

# Grimsargh St Michael's CE Primary School

## Music Progression

Note: As a school we use “**Charanga**” Music Scheme.

Skills and Aims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Aims</b>	<p style="text-align: center;"><b>Key Stage 1:</b></p> <p>Pupils should be taught to:</p> <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>			<p style="text-align: center;"><b>Key Stage 2:</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <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>			
<b>Skill 1: Performing</b> (Controlling sounds through	<p><b>Ongoing throughout the year – EYFS Statutory Framework ELG's:</b></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>- To use the voice in different ways such as speaking, singing and chanting</li> <li>- To begin to play some tuned and</li> </ul>	<ul style="list-style-type: none"> <li>- To take part in singing songs in an ensemble, following the tune (melody) well.</li> </ul>	<ul style="list-style-type: none"> <li>- To sing songs from memory, following the tune (melody) well, with accurate pitch</li> </ul>	<ul style="list-style-type: none"> <li>- To sing in unison and in tune with expression and showing control in their voice.</li> </ul>	<ul style="list-style-type: none"> <li>- To sing in tune and show control, breathing well and using clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- I sing or play from memory with confidence, expression and in tune.</li> <li>- To perform alone and in a</li> </ul>

<p>singing and playing)</p>	<p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Ongoing throughout the year – Development Matters age ranges:</b>  <u>- 3 and 4 year olds:</u>  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 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. Play instruments with</p>	<p>untuned instruments with some control.</p> <ul style="list-style-type: none"> <li>- To follow instructions on how and when to sing or play an instrument.</li> <li>- To make and control long and short sounds, using voice and instruments.</li> <li>- To imitate changes in pitch.</li> <li>- To perform simple rhythmic patterns, showing an awareness of pulse.</li> <li>- To take notice of others when I am performing</li> <li>- To take part in singing</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the importance of warming up in order to use my voice to good effect.</li> <li>- To perform with others, following instructions from the leader.</li> <li>- To keep a steady pulse to perform rhythmical patterns and accompaniments.</li> <li>- To use some instruments and voice to make loud and quiet sounds (dynamics), and long and short sounds (tempo).</li> <li>- To use simple improvisation, understanding duration.</li> </ul>	<p>and use of expression.</p> <ul style="list-style-type: none"> <li>- To use voice to maintain a part within an ensemble.</li> <li>- To perform with others, singing in unison and following instructions from a leader.</li> <li>- To play notes on an instrument clearly, including steps and leaps in pitch.</li> <li>- To vary dynamics with their voice and instruments when working alone or with others</li> <li>- To improvise and use call and response within a group using 1 or 2 notes.</li> </ul>	<ul style="list-style-type: none"> <li>- To use voice or an instrument to maintain a part.</li> <li>- To understand the importance of good pronunciation of lyrics in a song.</li> <li>- To play notes on instruments carefully so they sound clear.</li> <li>- To perform with control and awareness of what others in the group are singing or playing.</li> <li>- To improvise within a group using more than 2 notes.</li> </ul>	<ul style="list-style-type: none"> <li>- To perform songs with an awareness of the meaning behind the lyrics or the occasion, helping with their performance.</li> <li>- To hold a part in a round.</li> <li>- To sustain a drone or melodic ostinato (riff) to accompany singing.</li> <li>- To play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> <li>- To improvise well within a group, showing some confident musical expression.</li> </ul>	<p>group, with clear pronunciation of lyrics and controlled pitch</p> <ul style="list-style-type: none"> <li>- To take turns to lead a group.</li> <li>- To hold a part in a round with confidence.</li> <li>- To show confidence in singing or playing solo.</li> <li>- To sing a harmony part confidently and accurately.</li> <li>- To maintain their own part with an awareness of what others are playing or singing</li> <li>- To play more complex instrumental parts</li> <li>- To use improvisation confidently using 5 notes of the pentatonic scale.</li> </ul>
