

Music Cycle A

EY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<p style="text-align: center;">Me</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p style="text-align: center;">Musical learning focus</p> <p>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</p>	<p style="text-align: center;">My stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p style="text-align: center;">Musical learning focus</p> <p>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</p>	<p style="text-align: center;">Everyone!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p style="text-align: center;">Musical learning focus</p> <p>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</p>	<p style="text-align: center;">Our world</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p style="text-align: center;">Musical learning focus</p> <p>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</p>	<p style="text-align: center;">Big bear funk</p> <p>A transition unit that prepares children for their musical learning in Year 1</p> <p style="text-align: center;">Musical learning focus:</p> <p>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 style="text-align: center;">Listen and Appraise a different piece of Funk music each week/step</p>	<p style="text-align: center;">Reflect, rewind, replay</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> <p style="text-align: center;">Musical learning focus:</p> <p>Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song</p>

	<p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - using voices and classroom instruments</p> <p>Sing and Play - nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</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>Listen and Appraise a different piece of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>
Y1/2	<p>Hands, feet, heart</p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.</p> <p>All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where</p>	<p>Ho, ho, ho</p> <p>This Unit of Work builds on previous learning.</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated</p>	<p>I wanna play in a band</p> <p>A Rock song for children.</p> <p>I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p>	<p>Zootime</p> <p>A Reggae Song for Children</p> <p>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch</p>	<p>Friendship song</p> <p>This is a song about being friends.</p>	<p>Reflect, rewind, replay Y1</p> <p>Consolidate your learning and perform</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a</p>

	<p>games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p>dimensions of music through games, singing and playing.</p>	<p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p>etc), singing and playing instruments are all linked.</p>		<p>context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Appraise a different piece of music each week/step</p> <p>Musical Activities</p> <p>Share and Perform</p>
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<p>Year 3 / 4</p>	<p>Mamma Mia Style: ABBA</p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p>Glockenspiel stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>This Unit of Work introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>This Unit of Work is focused around one song: Stop! - a rap/song about bullying. Children learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>Lean on me Style: Soul/Gospel</p> <p>This Unit of Work. is focused around one song: Lean On Me by Bill Withers. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Blackbird</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p>	<p>Reflect, rewind, replay Y4 Style: Western Classical Music</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>Year 5 / 6</p>	<p>Happy Style: Pop/Motown</p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams</p>	<p>Classroom jazz 2 Style: Jazz, Latin, Blues</p> <p>This Unit of Work builds on the improvisation skills learnt using two new pieces, Bacharach Anorak and Meet The Blues, the pupils will learn to play the pieces and then explore improvising with the repertoire.</p>	<p>A new year carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. A Friday Afternoons song by Benjamin Britten.</p> <p>This Unit of Work is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>	<p>You've got a friend Style: The Music of Carole King</p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p>	<p>Music and me Style: Contemporary, music and identity Music and Me focuses on inspirational women working in music.</p> <p>Children will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>	<p>Reflect, rewind, replay Style: Western Classical Music</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

Music Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">EY</p>	<p align="center">Me</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake,</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things for Fingers</p> <p>Musical learning focus</p> <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 align="center">My stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p> <p>Musical learning focus</p> <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 align="center">Everyone!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind the Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p> <p>Musical learning focus</p> <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 align="center">Our world</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p> <p>Musical learning focus</p> <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 align="center">Big bear funk</p> <p>A transition unit that prepares children for their musical learning in Year 1</p> <p>Musical learning focus:</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 align="center">Reflect, rewind, replay</p> <p>Consolidate your learning and perform</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> <p>Musical learning focus:</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p>

	<p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - using voices and classroom instruments</p> <p>Sing and Play - nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Listen and Appraise a different piece of Funk music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</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>Listen and Appraise a different piece of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>
Y1/2	<p>Hey you!</p> <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise</p>	<p>Rhythm in the way we walk & Banana rap</p> <p>This Unit of work builds on previous learning.</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style)</p>	<p>In the groove</p> <p>An easy-to-learn song that demonstrates different styles of music.</p> <p>In The Groove is a song that was specially written for classroom use to teach children about different styles of</p>	<p>Round and round</p> <p>This Unit of Work builds on previous learning.</p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p> <p>The material presents an integrated</p>	<p>Your imagination</p> <p>This is a song about using your imagination.</p>	<p>Reflect, rewind, replay Y1</p> <p>Consolidate your learning and perform</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and</p>

	<p>and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p>and Banana Rap (Hip Hop style).</p> <p>You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.</p> <p>In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p>	<p>approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>		<p>musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Appraise a different piece of music each week/step</p> <p>Musical Activities</p> <p>Share and Perform</p>
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<p>Year 3 / 4</p>	<p>Let your spirit fly Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Glockenspiel stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>This introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel</p>	<p>Three little birds Style: Reggae</p> <p>All the learning is focused around one song: Three Little Birds by Bob Marley.</p> <p>The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>	<p>The dragon song Style: A little bit funky and music from around the world.</p> <p>This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Bringing us together Style: Disco</p> <p>This is a Disco song about friendship, peace, hope and unity.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Reflect, rewind, replay Y3 Style: Western Classical Music.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>Year 5 / 6</p>	<p>Livin' on a prayer Style: Rock</p> <p>All the learning is focused around one song: Livin' On A Prayer by Bon Jovi. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and</p>	<p>Classroom jazz 1 Style: Jazz</p> <p>This focuses on improvising. Using two great pieces, Three Note Bossa and Five Note Swing, the children will learn to play the pieces and then explore improvising with the repertoire.</p>	<p>Make you feel my love Style: Pop Ballads</p> <p>All the learning is focused around one song: Make You Feel My Love by Bob Dylan and sung by Adele. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and</p>	<p>The Fresh Prince of Bel-Air Style: Hip Hop</p> <p>All the learning is focused around one song: The Fresh Prince Of Bel-Air by Will Smith. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch</p>	<p>Dancing in the street Style: Motown</p> <p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch</p>	<p>Reflect, rewind, replay Y5 Style: Western Classical Music.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and</p>

	playing instruments are all linked.		playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	etc.), singing and playing instruments are all linked.	etc.), singing and playing instruments are all linked.	the beginnings of the Language of Music.
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