

**SUBJECT: Music**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year R</b>	<p><b>ME!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught A Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p><b>My Stories</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p><b>Everyone</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees and Toes</li> </ul> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p>	<p><b>Our World</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p><b>Big Bear Funk</b></p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Ashton St. Peter's Creative curriculum

			Share and perform the learning that has taken place			
<b>Year 1</b>	<p><b>Hey You!</b></p> <p><b>Style:</b> Old School Hip Hop</p> <p><b>Topic and cross curricular links:</b> Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p><b>Rhythm In The Way We Walk and The Banana Rap</b></p> <p><b>Style:</b> Reggae, Hip Hop</p> <p><b>Topic and cross curricular links:</b> Action songs that link to the foundations of music</p>	<p><b>In The Groove</b></p> <p><b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p><b>Topic and cross curricular links:</b> Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography countries and cultures. Ourselves. Historical context of musical styles.</p>	<p><b>Round And Round</b></p> <p><b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p><b>Topic and cross curricular links:</b> Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p><b>Your Imagination</b></p> <p><b>Style:</b> Coming soon!</p> <p><b>Topic and cross curricular links:</b> Coming soon!</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 1</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<b>Year 2</b>	<p><b>Hands, Feet, Heart</b></p> <p><b>Style:</b> South African styles</p> <p><b>Topic and cross curricular links:</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p><b>Ho Ho Ho</b></p> <p><b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p><b>Topic and cross curricular links:</b> Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p><b>I Wanna Play In A Band</b></p> <p><b>Style:</b> Rock</p> <p><b>Topic and cross curricular links:</b> Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p><b>Zootime</b></p> <p><b>Style:</b> Reggae</p> <p><b>Topic and cross curricular links:</b> Animals, poetry and the historical context of musical styles.</p>	<p><b>Friendship Song</b></p> <p><b>Style:</b> Coming soon!</p> <p><b>Topic and cross curricular links:</b> Coming soon!</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 2</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the</p>

Ashton St. Peter's Creative curriculum

						foundations of the language of music.
<b>Year 3</b>	<p><b>Let Your Spirit Fly</b></p> <p><b>Style:</b> R&amp;B, Michael Jackson, Western Classical, Musicals, Motown, Soul</p> <p><b>Topic and cross curricular links:</b> Historical context of musical styles.</p>	<p><b>Glockenspiel Stage 1</b></p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Topic and cross curricular links:</b> Introduction to the language of music, theory and composition.</p>	<p><b>Three Little Birds</b></p> <p><b>Style:</b> Reggae</p> <p><b>Topic and cross curricular links:</b> Animals, Jamaica, poetry and the historical context of musical styles</p>	<p><b>The Dragon Song</b></p> <p><b>Style:</b> A little bit funky and music from around the world.</p> <p><b>Topic and cross curricular links:</b> Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p><b>Bringing Us Together</b></p> <p><b>Style:</b> Disco</p> <p><b>Topic and cross curricular links:</b> Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 3</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<b>Year 4</b>	<p><b>Mamma Mia</b></p> <p><b>Style:</b> ABBA</p> <p><b>Topic and cross curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p><b>Glockenspiel Stage 2</b></p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Topic and cross curricular links:</b> Introduction to the language of music, theory and composition.</p>	<p><b>Stop!</b></p> <p><b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p><b>Topic and cross curricular links:</b> Composition, Bullying</p>	<p><b>Lean On Me</b></p> <p><b>Style:</b> Gospel</p> <p><b>Topic and cross curricular links:</b> Gospel in its historical context i.e. from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p><b>Blackbird</b></p> <p><b>Style:</b> Coming soon!</p> <p><b>Topic and cross curricular links:</b> Coming soon!</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 4</p> <p><b>Topic and cross curricular links:</b> Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.</p>

Ashton St. Peter's

Creative curriculum

						Consolidate the foundations of the language of music.
--	--	--	--	--	--	---

<p><b>Year 5</b></p>	<p><b>Livin' On A Prayer</b></p> <p><b>Style:</b> Rock</p> <p><b>Topic and cross curricular links:</b> How rock music developed from the Beatles onwards. Analysing performance.</p>	<p><b>Classroom Jazz 1</b></p> <p><b>Style:</b> Jazz</p> <p><b>Topic and cross curricular links:</b> History of music - Jazz in its historical context.</p>	<p><b>Make You Feel My Love</b></p> <p><b>Style:</b> Pop Ballads</p> <p><b>Topic and cross curricular links:</b> Historical context for ballads.</p>	<p><b>Fresh Prince Of Bel Air</b></p> <p><b>Style:</b> Hip Hop</p> <p><b>Topic and cross curricular links:</b> Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>	<p><b>Dancin' In The Street</b></p> <p><b>Style:</b> Motown</p> <p><b>Topic and cross curricular links:</b> The history of Motown and its importance in the development of Popular music. Civil Rights.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 5</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<p><b>Year 6</b></p>	<p><b>Happy</b></p> <p><b>Style:</b> Pop/Motown</p> <p><b>Topic and cross curricular links:</b> What makes us happy? Video/project with musical examples.</p>	<p><b>Classroom Jazz 2</b></p> <p><b>Style:</b> Jazz, Latin, Blues</p> <p><b>Topic and cross curricular links:</b> History of music - Jazz in its historical context.</p>	<p><b>Benjamin Britten - A New Year Carol</b></p> <p><b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p><b>Topic and cross curricular links:</b> Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p><b>A new unit - more details to follow</b></p> <p><b>Topic and cross curricular links:</b> Celebrating the role of woman in the music industry.</p>	<p><b>You've Got A Friend</b></p> <p><b>Style:</b> The Music of Carole King</p> <p><b>Topic and cross curricular links:</b> Her importance as a female composer in the world of popular music.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Western Classical Music and your choice from Year 6</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

Ashton St. Peter's

Creative curriculum