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<p><b>Skill 2: Composing</b> (Creating and developing musical ideas)</p>	<p>increasing control to express their feelings and ideas.</p> <p>- <u>Children in Reception</u>: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Ongoing throughout the year – Birth to 5 Matters:</b></p> <p>- Range 3: Expresses self through physical actions and sounds. Creates sound effects and movements, e.g. creates</p>	<ul style="list-style-type: none"> <li>- To copy a simple pattern of long and short sounds.</li> <li>- To make a sequence of long and short sounds with help.</li> <li>- To use invented or real symbols to record simple rhythm patterns that they have created.</li> <li>- To be able to clap longer rhythm patterns</li> <li>- To begin to explore and attempt to make different sounds (loud and quiet, high and low pitch, loud and soft dynamics, fast and slow tempo, and different sound qualities (timbre) – smooth, crisp, scratchy, rattling, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose sounds to achieve an effect (including the use of ICT)</li> <li>- To be able to copy a simple pattern of long and short sounds.</li> <li>- To make a sequence of long and short sounds with help.</li> <li>- To use invented or real symbols to create and record rhythm patterns.</li> <li>- To choose specific sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>- To create different sounds (loud and quiet, high and low pitch, loud and soft dynamics, fast and slow tempo, and different sound qualities (timbre)</li> </ul>	<ul style="list-style-type: none"> <li>- To carefully select sounds and order them to achieve an effect. (including use of ICT).</li> <li>- To create short rhythmic phrases and record these using real or invented symbols.</li> <li>- To show some control when playing musical instruments so that they begin to sound as they should.</li> <li>- To communicate ideas using changes in pitch.</li> <li>- To begin to join simple layers of sound e.g. a background rhythm and a solo melody.</li> <li>- To create and improvise repeated patterns (ostinato) on a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- To compose and perform melodies and songs, using simple repeated patterns, including 3 or 4 notes. (Including using ICT.)</li> <li>- To use different sounds to create abstract effects.</li> <li>- To recognise and create repeated patterns with a range of instruments.</li> <li>- To layer sounds on top of one another, thinking about the different musical elements of each layer and understanding the effect of this.</li> <li>- To carefully choose, order, combine and control sounds with awareness of their combined effect.</li> <li>- To make accompaniments for tunes using</li> </ul>	<ul style="list-style-type: none"> <li>- To compose and perform melodies using 4 or 5 notes.</li> <li>- To know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>- To create some of their own songs, showing understanding of the link between music and lyrics.</li> <li>- To record their own compositions.</li> <li>- To create rhythmic patterns, showing an awareness of timbre and duration.</li> <li>- To create music, which reflects specific intentions or outcomes, and uses notation to</li> </ul>	<ul style="list-style-type: none"> <li>- To compose and perform melodies using more than 5 notes.</li> <li>- To demonstrate a use of imagination and confidence when creating sounds, showing thoughtfulness when selecting sounds and structures to convey a desired idea and outcome.</li> <li>- To use ICT to organize and record my musical ideas.</li> <li>- To use a variety of different musical devices including melody, rhythms, and chords.</li> <li>- To create and improvise melodic and rhythmic phrases as part of a group performance.</li> </ul>
