

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn 1 | <u>Three Little Birds</u> Reggae | <u>Mamma Mia</u> ABBA | <u>Don't Stop Believin'</u> Rock | <u>Livin' on a Prayer</u> Rock |
| | <u>Cross Curricular</u> Animals, Jamaica, Poetry and the historical context of musical styles | <u>Cross Curricular</u> Structure of songs, Music and Styles of the 70s and 80s, analysing performance, Sweden | <u>Cross Curricular</u> Cover versions, 80's music, literacy links, analysing performance | <u>Cross Curricular</u> How rock developed from The Beatles onward. Analysing performance |
| Autumn 2 | <u>Ho Ho Ho-</u> Christmas, Big Band, Motown, Elvis, Freedom Songs (This can be substituted by a Nativity production of teacher's own choice) | <u>Five Gold Rings</u> Christmas (This may be substituted for preparation for the Christmas service) | <u>Five Gold Rings</u> Christmas (This may be substituted for preparation for the Christmas service) | <u>Benjamin Britten-New Year Carol</u> Britten (Western Classical Music) Gospel, Bhangra (This may be substituted for preparation for the Christmas service) |
| Spring 1 | <u>Let your Spirit Fly</u> R & B, Michael Jackson, Western Classical, Musicals, Motown, Soul | <u>Lean on Me</u> Gospel | <u>Stop!</u> Grime, classical, Bhangra, Tango, Latin Fusion | <u>Make you feel my love</u> Pop Ballads |
| | <u>Cross Curricular</u> Historical context of music styles | <u>Cross Curricular</u> Gospel in its historical context from Beethoven to Slavery, Elvis to Beyonce and choirs such as the London Community Gospel Choir. Analysing Performance | <u>Cross Curricular</u> Composition, Bullying | <u>Cross Curricular</u> Historical context for ballads |
| Spring 2 | <u>Benjamin Britten-There was a Monkey</u> Britten (Western Classical Music) Reggae, R & B | <u>Benjamin Britten-Cuckoo!</u> Britten (Western Classical Music) Folk, Big Band Jazz | <u>Benjamin Britten-A tragic story</u> Britten (Western Classical Music) Blues, Trad Jazz | <u>Fresh Prince of Bel Air</u> Hip Hop |

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| | <u>Cross Curricular</u> Literacy and history, historical context of R&B and reggae | <u>Cross Curricular</u> Literacy and history, historical context of Jazz and Folk | <u>Cross Curricular</u> Literacy and history, historical context of Latin and South African Music | <u>Cross Curricular</u> Compose own rap that could link to any topic, graffiti art, literacy, breakdancing and 80s hip-hop culture |
| <u>Summer 1</u> | <u>Glockenspiel Stage 2</u> Learning basic instrumental skills by playing tunes in varying styles | <u>Glockenspiel Stage 3</u> Learning basic instrumental skills by playing tunes in varying styles | <u>Classroom Jazz 1</u> Jazz | <u>Classroom Jazz 2</u> Jazz, Latin, Blues |
| | <u>Cross Curricular</u> Introduction to the language of music, theory and composition | <u>Cross Curricular</u> Introduction to the language of music, theory and composition | <u>Cross Curricular</u> History of music-Jazz in its historical context | <u>Cross Curricular</u> History of music-Jazz in its historical context |
| <u>Summer 2</u> | <u>Reflect, Rewind and Replay</u> Western Classical Music and your choice from the Year | <u>Reflect, Rewind and Replay</u> Western Classical Music and your choice from the Year | <u>Reflect, Rewind and Replay</u> Western Classical Music and your choice from the Year | <u>Reflect, Rewind and Replay</u> Western Classical Music and your choice from the Year |
| | <u>Cross Curricular</u> History of music in context, consolidate the foundations of the language of music | <u>Cross Curricular</u> History of music in context, consolidate the foundations of the language of music | <u>Cross Curricular</u> History of music in context, consolidate the foundations of the language of music | <u>Cross Curricular</u> History of music in context, consolidate the foundations of the language of music |

