

Mount Primary School

Music

Curriculum Design

Long Term Plan & Progression



Music Intent

The aim of Music teaching at Mount Primary is to create confident musicians whilst promoting a love of music from a wide variety of genres and time periods. Lessons will provide opportunities to listen to, discuss and appreciate pieces of music from different cultures and inspire all children to create their own music, experimenting with pitch, tempo, dynamics, texture, rhythm, structure and all other interrelated dimensions of music. Through learning about different artists throughout history, they will explore the impact that they have had on contemporary styles and also the impact their music had on people's lives during that particular time period.

Music Implementation

In F2, Y1 and Y2, the knowledge and skills that children are taught is mapped across one year. In KS2, as classes in the afternoon are mixed across year groups, the knowledge and skills that children are taught are mapped out across a 2 year cycle to ensure full coverage and the development of the essential musical skills. We follow the Charanga music scheme to ensure coverage and implementation of skills.

For KS1 and KS2, our Music sessions are divided into these key components; Listen and Appraise, Play and Perform, Compose and Improvise, Singing and Notation. This allows our children to fully develop their music skills, building upon prior learning and expanding their knowledge as they move through school, making them confident musicians. Developing the children's musical vocabulary is also an essential aspect of our Music curriculum and we expect their understanding of musical terminology to flourish over time, enabling them to discuss their favourite pieces with confidence. They will experience high-quality live music. Pupils will also have multiple opportunities to perform and collaborate as an ensemble, reflecting upon their work and giving feedback in a way that will shape their self-esteem and resilience in a positive way.

Music Impact

Music is loved by teachers and pupils across school. Teachers have high expectations and high quality evidence can be presented in a variety of ways using Music journals. All children use musical vocabulary accurately and pupils can talk about their musical journey throughout their time at school. All children can apply their musical knowledge and skills learnt so far to new genres and units of work.

Music Long Term Plan							
Key Concepts	Use subject specific vocabulary Singing Composing/Improvisation Performing Notation Listening & Appraising Knowledge of Different Styles of Music & Composers						
	F2	Y1	Y2	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
Autumn 1	Me	Rap Music- Hey You!	South African Music- Hands, Feet, Heart	R&B- Let Your Spirit Fly	Pop- Abba	Hip Hop- The Fresh Prince of Bel-Air	Rock Music Classic British and American Rock Bands- Livin' on a prayer
Autumn 2	My Stories	Blues Music- Rhythm in the Way we Walk	Christmas Carols- Ho, Ho, Ho	Music Theory- Glockenspiel Stage 1	Music Theory- Glockenspiel Stage 2	Pop Ballads- To Make You Feel My Love	Pop and Soul- Happy
Spring 1	Everyone	Pop Music- In the Groove	Rock Music- I Wanna Play in a Band	Reggae Music- Three Little Birds	Hip Hop and Rap- Stop!	Music Theory- Jazz 1	Music Theory- Jazz 2
Spring 2	Our World	Latin Music- Round and Round	Reggae Music- Zootime	World Music - Philharmonic	Soul- Lean on Me	World Music- Philharmonic	Music and Me- Inspirational Women
Summer 1	Big Bear Funk 1	Your Imagination	Friendship- Friendship Song	Disco Music- Bringing Us Together	The Beatles and Rock- Blackbird	Pop Music and Carole King- You've Got a Friend	Motown Music- Dancing in the Street
Summer 2	Big Bear Funk 2 Review and Replay	Classical Music- Philharmonic	Classical Music- Philharmonic	Classical Music- Vivaldi's The Four Seasons- Winter	Classical Music- Tchaikovsky and The Nutcracker	Classical Music- Horn Concerto No4, Mvt 3 by Mozart	Classical Music- Stravinsky and The Firebird

