



**Year 1 Long Term Curriculum Plan for Music**

<p><u>Big Question</u> Can I explore old school hip hop?</p> <p><u>Area of learning</u> Old school hip hop</p> <p><u>Focus</u> Hey You!</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><u>Big Question</u> Can I explore reggae and hip hop?</p> <p><u>Area of learning</u> Reggae and hip hop</p> <p><u>Focus</u> Rhythm in the way we walk and Banana Rap</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><u>Big Question</u> Can I explore songs that link to History?</p> <p><u>Area of learning</u> Blues, Latin, folk, funk</p> <p><u>Focus</u> In The Groove</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><u>Big Question</u> Can I explore Latin American music?</p> <p><u>Area of learning</u> Latin music, film music, big band jazz</p> <p><u>Focus</u> Round and Round</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><u>Big Question</u> Can I explore Pop music?</p> <p><u>Area of learning</u> Pop</p> <p><u>Focus</u> Your Imagination</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><u>Big Question</u> Can I explore Western classical music?</p> <p><u>Area of learning</u> Western classical music</p> <p><u>Focus</u> Reflect, Rewind and Replay</p> <p><u>NC Links</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
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Year 2 Long Term Curriculum Plan for Music

<p><u>Big Question</u> What does South African music sound like?</p> <p><u>Area of learning:</u> Afropop, South African</p> <p><u>Focus:</u> South African Music</p> <p><u>NC links:</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Big Question</u> What is rap music?</p> <p><u>Area of learning:</u> A song with rapping and improvising for Christmas</p> <p><u>Focus:</u> Festivals and Christmas</p> <p><u>NC links:</u> use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Big Question</u> Can I play in a rock band?</p> <p><u>Area of learning:</u> Rock</p> <p><u>Focus:</u> Playing together in a band</p> <p><u>NC links:</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Big Question</u> What are the features of reggae music?</p> <p><u>Area of learning:</u> Reggae</p> <p><u>Focus:</u> Reggae and animals</p> <p><u>NC links:</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Big Question</u> Can I create and sing a pop song about friendship?</p> <p><u>Area of learning:</u> Pop</p> <p><u>Focus:</u> A song about being friends</p> <p><u>NC links:</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>Big Question</u> What do classical music sound like?</p> <p><u>Area of learning:</u> Classical</p> <p><u>Focus:</u> The history of music, look back and consolidate your learning, learn some of the language of music</p> <p><u>NC links:</u> -use their voices expressively and creatively by singing songs and speaking chants and rhymes --play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
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### Year 3 Long Term Curriculum Plan for Music

<p><u>Big Question</u> Can I explore R&amp;B music?</p> <p><u>Area of learning:</u> R&amp;B</p> <p><u>Focus:</u> 'Let your spirit fly'</p> <p><u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore playing an instrument?</p> <p><u>Area of learning:</u> Glockenspiels stage 1</p> <p><u>Focus:</u> The language of music</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore an influential artist?</p> <p><u>Area of learning:</u> Reggae</p> <p><u>Focus:</u> 'Three Little Birds'</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore acceptance through song?</p> <p><u>Area of learning:</u> 'The Dragon Song'</p> <p><u>Focus:</u> Kindness, happiness, respect, acceptance</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore how music can make you happy?</p> <p><u>Area of learning:</u> Disco music</p> <p><u>Focus:</u> 'Bringing us together'</p> <p><u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers &amp; musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> What can I remember about my music learning?</p> <p><u>Area of learning:</u> Reflect, Rewind, Replay</p> <p><u>Focus:</u> Consolidating learning</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>
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### Year 4 Long Term Curriculum Plan for Music

