

2 YEAR ROLLING PROGRAMME - MUSIC



Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LS	<ul style="list-style-type: none"> Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common. 					
N	<ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 					
R	<p>Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Cross-curricular/topic-based focus: My Stories - explore: using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Cross-curricular/topic-based focus: Everyone! - explore: family, friends people and music from around the world</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Cross-curricular/topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Big Bear Funk - A Transition Unit</p> <p>Musical learning focus Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>React, Rewind and Replay: Consolidation of learning and contextualising the history of music.</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>

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1/2 A	<p>Topic: Rainforest Unit: Hey You! Style: Old School Hip Hop</p> <p>Topic and cross curricular links: 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>Topic: Rainforest Unit: Rhythm In The Way We Walk and The Banana Rap Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music</p>	<p>Topic: Fire and Dragons Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: 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>Topic: Fire and Dragons Unit: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Topic: We are Britain Unit: Your Imagination Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p>	<p>Topic: We are Britain Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: 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>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>					
1/2 B	<p>Topic: Carnival of the animals Unit: Zootime Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Topic: Carnival of the animals Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Topic: Space Unit: I Wanna Play In A Band Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Topic: Space Unit: Hands, Feet, Heart Style: South African styles</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p>Topic: Under the Sea Unit: Friendship Song Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon! Links to other units: Coming soon!</p>	<p>Topic: Under the Sea Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular links: 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>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.</p>					
3/4 A	<p>Unit: Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p>	<p>Unit: The Dragon Song Style: A little bit funky and music from around the world.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p>Unit: Three Little Birds Style: Reggae</p> <p>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p>	<p>Unit: Bringing Us Together Style: Disco</p> <p>Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p>Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: 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>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>					

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3/4 B	<p>Unit: Lean On Me Style: Gospel</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Unit: Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit: Mamma Mia Style: ABBA</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>Unit: Blackbird Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p>	<p>Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Topic and cross curricular links: Composition, Bullying.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4</p> <p>Topic and cross curricular links: 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. Consolidate the foundations of the language of music.</p>
<p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>						
5/6 A	<p>Unit: Livin' On A Prayer Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.</p>	<p>Unit: Classroom Jazz 1 Style: Jazz</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p>	<p>Unit: Make You Feel My Love Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads.</p>	<p>Unit: Fresh Prince Of Bel Air Style: Hip Hop</p> <p>Topic and cross curricular links: 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>Unit: Dancin' In The Street Style: Motown</p> <p>Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5</p> <p>Topic and cross curricular links: 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>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>						
5/6 B	<p>Unit: Happy Style: Pop/Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p>	<p>Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p>	<p>Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Unit: A new unit - more details to follow</p> <p>Topic and cross curricular links: Celebrating the role of woman in the music industry.</p>	<p>Unit: You've Got A Friend Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross curricular links: 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>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>						