Statutory Coverage

	F2	KS1	KS2
N a t i o n a l C u r r i c u l m & E Y F S	<p>Development Matters (Non-Statutory)</p> <p>Listens attentively, moves to and talks about music expressing own feelings and responses</p> <p>Sings in a group or on own, increasingly matching the pitch and following the melody</p> <p>Explores in music making and dance, performing solo or in groups</p> <p>Early Learning Goals</p> <p>Performs songs, rhymes, poems and stories with others, and when appropriate, tries to move in time with music</p> <p>Sings a well- known range of nursery rhymes and songs</p>	<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Pupils should be taught to:</p> <p>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> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>

Progression Map

Key Concept - Use subject specific vocabulary						
F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
rhyme sing fast slow loud quiet perform drum song beat pulse melody pitch volume tempo Instrument names	Rap pulse note audience project improvise glockenspiel compose xylophone rhythm pitch instrument guitar keyboard percussion verse piano tone Call and Response Repetition Dynamics Compose Voice Posture Maracas Castanets Duet	dot notation stick notation structure duration timbre riff solo repeated phrase organ backing vocals distortion electric guitar bass guitar air muscle a capela saxophone trumpet	vocal folds Melisma diaphragm texture rhythmic pattern stave bar paired quavers crotchet minim rest Forte Piano Crescendo Decrescendo treble clef harmony rastafarian diaspora mambo claves concerto expression sonnet lyric ritornello	verse chorus soul organ syncopated rhythms diaphragm stave bar paired quavers crotchet minim rest treble clef Crescendo Decrescendo Forte Piano harmony	larynx nodules beatboxing sampling decks loops/tracks percussion breakdancing scratching Djing MC semibreve semiquavers rest melodic phrase ballad quatrain contrast octave pentatonic scale ternary swing notes blue notes syncopation walking baseline melody line middle eight sharp flat symphony movement bugle cadenza coda sharp flat	amplify backbeat time signature bassline tambourine allegro adagio accelerando rallentando larynx nodules semibreve semiquaver rest sharp flat octave pentatonic scale coda drone ostinato leitmotif pitched percussion tune ternary

Key Concept - Singing

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know a range of nursery rhymes, poems and songs and be able to sing them off by heart. Know it is important to match the melody.</p>	<p>Know that a song is a set of words set to music or meant to be sung. Know that we always warm up before singing to protect our voices. When singing, know that good posture is really important and that we need to project and sing clearly. Know that singing notes at different pitches helps us warm up. When singing, continue to know that good posture is really important and that we need to project and sing clearly.</p>	<p>Know that, when we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger.</p> <p>Understand that, when we sing, lots of air comes from our lungs and out of our mouths.</p> <p>When singing, understand and practise the important rules (good posture, chin forward facing, sing clearly, round mouth).</p>	<p>Begin to know that, as we sing, air comes from our lungs and out of our mouths.</p> <p>Begin to understand that the air from our lungs pushes through our vocal folds, making them rub together and vibrate, creating sound.</p> <p>Begin to know that when we sing very high notes, our vocal folds rub together and vibrate very quickly, creating a high pitch.</p> <p>Know that, to sing safely and confidently, we must have a relaxed standing posture, avoid lifting our chins up, breathe correctly from our diaphragm, project and avoid opening our mouths too wide.</p>	<p>Know with confidence that, as we sing, air comes from our lungs and out of our mouths.</p> <p>Understand with confidence that the air from our lungs pushes through our vocal folds, making them rub together and vibrate, creating sound.</p> <p>Know with confidence that when we sing very high notes, our vocal folds rub together and vibrate very quickly, creating a high pitch.</p> <p>With confidence, know that, to sing safely and confidently, we must have a relaxed standing posture, avoid lifting our chins up, breathe correctly from our diaphragm, project and avoid opening our mouths too wide.</p>	<p>Begin to know that our vocal folds sit inside our larynx.</p> <p>Start to be aware that singing high pitch notes can cause friction between our vocal folds and, in extreme cases, this can cause blistering so it is vital we practise safe vocal techniques.</p> <p>Begin to understand that warming up before singing helps to stretch our vocal folds safely and make them stronger.</p> <p>Continue to practise the essential techniques when singing- stand with relaxed posture, chin facing forward, use our diaphragm to help us breathe, good diction and round mouths (not open too wide).</p>	<p>Know with confidence that our vocal folds sit inside our larynx.</p> <p>Know with confidence that singing high pitch notes can cause friction between our vocal folds and, in extreme cases, this can cause blistering so it is vital we practise safe vocal techniques.</p> <p>Know that the blisters on the vocal folds are called nodules.</p> <p>Continue to know that warming up before singing helps to stretch our vocal folds safely and make them stronger.</p> <p>Know that scales are great for warming up because our vocal folds will be stretched gradually.</p>