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	<p>the sound of a car, animals</p> <ul style="list-style-type: none"> <li>- Range 4: Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i>. Creates rhythmic sounds and movements</li> </ul>		<ul style="list-style-type: none"> <li>- smooth, crisp, scratchy, rattling, etc.</li> <li>- To begin to order sounds to create an effect (structuring a beginning, a build-up, and an ending)</li> <li>- To start to compose using 2 or 3 notes.</li> </ul>	<ul style="list-style-type: none"> <li>- To compose and perform melodies using 3 notes.</li> </ul>	<p>drones or ostinato (riffs).</p> <ul style="list-style-type: none"> <li>- To create rhythmic patterns with awareness of timbre and duration.</li> </ul>	<p>support the performance.</p> <ul style="list-style-type: none"> <li>- To identify where to place emphasis and accents in a song to create desired dramatic effects.</li> <li>- To vary and maintain rhythms to fit a certain style e.g. blues, waltz, African etc</li> </ul>	<ul style="list-style-type: none"> <li>- To compose by developing ideas within a range of given musical structures.</li> <li>- To create and record their pieces using standard notation.</li> </ul>
<p><b>Skill 3:</b> <b>Appraising</b> (Responding and reviewing)</p>	<ul style="list-style-type: none"> <li>- Range 5: Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. Creates sounds, movements, drawings to accompany stories</li> <li>- Range 6: Initiates new combinations of movements and gestures in order to</li> </ul>	<ul style="list-style-type: none"> <li>-To hear different moods in music.</li> <li>- To hear the pulse in music.</li> <li>- To recognize fast and slow tempos.</li> <li>- To recognise that some sections of music can sound the same or different.</li> <li>- To be able to talk about how music makes you feel e.g. It makes me want to jump/sleep/laugh/cry/dance etc.</li> <li>- To think about and begin to make suggestions about what could make</li> </ul>	<ul style="list-style-type: none"> <li>- To hear different moods in music and explain the changes in sounds that affect the mood.</li> <li>- To identify the pulse in music.</li> <li>- To recognise different fast, medium and slow tempos</li> <li>- To start to recognise the sounds of different instruments.</li> <li>- To recognise changes in</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the rhythm and beat in music.</li> <li>- To recognise changes in timbre, dynamics and pitch.</li> <li>- To internalise the pulse in music.</li> <li>- To know the difference between pulse and rhythm.</li> <li>- To listen carefully to music, recognising the build-up of layers, including</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to listen to and evaluate a wide range of live and recorded music, including from different times and cultures. (Diversity)</li> <li>- To know that within pieces of music, how the pulse stays the same, but that the rhythm can change.</li> <li>- To describe music using musical vocabulary such</li> </ul>	<ul style="list-style-type: none"> <li>- To know and use a range of musical vocabulary to help describe music specifically. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</li> <li>- To know how pulse, rhythm and pitch fit together.</li> <li>- To evaluate how music can be affected by the venue,</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how lyrics can reflect cultural context and have social meaning (Diversity in music).</li> <li>- To know how other dimensions of music are woven through songs and pieces of music for different effects.</li> <li>- To use this knowledge of the interrelated dimensions to enhance my own compositions.</li> </ul>

	<p>express and respond to feelings, ideas and experiences. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing. Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs.</i></p> <p><b>Ongoing throughout the year - knowledge and skills from Charanga:</b></p>	<p>their work better e.g. play faster/louder etc.</p> <ul style="list-style-type: none"> <li>- To start to identify texture in music – one sound or several sounds.</li> </ul>	<p>timbre and sound quality.</p> <ul style="list-style-type: none"> <li>- To recognise the build-up of layers in music.</li> <li>- To recognise that songs may be verse, chorus, verse, or beginning, middle, end etc. To comment on their own work, identifying and making improvements.</li> </ul>	<p>the use of different instruments.</p> <ul style="list-style-type: none"> <li>- To suggest ways to increase layers of sound to improve performance.</li> <li>- To identify what improvements could be made to their own work and make these changes, including altering use of voice, choice of instruments etc.</li> </ul>	<p>as duration, timbre, pitch beat, tempo, and texture.</p> <ul style="list-style-type: none"> <li>- To use these words above to identify where their music works well and how it can be improved.</li> <li>- To listen to several layers of sound and talk about the effect on the mood and feelings.