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| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary SchoolReading-Inspired Curriculum CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: MUSIC Subject Responsibility: Mrs Batey  |
| IvyYear 1/2Cycle 1 | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Use voices expressively and creatively by singing simple songs, **chants** and rhymes(link to Mathematics and Talk for Writing) | **Nativity** Use voices expressively and creatively by singing songs and speaking chants and rhymes at the same **pitch** | **Exploring Music Apps and tuned instruments****Create a soundtrack to a scene from a film. e.g. Frozen/Ice Age/documentary about an expedition to the North/South Pole.** | **African Drumming**Play **tuned and un-tuned instruments** musically **African Songs**Use voices expressively and creatively by singing songs and speaking chants and rhymes | Use voices expressively and creatively by singing a wide range of call and response songs and pentatonic songs  | **The Dinosaur (Dragon) Who Ate Our School by Nick Toczek & Dragon Dance** Use voices expressively and creatively by singing songs and speaking chants and rhymes |
| Singing | * Sing for Pleasure: *Boom Chicka Boom*
* Voices Foundation: *Have you Brought Your Whispering Voice?*
 | * A range of festive hymns in preparation for the Christmas Service
 |  | * Traditional Ghana: *Kye Kye Kule*
 | * *Pretty Trees Around the World* from Rhythms of Childhood (call & response)
* Singing Sherlock: *Dr Knickerbocker* (pentatonic)
 | * *The Dragon Who Ate Our School*
* *Dragon Dance*
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| Listening (learning/worship entry & exit) | * 20th Century: *Mars* from The Planets by Holst
* Traditional: *Oats and Beans and Barley Grow*
 | * Festive hymns in preparation for the Christmas Service & Nativity
 | * Classical: *Ronda alla Turca* by Mozart
 | * Samba: *Fanfarra (Cabua-Le-Le)* by Sergio Mendes/Carlinhos Brown
 | * *Trepak* from The Nutcracker by Tchaikovsky
 | * Art Pop: *Wild Man* by Kate Bush
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| Composing |  |  | * Create musical sound effects and short **sequences** of sounds in response to a scene
* Use music technology to capture, change and combine sounds
 | * Understand the difference between creating **rhythm** pattern and **pitch** pattern
* Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns
 | * Improvise simple vocal chants, using **question and answer** phrases
 | * Recognise how graphic notation can represent created sounds.
* Explore and invent own symbols
 |
| Musicianship  | **Pulse/Beat:*** Walk, move or clap a steady **beat** with others, changing the speed of the beat as the **tempo** of the music changes

**Rhythm:** * Perform short copycat rhythm patterns
* Perform word-pattern chants

 **Pitch:** * Listen to sounds in the school environment, comparing high and low sounds
 | **Pulse/Beat:** * Respond to the pulse in recorded music through movement and dance

**Pitch:*** Sing familiar songs in both low and high voices and talk about the difference in sound
 | **Pulse/Beat:*** Play **tuned instruments** (chime bars/glockenspiel) to maintain a steady beat

**Pitch:*** Explore **percussion** sounds to enhance storytelling, e.g. ascending xylophone notes to suggest climbing
 | **Pulse/Beat:*** Play repeated patterns (**ostinati**)
* Use **body percussion** (clapping, tapping, walking)
* Use **classroom percussion** (shakers, sticks and blocks)

