give their opinion on a piece of music</li> <li>• know music can be played or listened to for a variety of purposes – including different cultures and periods in history</li> <li>• recognise a range of instruments by ear</li> <li>• internalise the pulse in a piece of music</li> <li>• identify the features within a piece of music</li> </ul>
<b>Year 3 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>• create accompaniments for melodies</li> <li>• compose a simple piece of music that they can recall and use again</li> <li>• understand metre in 4 beats; then 3 beats</li> </ul>	<ul style="list-style-type: none"> <li>• recognise changes in sounds that move incrementally and more dramatically</li> <li>• compare repetition, contrast and variation within a piece of music</li> </ul>

<b>Skills Map – Year 4</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>perform a simple part of an ensemble rhythmically</li> <li>sing songs from memory with increasing expression, accuracy and fluency</li> <li>improvise using repeated patterns with increasing accuracy and fluency</li> </ul>	<ul style="list-style-type: none"> <li>use notations to record and interpret sequences of pitches</li> <li>use notations to record compositions in a small group or on their own</li> <li>use notation in a performance</li> </ul>	<ul style="list-style-type: none"> <li>explain why silence is used in a piece of music and say what effect it has</li> <li>start to identify the character of a piece of music</li> <li>describe and identify the different purposes of music</li> <li>use musical words – pitch, duration, timbre, dynamics, tempo to describe a piece of music and composition</li> </ul>
<b>Year 4 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>use selected pitches simultaneously to produce simple harmony</li> </ul>	<ul style="list-style-type: none"> <li>explore and use sets of pitches, eg 4 or 5 notes</li> <li>show how they can use dynamics to provide contrast</li> </ul>	<ul style="list-style-type: none"> <li>identify how a change in timbre can change the effect of a piece of music</li> </ul>
<b>Skills Map – Year 5</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>sing and use their understanding of meaning to add expression</li> <li>perform ‘by ear’ and from simple notation</li> <li>improvise within a group using melodic and rhythmic phrases</li> <li>recognise and use basic structural forms eg rounds, variations, rondo form</li> <li>maintain their part whilst others are performing their part</li> </ul>	<ul style="list-style-type: none"> <li>begin to use standard notation</li> <li>choose the most appropriate tempo for a piece of music</li> <li>use technology to compose music which meets a specific criterion</li> </ul>	<ul style="list-style-type: none"> <li>describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>identify, analyse and compare features from a wide range of music</li> <li>discern and distinguish layers of sound and understand their combined effect</li> <li>suggest improvements to their own or others’ work</li> <li>contrast the work of established composers and show preferences</li> </ul>
<b>Year 5 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>use pitches simultaneously to produce harmony by building up simple chords</li> </ul>	<ul style="list-style-type: none"> <li>Identify how patterns of repetitions, contrasts and variations can be organised to give</li> </ul>	<ul style="list-style-type: none"> <li>Explain how tempo changes the character of music</li> </ul>



<ul style="list-style-type: none"> <li>• devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</li> </ul>	<p>structure to a melody, rhythm, dynamic and timbre.</p>	<ul style="list-style-type: none"> <li>• Identify where a gradual change in dynamics has helped to shape a phrase of music</li> </ul>
<b>Skills Map – Year 6</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• play a harmony part</li> <li>• begin to perform using notations</li> <li>• take the lead in a performance</li> <li>• take on a solo part</li> <li>• provide rhythmic support</li> <li>• perform parts from memory</li> </ul>	<ul style="list-style-type: none"> <li>• recognise different forms of notation serve different purposes</li> <li>• combine groups of beats</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate differences in live and recorded performances</li> <li>• consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li> <li>• refine and improve work</li> <li>• compare and contrast the impact different composers from different times will have had on the people of the time</li> <li>• analyse features within different pieces of music</li> </ul>
<b>Year 6 - Greater Depth</b>		
<ul style="list-style-type: none"> <li>• perform a piece of music which contains two or more distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul>	<ul style="list-style-type: none"> <li>• show how a small change of tempo can make a piece of music more effective</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• appraise the introductions, interludes and endings for the songs they have created</li> </ul>