</li> <li>- To begin to be able to identify orchestral families and timbres</li> </ul>	<p>occasion, purpose and/or performer.</p> <ul style="list-style-type: none"> <li>- To describe their music using musical vocabulary and use this to identify strengths and weaknesses in their music.</li> <li>- To identify orchestral families with confidence and discuss how their timbres are different.</li> <li>- To identify cyclical patterns, canons, repetitions.</li> </ul>	<ul style="list-style-type: none"> <li>- To appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing.</li> <li>- To vary and maintain rhythms to fit a certain style e.g. blues, waltz, African etc.</li> <li>- To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>
<p><b>Skill 4: Listening</b> (Applying knowledge and understanding)</p>	<ul style="list-style-type: none"> <li>- To know twenty nursery rhymes off by heart.</li> <li>- To know the stories of some of the nursery rhymes.</li> <li>- To learn that music can touch your feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen out for different types of sounds and instruments</li> <li>- To know how sounds can be made and changed</li> <li>- To use their voice in different ways to</li> </ul>	<ul style="list-style-type: none"> <li>- To make sounds with a slight difference, with some support, and use them to create effect</li> <li>- To explore how different instrument</li> </ul>	<ul style="list-style-type: none"> <li>- To listen carefully and recall short rhythmic and melodic patterns.</li> <li>- To use their knowledge of dynamics, timbre</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how musical elements can be used together to compose music.</li> <li>- To recognize the correct symbol for a minim, crotchet and</li> </ul>	<ul style="list-style-type: none"> <li>- To read the musical stave, including time signatures, and can work out the notes ABCDEFG.</li> <li>- To be able to draw a treble clef at the correct</li> </ul>	<ul style="list-style-type: none"> <li>- To know and use standard musical notation to both perform and record their music.</li> <li>- To use musical vocabulary to help understand</li> </ul>

	<ul style="list-style-type: none"> <li>- To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>- To know that we can move with the pulse of the music.</li> <li>- To know that the words of songs can tell stories and paint pictures.</li> <li>- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>- Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>- Explore high and low using voices and sounds of characters in the songs.</li> <li>- Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin</li> </ul>	<p>create different effects and sounds for an audience.</p> <ul style="list-style-type: none"> <li>- To begin to explore different ways to play instruments.</li> <li>- To begin to represent sounds with simple marks and symbols.</li> </ul>	<p>materials make different sounds, such as skin, wood, metal and clay.</p> <ul style="list-style-type: none"> <li>- To explore different ways to play instruments such as shaking, hitting, plucking and scraping.</li> <li>- To recall short rhythmic and melodic patterns</li> <li>- To change sounds to suit a situation</li> <li>- To start to look at basic formal notation but play by ear first</li> <li>- To represent sounds well with a range of symbols.</li> </ul>	<p>and pitch to organise music.</p> <ul style="list-style-type: none"> <li>- To know how sounds can be made and changed to suit a situation.</li> <li>- To make their own signs and symbols (notation) to make and record their own music.</li> <li>- To know how many beats in a minim, crotchet and semibreve and recognize their symbols.</li> <li>- To know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures</li> <li>- Diversity)</li> </ul>	<p>semibreve and then use them in compositions.</p> <ul style="list-style-type: none"> <li>- To know the symbol for a rest in music, and use silence for effect in their music.</li> <li>- To describe the different purposes of music throughout history and in other cultures (Diversity).</li> <li>- To know that the type of occasion can affect a performance or mood, depending on audience and event.</li> <li>- To understand that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures</li> <li>- Diversity)</li> </ul>	<p>position on the staff.