Key Concept - Composing/Improvisation

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know that we can express our thoughts and feelings through music.</p> <p>Know that we can work with others to make music.</p>	<p>Know composing is creating music.</p> <p>Know that we can experiment with speed and volume .</p> <p>Know that improvisation is making things up as you go along.</p> <p>Begin to know that it is important to use different notes when we are composing.</p> <p>Begin to know that we can improvise with our hands, voices and tuned and untuned instruments.</p> <p>Begin to know that we can improvise by copying rhythms or by answering questions in a call and response style.</p>	<p>Know that tempo, pitch and dynamics can be changed when composing.</p> <p>Continue to understand that improvising does not mean that we must play perfectly and it is ok to make mistakes.</p> <p>Begin to understand that listening is key if we want to improvise well.</p> <p>Know that working with others helps us to improvise.</p> <p>Know how to copy back riffs.</p> <p>Understand what a musical conversation is.</p> <p>Further understand that we can improvise with a range of tuned and untuned instruments, including our hands.</p>	<p>Know that a rhythmic pattern is anything that has a pulse that can be repeated.</p> <p>Know that listening is key if we want to improvise well.</p> <p>Continue to understand and embed that working with others helps us to improvise.</p> <p>Further embed knowledge of improvising with a range of instruments, including our hands and voices.</p> <p>Begin to recognise that we can experiment with timbre, duration, texture, pitch, dynamics and tempo when composing.</p> <p>Begin to compose over a simple groove and a drone.</p> <p>Improvise and compose with up to 3 notes.</p> <p>Begin to understand major and minor chords.</p>	<p>Continue to know that a rhythmic pattern is anything that has a pulse that can be repeated.</p> <p>Embed the idea that listening is key if we want to improvise well.</p> <p>Continue to understand that working with others helps us to improvise.</p> <p>Further embed knowledge of improvising with a range of instruments, including our hands and voices.</p> <p>Recognise that we can experiment with timbre, duration, texture, pitch, dynamics and tempo when composing.</p> <p>Compose over a simple groove and a drone.</p> <p>Improvise and compose with up to 3 notes.</p> <p>Understand major and minor chords.</p>	<p>Know that we can create short pentatonic phrases using 5 notes and use these confidently when composing.</p> <p>Experiment with timbre, duration, texture, pitch, dynamics, structure, melody, rhythm and tempo when composing and have a confident understanding of these aspects.</p> <p>Confidently compose over a groove or a drone.</p> <p>Create simple melodies and simple rhythms that work musically with the style of the Unit song.</p> <p>Begin to explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Compose a short ternary piece.</p>	<p>Know with confidence that we can create short pentatonic phrases using 5 notes and use these confidently when composing.</p> <p>Experiment with timbre, duration, texture, pitch, dynamics, structure, melody, rhythm and tempo when composing and have a confident understanding of these aspects.</p> <p>Confidently compose over a groove or a drone.</p> <p>With confidence, create simple melodies and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Confidently listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Compose a ternary piece.</p>