<p><u>Big Question</u> Did music change from the 70's onwards?</p> <p><u>Area of learning</u> Music of the 70s and 80s</p> <p><u>Focus</u> Mamma Mia, ABBA</p> <p><u>NC Links</u> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. -Develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore playing an instrument?</p> <p><u>Area of learning</u> Learning basic instrumental skills</p> <p><u>Focus</u> Glockenspiel</p> <p><u>NC Links</u> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Big Question</u> What is composition?</p> <p><u>Area of learning</u> Stop – Composition</p> <p><u>Focus</u> How music is created</p> <p><u>NC Links</u> -Listen with attention to detail and recall sounds with increasing aural memory. -Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p><u>Big Question</u> What is gospel music?</p> <p><u>Area of learning</u> Lean on me – Gospel in its historical context</p> <p><u>Focus</u> Lean on me</p> <p><u>NC Links</u> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician. -Develop an understanding of the history of music. -Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Big Question</u> How has pop music changed and developed?</p> <p><u>Area of learning</u> Development of pop music</p> <p><u>Focus</u> Blackbird</p> <p><u>NC Links</u> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician. -Develop an understanding of the history of music. -Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Big Question</u> What is classical music like?</p> <p><u>Area of learning</u> Western classical music</p> <p><u>Focus</u> Instruments used in classical music</p> <p><u>NC Links</u> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician. -Develop an understanding of the history of music. -Listen with attention to detail and recall sounds with increasing aural memory.</p>
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## Year 5 Long Term Curriculum Plan for Music

<p><u>Big Question</u> Can I analyse a performance?</p> <p><u>Area of learning:</u> Rock</p> <p><u>Focus:</u> Livin' On A Prayer</p> <p><u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore the history of music?</p> <p><u>Area of learning:</u> Jazz</p> <p><u>Focus:</u> Improvisation</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore the historical context of a ballad?</p> <p><u>Area of learning:</u> Pop Ballads</p> <p><u>Focus:</u> Make You Feel My Love</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I compose a rap song?</p> <p><u>Area of learning:</u> Hip Hop</p> <p><u>Focus:</u> Composition</p> <p><u>NC Links:</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I explore the history of motown?</p> <p><u>Area of learning:</u> Motown</p> <p><u>Focus:</u> Dancing In The Street</p> <p><u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>	<p><u>Big Question</u> Can I think about the history of music in context?</p> <p><u>Area of learning:</u> Reflect, Rewind, Replay</p> <p><u>Focus:</u> Western Classical music</p> <p><u>NC Links:</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.</p>
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## Year 6 Long Term Curriculum Plan for Computing

<p><u>Big Question</u> How can music affect our mood?</p> <p><u>Area of Learning</u> Pop/Neo Soul</p> <p><u>Focus</u> Happy</p> <p><u>NC Links</u> -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -use and understand staff and other musical notations. -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.</p>	<p><u>Big Question</u> How does improvisation alter a composition?</p> <p><u>Area of Learning</u> Bacharach and Blues</p> <p><u>Focus</u> Classroom Jazz 2</p> <p><u>NC Links</u> -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -improvise and compose music for a range of purposes using the inter-related dimensions of music. -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Big Question</u> Do you prefer the original or cover versions?</p> <p><u>Area of Learning</u> Classical or Urban Gospel</p> <p><u>Focus</u> A New Year Carol</p> <p><u>NC Links</u> -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -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.</p>	<p><u>Big Question</u> How can we explore the music of Carole King?</p> <p><u>Area of Learning</u> 70s Ballad/Pop</p> <p><u>Focus</u> You've Got A Friend</p> <p><u>NC Links</u> -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -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.</p>	<p><u>Big Question</u> How can we create our own music inspired by our identity?</p> <p><u>Area of Learning</u> Music inspired by identity and women in the music industry</p> <p><u>Focus</u> Music and Me</p> <p><u>NC Links</u> -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -use and understand staff and other musical notations. -improvise and compose music for a range of purposes using the inter-related dimensions of music. -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Big Question</u> How can we reflect upon the history of music?</p> <p><u>Area of Learning</u> Classical</p> <p><u>Focus</u> Reflect, Rewind &amp; Replay</p> <p><u>NC Links</u> -develop an understanding of the history of music. -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
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