**Rhythm:** * Perform short repeating rhythm patterns (**ostinati**) keeping in time with a beat

**Pitch:*** Begin to follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps
 | **Pulse/Beat:** * Respond to the pulse in recorded music through movement and dance (*Trepak*)
 | **Pitch:** Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum |
| Extraordinary Lives |  |  |  |  |  |  |
| Ivy Year 1/2Cycle 2 | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **London’s Burning (link with dance)**Sing songs with pitch range (do-so) and with increasing voice control (link to Mathematics and Talk for Writing) | **Nativity** Use voices expressively and creatively by singing songs and speaking chants and rhymes at the same **pitch** | **Music from the Forest**Listen to, evaluate and review music across a range of historical periods (1936): Peter and the Wolf | **Songs of the Animal World****Exploring Music Apps**Experiment with, create, select and combine sounds using the inter-related dimensions of music (Garage Band) | **What a Wonderful World**Use voices expressively and creatively by singing songsWhat a Wonderful World: Amazon.co.uk: Thiele, Bob, Weiss, George ...**Text: What a Wonderful World by Tim Hopgood (song by Bob Thiele, George David Weiss)** | **Opera: The Adventures of Pinocchio (YouTube)** Perform, listen to, review and evaluate music across a range of historical periods (1930s)Explore tuned instruments. |
| Singing | * Traditional: *London’s Burning* (Call & Respond)
* Begin to know the meaning of **dynamics** (loud/quiet) and **tempo** (fast/slow)
 | * A range of festive hymns in preparation for the Christmas Service
* Use the terms **dynamics/tempo** during Nativity rehearsals
 |  | * Traditional Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)*
 | * Know the meaning of **dynamics** (loud/quiet) and **tempo** (fast/slow) and demonstrate these when singing by responding to a) a leader’s directions and b) visual symbols (e.g. **pause, crescendo, decrescendo,**)
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| Listening (learning/worship entry & exit) | * Traditional: *Oats and Beans and Barley Grow*
* 20th Century: *Bolero* by Ravel
* *Little Sally Saucer*
 | * Festive hymns in preparation for the Christmas Service & Nativity
 | * Classical: *Peter and the Wolf* by Prokofiev
 | * *The Elephant* from Carnival of the Animals by Saint-Saens
* Rock n Roll: *Hound Dog* by Elvis Presley
 | * Traditional Pop/Jazz: *What a Wonderful World* by Bob Thiele & George David Weiss
* Blues: *Runaway Blues by* Ma Rainey
 | * Opera: The Adventures of Pinocchio
* Compilation of Y1 and Y2 listening music
 |
| Composing  | * Work with a partner to **improvise** simple **question and answer** phrasesto be sung
 |  | * Create music in response to non-musical stimulus: Add another creature to the piece
* Use **graphic symbols** and begin to use **dot notation** to keep a record of composed pieces
 | * Create, change and combine sounds on a music app in response to non-musical stimulus: animal movement
* Work with a partner to improvise a musical animal conversation using **question and answer** phrases on tuned wooden instruments
 |  | * Create music in response to non-musical stimulus: the movement of Pinocchio
* Work with a partner to create a short composition on a wooden instrument
* Begin to use stick notation to keep a record of composed pieces
 |
| Musicianship | **Pulse/Beat:** * Understand that the speed of the beat can change, creating a faster/slower pace (tempo)
* Mark the beat of a listening piece (*Bolero)* by tapping, clapping, recognising tempo and changes of tempo

**Rhythm:** * Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion
* Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon)

**Pitch:*** Sing short phrases within a singing game or short song (*Little Sally Saucer)*
 | **Pulse/Beat:** * Respond to the pulse in recorded music through movement and dance