Key Concept - Playing & Performing

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know that we can perform with others as a group.</p> <p>Know that we can perform rhymes, poems and songs that we have learnt to others.</p>	<p>Know where to find 3 notes on the glockenspiel.</p> <p>Know the name of a glockenspiel and the sound it makes.</p> <p>Know that percussion instruments are played by striking the hand, shaking or beating.</p> <p>Know that a good audience listens and respects each performer.</p> <p>Know that performers need to rehearse together often in order to make sure the performance is perfect.</p>	<p>Know that tempo, dynamics and pitch can be changed when playing instruments.</p> <p>Know where the notes A, B, C, D, E, F, G are on the glockenspiel.</p> <p>Practise 3-note phrases, recognising and responding to changes in pitch.</p> <p>Play copy-cat rhythms.</p>	<p>Know how to copy short melodic phrases and begin to perform as a duet.</p> <p>Know what the black notes on the glockenspiel represent.</p> <p>Rehearse and perform their part within the context of the Unit/song.</p> <p>Experience listening to and following musical instructions from a leader.</p> <p>Experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Begin to copy short, melodic phrases.</p>	<p>Embed knowledge of how to copy short melodic phrases and begin to perform as a duet.</p> <p>Know with confidence what the black notes on the glockenspiel represent.</p> <p>To rehearse and perform their part within the context of the Unit song with increasing confidence.</p> <p>To experience listening to and following musical instructions from a leader with increasing confidence.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song with increasing confidence.</p> <p>Copy short, melodic phrases.</p>	<p>Understand what a pentatonic scale is.</p> <p>Know that we can compose a melodic phrase using a pentatonic scale (5 note scale) with the notes C D E G A.</p> <p>Play a musical instrument with correct technique within the context of the Unit/song.</p> <p>Select and learn an instrument part that matches their musical challenge using one of the differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the song from memory or using notation.</p> <p>Rehearse and perform their part within the context of the Unit/song.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Embed understanding of what a pentatonic scale is.</p> <p>Embed knowledge that we can compose a melodic phrase using a pentatonic scale (5 note scale) with the notes C D E G A.</p> <p>Play a musical instrument with correct technique within the context of the Unit song with confidence.</p> <p>Select and learn an instrument part that matches their musical challenge using one of the differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the song from memory or using notation with increasing confidence.</p> <p>With confidence, rehearse and perform their part within the context of the Unit song.</p> <p>Listen to and follow musical instructions from a leader with confidence.</p>

Key Concept - Notation

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to know that pictures can represent a musical sound.</p>	<p>Begin to know that it is important to record musical ideas/compositions so that other people can play our work using graphic notation.</p>	<p>Know that it is important to record musical ideas/compositions so that other people can play our work. Know that we can do this by recording graphic symbols, dot notation, stick notation or by writing the note names.</p>	<p>Begin to know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. Begin to know that a bar of music is a segment of time corresponding to a specific number of beats. Begin to know what crotchets, minims and paired quavers look like and what they represent. Know what a treble clef looks like and that it indicates the music is played by instruments that can play higher notes. Record and read notes within a range of a third.</p>	<p>Know and understand staves, treble clefs and ahrs with increasing confidence. Know that rest symbols indicate you should stop playing for a certain time. Know what crotchets, minims and paired quavers look like and what they represent. Record and read notes within a range of a fifth. Understand the meaning of forte, piano, crescendo and decrescendo when written on a piece of sheet music. .</p>	<p>Know what crotchets, minims, paired quavers and semibreves look like and what they represent. Know that rest symbols indicate you should stop playing for a certain time and use them with confidence. Know what a 4/4 time signature looks like on the staff and that it indicates the equivalent of 4 crotchet beats per bar. Begin to understand dotted crotchets. Know that coda means the end of the piece.. Use notes within an octave range.</p>	<p>Embed knowledge of what crotchets, minims, paired quavers and semibreves look like and what they represent. Understand and use rest symbols with confidence. Know what a 4/4 time signature looks like on the staff and that it indicates the equivalent of 4 crotchet beats per bar. Begin to understand dotted crotchets. Know that coda indicates the end of the piece. Confidently play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).</p>