</p> <ul style="list-style-type: none"> <li>- To read notes and know how many beats represent them (minim, crotchet, semibreve, quaver, dotted crotchet, rests)</li> <li>- To use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>- To know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures), and to begin to discuss how music has been changed over time.</li> </ul>	<p>how best to combine musical elements.</p> <ul style="list-style-type: none"> <li>- To quickly read notes and know how many beats or rests they represent.</li> <li>- To understand the different cultural meanings and purposes of music, including contemporary culture (Diversity)</li> <li>- To use different venues and occasions to vary their performances.</li> <li>- To know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures), and discuss, with examples from the interrelated</li> </ul>
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	<p>to create simple 2-note patterns to accompany the song.</p> <ul style="list-style-type: none"><li>- Adding a 2-note melody to the rhythm of the words.</li><li>- Playing with two pitched notes to invent musical patterns.</li><li>- To sing or rap nursery rhymes and simple songs from memory.</li><li>- To know that songs have sections.</li><li>- To sing along with a pre-recorded song and add actions.</li><li>- To sing along with the backing track.</li><li>- To know that a performance is sharing music.</li><li>- Perform any of the nursery rhymes by singing and adding actions or dance.</li><li>- Perform any nursery rhymes or songs adding a simple instrumental part.</li><li>- Record a performance to then talk about it.</li></ul>						<p>dimensions and use of instruments, how music has been changed over time.</p>
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<p><b>Musical Pieces</b> (Set works)</p>	<p><b>Autumn 1</b> (Wide variety of musical styles as an introduction):</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> <li>- Celebration by Kool And The Gang</li> <li>- Happy by Pharell Williams</li> <li>- Sing by The Carpenters</li> <li>- Sing A Rainbow by Peggy Lee</li> <li>- Happy Birthday by Stevie Wonder</li> <li>- Our House by Madness</li> </ul> <p><b>Autumn 2</b> (Wide variety of musical styles as an introduction):</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><b>Autumn 1</b> (Old School Hip Hop):</p> <ul style="list-style-type: none"> <li>- Hey You! by Joanna Mangona - Me, Myself And I by De La Soul</li> <li>- Fresh Prince Of Bel-Air by Will Smith</li> <li>- Rapper's Delight by The Sugarhill Gang</li> <li>- U Can't Touch This by MC Hammer</li> <li>- It's Like That by Run DMC</li> </ul> <p><b>Autumn 2</b> (Mixed styles):</p> <ul style="list-style-type: none"> <li>- Rhythm In The Way We Walk by Joanna Mangona (Reggae)</li> <li>- The Planets, Mars by Gustav Holst (Classical)</li> <li>- Tubular Bells by Mike Oldfield (Pop)</li> <li>- The Banana Rap by Jane Sebba (Hip Hop)</li> <li>- Happy by Pharrell Williams (Pop)</li> <li>- When I'm 64 by The Beatles (Pop)</li> </ul>	<p><b>Autumn 1</b> (South African music):</p> <ul style="list-style-type: none"> <li>- Hands, Feet, Heart by Joanna Mangona</li> <li>- The Click Song sung by Miriam Makeba</li> <li>- The Lion Sleeps Tonight sung by Soweto Gospel Choir</li> <li>- Bring Him Back by Hugh Masekela</li> <li>- You Can Call Me Al by Paul Simon</li> <li>- Hiokoloza by Arthur Mofokate</li> </ul> <p><b>Autumn 2</b> (Mixed styles):</p> <ul style="list-style-type: none"> <li>- Ho Ho Ho by Joanna Mangona (Christmas)</li> <li>- Blame It On The Boogie by The Jackson 5 (Pop)</li> <li>- Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom)</li> </ul>	<p><b>Autumn 1</b> (Mixed styles):</p> <ul style="list-style-type: none"> <li>- Let Your Spirit Fly by Joanna Mangona (RnB)</li> <li>- Heal The World by Michael Jackson (Pop)</li> <li>- Colonel Bogey March by Kenneth Alford (Film)</li> <li>- Consider Yourself from the musical 'Oliver!' (Musicals)</li> <li>- Ain't No Mountain High Enough by Marvin Gaye (Motown)</li> <li>- You're The First, The Last, My Everything by Barry White (Soul)</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Glockenspiel Stage 1:</li> <li>- Easy E</li> <li>- Strictly D Drive</li> <li>- D-E-F-initely</li> <li>- Roundabout</li> <li>- March of the Golden Guards</li> </ul>	<p><b>Autumn 1</b> (Pop - ABBA):</p> <ul style="list-style-type: none"> <li>- Dancing Queen by ABBA</li> <li>- The Winner Takes It All by ABBA</li> <li>- Waterloo by ABBA</li> <li>- Super Trouper by ABBA</li> <li>- Thank You For The Music