**Pitch:*** Sing familiar songs in both low and high voices and talk about the difference in sound
 | **Rhythm:** * Recognise dot notation and match it to 3-note tunes played on **tuned percussion**
* Read and respond to chanted rhythm patterns, and begin to represent them with dot notation
 | **Pulse/Beat:** * Begin to **group beats** in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
* Identify the **best groupings** in the music they listen to: The Elephant from Carnival of the Animals
 | **Pitch:** * Respond independently to pitch changes in short **melodic phrases** indicating with actions (e.g. stand up/sit down)
 | **Pulse/Beat:** * Change the speed of the beat to create a faster and slower pace (tempo)
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| Extraordinary Lives |  |  |  |  |  |  |
| Willow Year 3/4 Cycle 1 | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Carnival of the Animals: fossils Saint Saens (Create a composition using wooden percussion)** Improvise and compose music for a range of purposes using the inter-related dimensions of music | **Read and comprehend ‘Moon River’**Moon River: Amazon.co.uk: Hopgood, Tim: 9780192746399: BooksAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**Text: Moon River by Johnny Mercer, Henry Mancini, Tim Hopgood** | **Focus on Smetana’s Vltava (The Moldau) which tells the story of the Vltava River running from its source in the Bohemian Forest to the city of Prague.** **Musical soundtrack to Quest (exploring and creating music linked to different scenes, e.g. underwater, snow-capped mountains, blue sky, storms)** Improvise and compose music for a range of purposes using the inter-related dimensions of music including Garage Band | **Read and comprehend ‘Pompeii’ by Bastille**[**https://www.youtube.com/watch?v=F90Cw41-8NY**](https://www.youtube.com/watch?v=F90Cw41-8NY)**Lyrics**[**http://www.azlyrics.com/lyrics/bastille/pompeii.html**](http://www.azlyrics.com/lyrics/bastille/pompeii.html)Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **KS2 Production** **Italian Composer: Antonio Vivaldi (four seasons)** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **KS2 Production**  |
| Singing | * Voicelinks: Extreme Weather
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class and in class/school worship/KS2 production
* Perform actions confidently and in time to a range of action songs (Production)
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| Listening  | * Classical: *Carnival of the Animals* by Saint Saens
* Disco: *Le Freak* by Chic
 | * Pop*: Moon River* by Johnny Mercer, Henry Mancini & Andy Williams
* Classical: *Hallelujah from Messiah* by Handel(Baroque)
 | * Classical: *Vltava* by Smetana
* Pop: *With a Little Help from my Friends* by The Beatles
 | * Pop: *Pompeii* by Bastille
* Film: *Jai Ho* from Slumdog Millionaire by A R Rahman
 | * Classical: *Four Seasons* by Vivaldi
* Musical Traditions – India: Sahela Ra by Kishori Amonkar
 | * Compilation of Y1, 2 and 3 listening music
 |
| Composing: | **Improvise:** * Use voices and **tuned/untuned** **percussion** to invent short responses using limited notes
 |  | **Improvise:** * Compose from a visual stimuli incl. Music apps
* Structure musical ideas (e.g. using **echo or question and answer phrases**) to create music with a beginning, middle and end.

**Compose:** * Compose accompaniments on **untuned** percussion using known rhythms and **note values**
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| Performing  |  |  |  |  | **Reading Notation:*** Introduce the **stave**, lines and spaces, and **clef**.
* Use **dot notation** to show higher and lower pitch
* Apply word chants to rhythms, understanding how to link each syllable to one musical note
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  |  |  |  |  |  |
| Willow Year 3/4 Cycle 2 | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| **Musical soundtrack to Everest (exploring and creating music linked to different scenes, e.g. underwater, snow-capped mountains, blue sky, storms)** Improvise and compose music for a range of purposes using the inter-related dimensions of music | **Read and comprehend ‘Bare Necessities’ from the musical soundtrack to The Jungle Book (exploring and creating music linked to different scenes** Read, comprehend, learn and perform the song and improvise and compose appropriate instrumental accompaniment. <https://www.youtube.com/watch?v=9ogQ0uge06o> Lyrics:https://www.azlyrics.com/lyrics/tonybennett/thebarenecessities.html | **Blues music inspired by our focus on the Mississippi River**Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansCompose lyrics to describe a river’s journey  |  | **KS2 Production +** **Sci-Fi Film Music:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of sci-fi film music from 1950s to modern day by writing to inform. |
| Singing | * Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class, in class/school worship & Christmas Service
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 | * Perform as a choir in class and in class/school worship/KS2 production
* Perform actions confidently and in time to a range of action songs (Production)
* Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes (x tables)
 |
| Listening  | * Classical: *Night on a Bare Mountain* by Mussorgsky (Romantic)
* Indonesian Gamelan: *Baris* by Gong Kebyar of Peliatan
 | * Indian Classical: *Sahela Ra* by Kishori Amonkar
 | * Blues: *Runaway Blues* by Ma Rainey
 | * Junior Songscape: *Listen to the Rain*
* 21st Century Film: *Jai Ho* from Slumdog Millionaire by A R Rahman
 | * Classical: *Rondo alla Turca* by Mozart
* Film: Star Wars theme by John Williams
* Compilation of Y1, 2 and 3 listening music
* Songs from the KS2 Production
 |
| Composing: | **Improvise:** * Compose from a visual stimuli incl. Music apps
* Structure musical ideas (e.g. using **echo or question and answer phrases**) to create music with a beginning, middle and end.