Music Long Term Plan  
Key Stage One – Class 2  
Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Skills
Week One	Peter and the Wolf – Prokoviev <a href="https://www.classicfm.com/discover-music/best-classical-music-kids/">https://www.classicfm.com/discover-music/best-classical-music-kids/</a>	Boom Chicka Boom - Sing for Pleasure Have you Brought your Whispering Voice? - Voices Foundation		
Week Two	Peter and the Wolf - Prokoviev	Boom Chicka Boom - Sing for Pleasure Have you Brought your Whispering Voice? - Voices Foundation		
Week Three	Peter and the Wolf - Prokoviev		Rhythm work	
Week Four	Say My Name – Destiny’s Child (90s RnB)	Oats and Beans and Barley Grow	Rhythm work	
Week Five	Mazurkas Op 24 – Chopin (Folk)	Oats and Beans and Barley Grow	Composing	

Week Six	Don't Worry, Be Happy - Bobby McFerrin (Pop)	Oats and Beans and Barley Grow	Composing	
Autumn 2	Nativity			Skills
Spring 1	Listening and Appraising	Performing	Composing	Skills
Week One	When You're Smiling – Charanga (Jazz and Blues)	Hello, How Are You (Warm Up) Dr Knickerbocker – Singing Sherlock		
Week Two	Zadok the Priest – Handel (Charanga Baroque)	Hello, How Are You (Warm Up) Dr Knickerbocker – Singing Sherlock		
Week Three	Jai Ho - A.R.Rahman (Charanga Bhangra)		Rhythm work	
Week Four	Livin' La Vida Loco – Ricky Martin (Charanga Latin)		Rhythm work	
Week Five	Romance for Violin and Piano - Amy Beach (19 <sup>th</sup> Century) <a href="https://www.classicfm.com/discover-music/best-classical-music-kids/">https://www.classicfm.com/discover-music/best-classical-music-kids/</a>		Composing	
Week Six	21 <sup>st</sup> Century Pop		Composing	
Spring 2	Listening and Appraising	Performing	Composing	Skills
Week One	The Entertainer – Scott Joplin (Charanga Ragtime)	Ebenezer Sneezer – <a href="https://www.youtube.com/watch?v=B1Eyw7lifUM">https://www.youtube.com/watch?v=B1Eyw7lifUM</a>		
Week Two	Libertango – Aston Piazzolla (Charanga Tango)	Ebenezer Sneezer – <a href="https://www.youtube.com/watch?v=B1Eyw7lifUM">https://www.youtube.com/watch?v=B1Eyw7lifUM</a>		

Week Three	Horn Concerto No 4 3 <sup>rd</sup> Movement- Mozart (Charanga Classical)		Rhythm work	
Week Four	The Swan from The Carnival of the Animals – Saint-Saens		Rhythm work	
Week Five	The Robots – Kraftwerk (Charanga Electric)		Composing	
Week Six	The Click Song - Miriam Makeba		Composing	
Summer 1	Listening and Appraising	Performing	Composing	Skills
Week One	Hedwigs Theme from Harry Potter – John Williams (Charanga Film)	Kye Kye Kule – Traditional Ghana		
Week Two	59 <sup>th</sup> Street Bridge Song (Feelin' Groovy) – Simon and Garfunkel (Folk Rock)	Kye Kye Kule – Traditional Ghana		
Week Three	The Syncopated Clock by Leroy Anderson (Charanga 20 <sup>th</sup> Century orchestral)		Rhythm work	
Week Four	Rapper's Delight - The Sugarhill Gang (Charanga Hip Hop)		Rhythm work	
Week Five	Amazing Grace - Elvis Presley (Charanga Gospel)		Composing	
Week Six	O Fortuna from Carmina Burana - Carl Orff (Charanga Opera)		Composing	
Summer 2	Listening and Appraising	Performing	Composing	Skills