Key Concept - Listening, Appraising and the interrelated dimensions of Music

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know that we must listen carefully to songs, rhymes and poems in order to learn them and know how they sound.</p> <p>Know that music can be fast or slow or loud or quiet.</p> <p>Begin to know that we can move in time to music using our bodies.</p>	<p>Know what pulse is and how to find it in the music.</p> <p>Begin to recognise and know the sounds of different instruments.</p> <p>Know that a note is a musical sound.</p> <p>Understand what we mean by pitch, rhythm and melody in a piece of music.</p> <p>Know what a repeated pattern is and identify it in the music.</p> <p>Begin to know that call and response is a series of two parts usually played or sung by different musicians.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound.</p>	<p>Continue to understand what rhythm is and clap, move or play along to a given rhythm. Continue to know how to find the pulse in a piece of music and what it is with increasing confidence.</p> <p>Begin to understand what melody, timbre, duration, structure, pitch, tempo and dynamics are and discuss them in a piece of music. Understand that call and response is a series of two parts usually played or sung by different musicians.</p> <p>Listen for tempo, dynamic and pitch changes in a piece of music with increasing confidence.</p> <p>Know what a trumpet looks like and the sound it makes.</p> <p>Begin to understand what a riff is.</p> <p>Know that solo is when only one instrument or singer plays/performs.</p>	<p>Know what structure, texture, duration, timbre, tempo, harmony, dynamics, melody and pitch are and discuss them in a piece of music with increasing confidence.</p> <p>Begin to know what a movement is in a piece of music.</p> <p>Begin to know what a symphony is.</p> <p>Know the names and sounds of the instruments relevant to the particular genre/unit.</p>	<p>Embed knowledge of what structure, texture, duration, timbre, tempo, harmony, dynamics, melody and pitch are and discuss them in a piece of music with increasing confidence.</p> <p>Know what a movement is in a piece of music.</p> <p>Know what a symphony is.</p> <p>Know the names and sounds of the instruments relevant to the particular genre/unit with increasing confidence.</p>	<p>With confidence, know what structure, texture, timbre, duration, tempo, dynamics, melody and pitch, rhythm, harmony and tempo are and discuss them in a piece of music.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know with increasing confidence that a riff is a short, repeated phrase and is often used as an introduction or refrain in a song.</p> <p>Understand the term 'ensemble'.</p> <p>Know that 'middle eight' refers to a section of a song with a significantly different melody and lyrics.</p> <p>Know what a concerto is.</p> <p>Explain what a movement is with increasing confidence.</p> <p>Know that a cadenza is a showing off moment for one player.</p>	<p>With confidence, know what structure, texture, timbre, duration, tempo, dynamics, melody and pitch, rhythm, harmony and tempo are and discuss them in a piece of music.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know with increasing confidence that a riff is a short, repeated phrase and is often used as an introduction or refrain in a song.</p> <p>Understand the term 'ensemble'.</p> <p>Know that 'middle eight' refers to a section of a song with a significantly different melody and lyrics.</p> <p>Know what a concerto is.</p> <p>Explain what a movement is with increasing confidence.</p> <p>Know that a cadenza is a showing off moment for one player.</p>