**Compose:** * Compose song accompaniments on **untuned** percussion using known rhythms and **note values**
 |  | **Improvise:** * Use voices and **tuned/untuned** **percussion** to invent short responses using limited notes
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| Performing  |  |  | * Write and perform lyrics inspired by the Mississippi River
 |  | **Reading Notation:*** Introduce the **stave**, lines and spaces, and **clef**.
* Use **dot notation** to show higher and lower pitch
* Apply word chants to rhythms, understanding how to link each syllable to one musical note (e.g. Hel-lo Si-mon from Y2)

**Performing:** * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  |  |  |  | **CREATOR: John Williams**  |
| Fig Year 4/5Cycle 1 | **Autumn 1**  | **Autumn 2** | **Spring 1 & 2** | **Summer 1 & 2** |
| **Develop an understanding of the history of music: Early cinema:** **(compose images and narrative from the music - link drama and dance)**Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. **Y5 Young Voices**  |  | **Music from a Musical: Read, comprehend and perform Hakuna Matata from The Lion King**[**https://www.youtube.com/watch?v=xB5ceAruYrl**](https://www.youtube.com/watch?v=xB5ceAruYrl)Lyrics:<http://www.songlyrics.com/lion-king/hakuna-matata-lyrics> Listen with attention to detail and recall sounds with increasing aural memoryPlay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**Y5 Young Voices**: | **KS2 Production** |
| Singing | * Y5 Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
* Sing unison songs, e.g. sea shanty One More Day
* Follow directions for getting louder (**crescendo**) and quieter (**decrescendo)**
 | * Y5 Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Y5 Perform as part of Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship
* Sing **rounds** and **partner songs**
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
* Introduce **vocal harmony** (e.g. Voiceworks 1 - Hear the Wind)
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
* Rehearse and perform in the school production
 |
| Listening  | * Classical: *Symphony No.5* by Beethoven
* Score to King Kong (1933) using **leitmotif** (specific instruments are assigned to individual characters or events)
* Listen to a range of film scores from the 1930s-2000s
 | * 90s Indie: *Wonderwall* by Oasis
 | * Jazz*: Take the ‘A’ Train* by Billy Strayhorn/Duke EIllington Orchestra
* Traditional Calypso: *Tropical Bird* by Trinidad Steel Band
 | * 20th Century: *For the Beauty of the Earth* by Rutter
* Music from Musical Theatre
 | * Early: O Euchari by Hildegard
* Songs from the KS2 Production
* Compilation of Y1, 2 and 3 listening music
 |
| Composing: |  |  | **Compose:** * Use a **stave**, lines and spaces, and **clef** and learn to add note values (**minim, crotchet, crotchet rest and paired quavers**)
* Recap on dot notation and introduce **staff notation** to show higher and lower pitch
 | **Compose:*** Compose music to create a specific mood linked to a film scene
* Include instruments in whole class/group teaching to expand the scope and record creative ideas using any of: graphic symbols, **staff notation**, technology
 |  |
| Performing  | * Listen with attention to detail and recall sounds with increasing aural memory
 |  | **Reading Notation:** * Introduce and understand the differences between minims, crotchets, paired quavers and rests
 | **Reading Notation:** * Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  |  | **CREATOR: Anoushka Shankar** |  |  |
| Fig Year 4/5Cycle 2 | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| **Short focus: Develop an understanding of the history of music:** Medieval instruments **Y5 Young Voices** | **Y4 Develop an understanding of the history of music:** Musical theatreLearn, comprehend and perform ‘Food Glorious Food’ from Oliver, the musical <https://www.youtube.com/watch?v=ly7PONiKGUs> Lyrics link:<https://lyrics.az/lionel-bart/oliver/food-glorious-food.html>**Y5 Young Voices** | **Develop an understanding of** **the history of music:** Guitar Sounds (Les Paul)app: Garage BandListen with attention to detail and recall sounds with increasing aural memory**Y5 Young Voices**  | **Develop an understanding of the history of music:** Film Musical (set in the mid-west of USA)Learn, comprehend and perform ‘If I Only Had a Brain’ from Wizard of Oz<https://www.tube.com/watch?v=nauLgZISozs> Lyrics link:<https://www.azlyrics.com/lyrics/jacksonbrowne/ifionlyhadabrain.html>  | **KS2 Production**  |