Week One	Runaway Blues – Ma Rainey (Blues)	Kookaburra – Marion Sinclair (Traditional Australia)		
Week Two	Banana Boat Song - Harry Belafonte (Calypso) <a href="https://www.youtube.com/watch?v=qKqOwWwOHKc">https://www.youtube.com/watch?v=qKqOwWwOHKc</a>	Kookaburra – Marion Sinclair (Traditional Australia)		
Week Three	Plink, Plank, Plunk - Leroy Anderson (Charanga 20 <sup>th</sup> Century orchestral) <a href="https://www.youtube.com/watch?v=eFsx8EPZ4pk">https://www.youtube.com/watch?v=eFsx8EPZ4pk</a> (Live)		Rhythm work	
Week Four	Stevie Wonder - Sir Duke (Charanga Funk)		Rhythm work	
Week Five	21 <sup>st</sup> Century pop		Composing	
Week Six	21 <sup>st</sup> Century pop		Composing	

## Music Long Term Plan

### Key Stage Two – Class 3

### Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Skills
Week One	Hallelujah from Messiah – Handel (Baroque)	Si, Si, Si – Singing Sherlock (Congalese Round)		
Week Two	I Got You ( I Feel Good) – James Brown (Funk)	Si, Si, Si – Singing Sherlock (Congalese Round)		
Week Three	Sahela Re – Kishori Amonkar (Indian Classical)		Rhythm work	

Week Four	Symphony No. 5 – Beethoven (Classical)		Rhythm work	
Week Five	Take the 'A' Train - Billy Strayhorn Duke Ellington Orchestra (Jazz)		Composing	
Week Six	Bhabiye Akh Larr Gayee – Bhujhangy Group (Bhangra)		Composing	
<b>Autumn 2</b>	<b>Nativity</b>			<b>Skills</b>
<b>Spring 1</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Night on a Bare Mountain – Mussorgsky (Romantic)	Skye Boat Song – Sing Up		
Week Two	Le Freak – Chic (Disco)	Skye Boat Song – Sing Up		
Week Three	Fanfarra (Cabua-Le-Le) Sergio Mendes Carlinhos Brown (Samba)		Rhythm work	
Week Four	O Euchari – Hildegard (Early)		Rhythm work	
Week Five	Wonderwall – Oasis (90s Indie)		Composing	
Week Six	Tropical Bird – Trinidad Steel Band (Calypso)		Composing	
<b>Spring 2</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	For the Beauty of the Earth – Rutter (20 <sup>th</sup> Century)	Calypso – Junior Voiceworks		
Week Two	With a Little Help from my Friends – The Beatles Joe Cocker (Rock and Roll)	Calypso – Junior Voiceworks		
Week Three	U Can't Touch This - MC Hammer (Charanga Hip Hop)	Calypso – Junior Voiceworks		
Week Four	Baris – Gong Kebyyar of Peliaton (Gamelan)		Rhythm work	
Week Five	Mars from The planets – Holst (20 <sup>th</sup> Century)		Composing	
Week Six	Runaway Blues – Ma Rainey (Blues)		Composing	
<b>Summer 1</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Hungarian Dance No 5 – Brahms (Classical live performance BBC TEACH ten pieces)	Lost in Space – Durham Music		

Week Two	Short Ride in a Fast Car – John Adams (Modern minimalist live performance BBC TEACH ten pieces)	Lost in Space – Durham Music		
Week Three	Entre dos aguas - Paco de Lucia (Flamenco Traditional)		Rhythm work - based on Listening piece	
Week Four	Three Little Birds – Bob Marley (Reggae)		Rhythm work	
Week Five	<b>Taylor Swift</b>		Composing	
Week Six	Didgeridoo Creation Song - Lewis Burns (Traditional Aboriginal)		Composing	
Summer 2	Listening and Appraising	Performing	Composing	Skills
Week One	Scarborough Fair – Simon and Garfunkel (Traditional English)			
Week Two	Minute Waltz – Chopin (Charanga Classical) Also <a href="https://www.youtube.com/watch?v=3H0SRv8QNwk">https://www.youtube.com/watch?v=3H0SRv8QNwk</a>			
Week Three	Suspicious Minds - Elvis Presley (Charanga Rock)			
Week Four	Nessum Dorma – Pavarotti (Opera) <a href="https://youtube.com/watch?v=bqnkmxuJ9c4">https://youtube.com/watch?v=bqnkmxuJ9c4</a>			
Week Five	Superstition - Stevie Wonder (Charanga Motown)			
Week Six	21 <sup>st</sup> Century Pop			