by ABBA</li> </ul> <p><b>Autumn 2</b> (Mixed Styles/ Glockenspiel Stage 2):</p> <ul style="list-style-type: none"> <li>- Mardi Gras Groovin'</li> <li>- Two-Way Radio</li> <li>- Flea, Fly, Mosquito</li> <li>- Mamma Mia</li> <li>- Portsmouth</li> <li>- Strictly D</li> <li>- Play Your Music Drive</li> </ul> <p><b>Spring 1</b> (Grime and Mixed Styles):</p>	<p><b>Autumn 1</b> (Rock anthems):</p> <ul style="list-style-type: none"> <li>- We Will Rock You by Queen</li> <li>- Smoke On The Water by Deep Purple</li> <li>- Rockin' All Over The World by Status Quo</li> <li>- Johnny B.Goode by Chuck Berry</li> <li>- I Saw Her Standing There by The Beatles</li> </ul> <p><b>Autumn 2</b> (Bossa Nova and Swing/Jazz):</p> <ul style="list-style-type: none"> <li>- Desafinado by Stan Getz (Swing)</li> <li>- Cotton Tail by Ben Webster</li> <li>- 5 Note Swing by Ian Gray</li> <li>- Perdido by Woody Herman</li> </ul> <p><b>Spring 1</b> (Pop ballads):</p> <ul style="list-style-type: none"> <li>- Make You Feel My Love by Bob Dylan - Adele version</li> </ul>	<p><b>Autumn 1</b> (Music that makes you happy!):</p> <ul style="list-style-type: none"> <li>- Happy by Pharrell Williams</li> <li>- Top Of The World by The Carpenters</li> <li>- Don't Worry, Be Happy by Bobby McFerrin</li> <li>- Walking On Sunshine by Katrina And The Waves</li> <li>- When You're Smiling by Frank Sinatra</li> <li>- Love Will Save The Day by Brendan Reilly</li> </ul> <p><b>Autumn 2</b> (Bacharach and Blues):</p> <ul style="list-style-type: none"> <li>- Take The 'A' Train by Duke Ellington</li> <li>- Speaking My Peace by H. Parlan</li> <li>- Back 'O'Town Blues by Earl Hines</li> </ul>
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	<ul style="list-style-type: none"> <li>- My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions</li> <li>- Conga by Miami Sound Machine</li> <li>- Horn Concerto No 4: Third Movement-Rondo by Mozart</li> </ul> <p><b>Spring 2</b> (Wide variety of musical styles as an introduction):</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> <li>- Lovely Day by Bill Withers</li> <li>- Beyond The Sea sung by Robbie Williams</li> <li>- Mars from The Planets Suite by Gustav Holst</li> <li>- Frog's Legs And Dragon's Teeth by Bellowhead</li> <li>- Ain't No Mountain High Enough sung</li> </ul>	<ul style="list-style-type: none"> <li>- It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</li> <li>- Why Don't You by Gramophonedzie (Big Band/Dance)</li> <li>- Oya Como Va by Santana (Latin/Jazz)</li> </ul> <p><b>Summer 1</b> (Mixed styles and listening to songs/music about using your imagination):</p> <ul style="list-style-type: none"> <li>- Your Imagination by Joanna Mangona and Pete Readman</li> <li>- Supercalifragilistic expialidocious from Mary Poppins</li> <li>- Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</li> <li>- Daydream Believer by The Monkees</li> <li>- Rainbow Connection from The Muppet Movie</li> <li>-A Whole New World from Aladdin</li> </ul> <p><b>Summer 2</b> (Classical):</p>	<ul style="list-style-type: none"> <li>- IGY by Donald Fagen</li> <li>- Feel Like Jumping by Marcia Griffiths</li> <li>- I Can See Clearly Now by Jimmy Cliff</li> </ul> <p><b>Summer 1</b> (Mixed styles):</p> <ul style="list-style-type: none"> <li>- Friendship Song by Joanna Mangona and Pete Readman</li> <li>- Count On Me by Bruno Mars</li> <li>- We Go Together (from Grease soundtrack)</li> <li>- You Give A Little Love from Buggy Malone</li> <li>- That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>- You've Got A Friend In Me by Randy Newman</li> </ul>	<ul style="list-style-type: none"> <li>- A Turkish Traditional Tune</li> <li>- Aitutaki Drum Dance from Polynesia</li> <li>- Zebaidir Song from Sudan</li> </ul> <p><b>Summer 1</b> (Disco music):</p> <ul style="list-style-type: none"> <li>- Bringing Us Together by Joanna Mangona and Pete Readman</li> <li>- Good Times by Nile Rodgers</li> <li>- Ain't Nobody by Chaka Khan</li> <li>- We Are Family by Sister Sledge</li> <li>- Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>- Car Wash by Rose Royce</li> </ul> <p><b>Summer 2</b> (Classical):</p> <ul style="list-style-type: none"> <li>- L'Homme Arme by Robert Morton: Early Music</li> </ul>	<p>Western Classical)</p> <ul style="list-style-type: none"> <li>- Lean On Me by The ACM Gospel Choir (Gospel)</li> </ul> <p><b>Summer 1</b> (Pop/The Beatles):</p> <ul style="list-style-type: none"> <li>- Yellow Submarine by The Beatles</li> <li>- Hey