| Singing | * Y5 Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Y5 Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Y5 Perform as part of Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
* Rehearse and perform in the school production
 |
| Listening  | * Music through the centuries
 | * Musical/Film: *Food Glorious Food* from Oliver
* Music from Musical Theatre
 | * Traditional India: CREATOR Anoushka Shankar
* Country: Johnny Cash
* Blues: BB King
* Flamenco: Gypsy Kings
 | * Film*: If I Only Had a Brain* from Wizard of Oz
* Jazz: CREATOR: Django Reinhardt
 | * Compilation of Y1, 2 and 3 listening music
* Songs from the KS2 Production
 |
| Composing: |  |  | **Compose:** * Use a **stave**, lines and spaces, and **clef** and learn to add note values (**minim, crotchet, crotchet rest and paired quavers**)
* Recap on dot notation and introduce **staff notation** to show higher and lower pitch
 | **Compose:*** Compose music to create a specific mood linked to a film scene
* Include instruments in whole class/group teaching to expand the scope and record creative ideas using any of: graphic symbols, **staff notation**, technology
 |  |
| Performing  |  |  | **Reading Notation:** * Introduce and understand the differences between minims, crotchets, paired quavers and rests
 | **Reading Notation:** * Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  |  | **CREATOR: Anoushka Shankar****Innovator: Les Paul**  | **CREATOR: Django Reinhardt** |  |
| Clover Year 5/6Cycle 1 | **Autumn 1 & 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| **Young Voices**:Play and perform in solo and ensemble contexts**Develop an understanding of the history of music:** 20th Century - Music Hall, 80s pop, musical to *The Beatles (include wartime and 1950s)* | **Improvise and compose music for a range of purposes using the inter-related dimensions of music:** Refugee’s Journey (Letters from the Lighthouse | **KS2 Production** **Leavers Performance** |
| Singing | * Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Perform as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
 | * Perform a range of songs/hymns as a choir in class, in class/school worship
* Rehearse and perform in the school production
 |
| Listening  | 80s Synth Pop: *Smalltown Boy* by Bronski Beat 90s Singer/Songwriter: *Play Dead* by Bjork90s RnB: Say My Name by Destiny’s Child | Wartime music | Folk: Sea Shanties  | * Songs from the KS2 Production
* Compilation of world music
 |
| Composing: |  |  |  |  |
| Performing  | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
 |  |  | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  | **CREATOR: Dame Vera Lynn** |  |  |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| Clover Year 5/6Cycle 2 | **Young Voices**:Play and perform in solo and ensemble contextsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: The Lost Words South American  | **Young Voices**:Play and perform in solo and ensemble contexts | **Young Voices**:Play and perform in solo and ensemble contextsFocus composer: Benjamin Britten (BBC Teach – ten pieces)  | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Lyrics - Only the Ocean by Jack JohnsonSea Shanti | KS2 ProductionLeavers Performance |
| Singing | * Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Rehearse as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship & Christmas Service
 | * Perform as part of the Young Voices Choir
* Perform a range of songs/hymns as a choir in class, in class/school worship
 |  | * Perform a range of songs/hymns as a choir in class, in class/school worship
* Rehearse and perform in the school production
 |
| Listening  |  |  |  | Folk: Sea Shanties | * Songs from the KS2 Production
* Compilation of world music
 |
| Composing: |  |  |  |  |  |
| Performing  | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
 |  | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Listen with attention to detail and recall sounds with increasing aural memory
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| Extraordinary Lives |  |  |  |  |  |  |