Music Long Term Plan  
Key Stage Two – Class 4  
Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Skills
Week One	Bolero – Ravel (20 <sup>th</sup> Century)	We are the Champions – Sing Up		
Week Two	Hound Dog – Elvis Presley (Rock and Roll)	We are the Champions – Sing Up		
Week Three	Sea Shanties – Various (Folk)		Rhythm work	
Week Four	Hallelujah from Messiah – Handel (Baroque)		Rhythm work	



Week Five	Jai Ho from Slumdog Millionaire – AR Rahman (21 <sup>st</sup> Century)		Composing	
Week Six	Jin-Go-La-Ba (Drums of Passion) – Babat Bunda Olatunji (Drumming)		Composing	
<b>Autumn 2</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Lean On Me - ACM Gospel Choir (Charanga Gospel)			
Week Two	Lean on Me – Bill Withers <a href="https://www.youtube.com/watch?v=fOZ-MySzAac">https://www.youtube.com/watch?v=fOZ-MySzAac</a> (Soul) Compare			
Week Three	Jamming – Bob Marley (Charanga Reggae)			
Week Four	<b>Coldplay</b>			
Week Five	New York Girls - Bellowhead (Folk/Shanty) <a href="https://www.youtube.com/watch?v=bn0Ff83spQw">https://www.youtube.com/watch?v=bn0Ff83spQw</a>			
Week Six	21 <sup>st</sup> Century Pop			
<b>Spring 1</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Inkanyezi Nezazi – Ladysmith Black Mambazo (Choral)	Dona Nobis Pacem – Sing Up		
Week Two	English Folk Song Suite – Vaugh Williams (20 <sup>th</sup> Century)	Dona Nobis Pacem – Sing Up		
Week Three	Smalltown Boy – Bronski Beat (80s Synth/Pop)		Rhythm work	
Week Four	Rhapsody in Blue – Gershwin (20 <sup>th</sup> Century)		Rhythm work	
Week Five	Baby can I hold you tonight - Tracy Chapman & Pavarotti <a href="https://www.youtube.com/watch?v=7MM8_XNj76g">https://www.youtube.com/watch?v=7MM8_XNj76g</a>		Composing	
Week Six	21 <sup>st</sup> Century Pop		Composing	
<b>Spring 2</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Hlokoloza - Arthur Mofokate (Charanga African Kwaito)	Danny Boy – Traditional Irish		
Week Two	Waterloo (English Version) – Abba (Charanga Pop)	Danny Boy – Traditional Irish		
Week Three	River Dance (excerpts) <a href="https://www.youtube.com/watch?v=w0v_pu6miJ8&amp;t=331s">https://www.youtube.com/watch?v=w0v_pu6miJ8&amp;t=331s</a>		Rhythm work	

Week Four	Summertime - Gershwin from Porgy and Bess (Billy Holiday Charanga Jazz)		Rhythm work	
Week Five	Summertime – Sidney Bechet <a href="https://www.youtube.com/watch?v=_sy_OcEXxgo">https://www.youtube.com/watch?v=_sy_OcEXxgo</a>		Composing	
Week Six	<b>Billy Eilish</b>		Composing	
Summer 1	Listening and Appraising	Performing	Composing	Skills
Week One	Billie Jean – Michael Jackson (20 <sup>th</sup> Century Pop)	Ain't Gonna Let Nobody – Sing Up		Consolidating skills learnt throughout the year, including using technology
Week Two	Billie Jean – The Civil Wars (Compare)	Ain't Gonna Let Nobody – Sing Up		
Week Three	Sinnerman – Nina Simone (Jazz)		Composing	
Week Four	<b>Ed Sheeran</b>		Composing	
Week Five	21 <sup>st</sup> Century Pop		Composing	
Week Six	21 <sup>st</sup> Century Pop		Composing	
Summer 2	Class 4 End of Year Play			