Jude by The Beatles</li> <li>- Can't Buy Me Love by The Beatles</li> <li>- Yesterday by The Beatles</li> <li>- Let It Be by The Beatles</li> </ul> <p><b>Summer 2</b> (Classical):</p> <ul style="list-style-type: none"> <li>- La Quinta Estampie Real anon 13th century (Early Music)</li> <li>- The Arrival Of The Queen Of Sheba by Handel (Baroque)</li> <li>- Moonlight Sonata by</li> </ul>	<ul style="list-style-type: none"> <li>And The Vandellas</li> <li>- I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>- I Heard It Through The Grapevine by Marvin Gaye</li> <li>- Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell</li> <li>- You Are The Sunshine Of My Life by Stevie Wonder</li> <li>- The Tracks Of My Tears by Smokey Robinson And The Miracles</li> </ul> <p><b>Summer 2</b> (Classical):</p> <ul style="list-style-type: none"> <li>- Music from Compline: Traditional: Early Music</li> <li>- Dido and Aeneas: Overture by Henry Purcell: Baroque</li> <li>- Symphony No. 5 in C minor</li> </ul>	<p>Electronic, Soul, Contemporary):</p> <ul style="list-style-type: none"> <li>- Something Helpful by Anna Meredith</li> <li>- O by Shiva Feshareki</li> <li>- V-A-C Moscow by Shiva Feshareki</li> <li>- Heroes &amp; Villains by Eska</li> <li>- Shades Of Blue by Eska</li> <li>- And! by Afrodeutsche</li> <li>- The Middle Middle by Afrodeutsche</li> </ul> <p><b>Summer 2</b> (Classical):</p> <ul style="list-style-type: none"> <li>- L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting): Traditional: Early Music</li> <li>- Armide Overture by Jean-Baptiste Lully: Baroque</li> <li>- The Marriage of Figaro: Overture</li> </ul>
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	<p>by Marvin Gaye and Tammi Terral - Singing In The Rain performed by Gene Kelly</p> <p><b>Summer 1 (Funk):</b> - Big Bear Funk by Joanna Mangona - I Feel Good by James Brown - Don't You Worry 'Bout a Thing sung by Incognito - My Promise by Earth Wind And Fire - Superstition by Stevie Wonder - Pick Up The Pieces by Average White Band</p> <p><b>Summer 2 (Classical):</b> - William Tell Overture by Rossini - Dance Of The Sugar Plum Fairy by Tchaikovsky - Flight Of The Bumblebee by Rimsky-Korsakov - Jupiter, The Bringer Of Jollity by Gustav Holst</p>	<p>- A Song Before Sunrise by Frederick Delius: 20th Century - The Firebird by Igor Stravinsky: 20th Century - The Bird by Sergei Prokofiev: 20th Century - Grand March from Aida by Giuseppe Verdi: Classical - Bolero by Maurice Ravel: 20th Century - The Lamb by John Tavener: Contemporary</p>	<p><b>Summer 2 (Classical):</b> - Peer Gynt Suite: Anitras Dance by Edvard Grieg: Romantic - Brandenburg Concerto No 1 by Johann Sebastian Bach: Baroque - From The Diary Of A Fly by Béla Bartók: 20th Century - Fantasia On Greensleeves by Ralph Vaughn Williams: 20th century - Dance of The Sugar Plum Fairy by Pytor Tchaikovsky: Romantic - The Robots (Die Roboter) by Kraftwerk: Contemporary</p>	<p>- Les Tricoteuses (The Knitters): Baroque - The Clock: II Andante by Franz Joseph Haydn: Classical - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt: Romantic - Prelude A L'Apres-Midi d'un Faune by Claude Debussy: 20th century - Music for Large and Small Ensembles (opening) by Kenny Wheeler: Contemporary</p>	<p>Beethoven (Romantic) - Bridal Chorus (Wedding March) by Wagner (Romantic) - Rhapsody In Blue by Gershwin (20th Century) - Einstein On The Beach by Philip Glass (Contemporary)</p>	<p>(allegro con brio) by Ludwig Van Beethoven: Classical - Minute Waltz in D-flat by Chopin: Romantic - Central Park in the Dark by Charles Edward Ives: 20th Century - Clapping Music by Steve Reich: Contemporary</p>	<p>by Mozart: Classical - Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert: Romantic - Sonata for Horn in F by Paul Hindemith: 20th century - Homelands by Nitin Sawhney: Contemporary</p>
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	<p>- Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams - E.T. Flying Theme by John Williams</p>						
<p><b>Vocabulary</b></p>	<p>Fast, slow, follow, high, low, instrument, loud, quiet, soft, repeat, rhythm, sing, song, sounds, chant</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, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform, performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics,</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

						timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
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