Key Concept - Knowledge of Different Styles of Music & Composers

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know that nursery rhymes are short, easy to remember and they rhyme. Know that some nursery rhymes tell a story.</p>	<p>Know that Rap involves speaking or chanting to music and it originated from America. Know that a song is a set of words set to music or meant to be sung. Know that Blues originated from the Deep South of America and often sounds sad, uses call and response and lots of repetition. Know that Baroque is a style of Western Classical Music. Know that the Baroque style occurred hundreds of years ago (1600-1750). Know that Latin music originated from Latin American countries. It characteristically has a strong, repetitive dance beat and uses many percussion instruments. Know that Bhangra is a type of upbeat popular music associated with Punjab. Know that Bhangra is written to dance to.</p>	<p>Know that South Africa has a vibrant music scene. The main features of African music are rapping, South African languages used, rapping, saxophone and trumpet sections, use of electric guitars, lots of energy and a strong groove. Know that Rock music started in America. The main features of rock songs are electric guitars, bass guitar, drums, keyboard sounds, often male vocals with backing vocals from other band members, a heavy backbeat and sometimes distortion of sounds. Know that Reggae music originates from Jamaica. Know that the style indicators for Reggae music are a slowish tempo with a laid-back feel, bass guitar, drums, keyboard, organs, female backing vocals and lyrics with a political message.</p>	<p>Know features of RnB music (smooth vocal arrangements, dance beats and melisma). Understand the key style indicators of Reggae music taught in Y2 and expand on knowledge (slow tempo with a laid-back feel, bass guitar plays melodic lines, drums and bass usually avoid the first beat of the bar, female backing vocals, keyboard and organ and lyrics about rastafarian beliefs). Know that Disco is a genre of dance music that emerged in the 1970s USA. Style indicators are Syncopated baselines, Electric pianos, synthesizers, horns and rhythm guitars, Four-on-the-floor beat Fast tempo and steady dance groove. Know Vivaldi (1678-1741) is regarded as one of the greatest Baroque composers. Baroque features (long flowing melodic lines, contrast between loud and soft, solo and ensemble, sudden changes in volume, use of harpsichord).</p>	<p>Know Abba were a Swedish Pop Group formed in 1972. Features of Pop (2.5-3.5 minute long songs, encourage dancing, simple structure that includes verses and choruses, keyboard, drum-kit, piano, electric guitar) Know Hip Hop developed in New York at the end of the 1970s. Key style indicators (MCing or rapping, DJing/scratching, sampling, beatboxing, drum and percussion backing loops/tracks, use of decks and breakdancing). Know that Soul/Gospel music is a genre of Christian music (religious words, harmonies, strong vocals, choirs, call and response, Hammond organ, piano, uplifting chorus and syncopated rhythms). Know that The Beatles (from Liverpool) were one of the most successful bands and helped to reshape Western Pop/Rock music in the 1960s. Blackbird was written in support of the Black Power Movement. The Beatles used drums, rhythm and bass guitars.</p>	<p>Develop and Embed knowledge of Hip Hop from Y3/4, applying knowledge to a range of different artists including Black Eyed Peas and Secret Agent 23 Skido. Know that a ballad is a song set to a slow tempo that deals with themes of loss or love. Written as poems or songs and are traditionally structured as a quatrain (a verse of four lines) with an ABAB or ABCB rhyme scheme. Know Jazz originated in the African-American communities of New Orleans. Features are call and response, improvisation, saxophones, trumpets, piano, double bass, drums, syncopated melody lines, walking baseline and swing and blue notes. Know Mozart was an Austrian Classical composer, pianist and child genius. Know that Classical music has a lighter, clearer texture than Baroque.</p>	<p>Know Rock originated in the 1950s. Develop and build on knowledge from Y2. Features are heavily-amplified guitar, frequent solo guitar and heavy backbeat, 4/4 time signature, verse-chorus form. It is associated with political activism. Know the Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers. Motown features- pop tempo, rhythmically inventive basslines, drums, and tambourine. The most important artists that started at Motown were: Smokey Robinson, Diana Ross, Marvin Gaye, The Jackson 5, Otis Redding, Stevie Wonder and James Brown. Know that The Firebird is a ballet composed by Russian, classical composer Igor Stravinsky (1882-1971). Firebird ballet (1911) includes Woodwinds, string, percussion and Brass instruments. Understand leitmotif and ostinato.</p>

	F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
Musical Pieces Covered	<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>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>ABC Song</p> <p>Wind the Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkey's</p> <p>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>Old McDonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your</p>	<p>Planets - 1917 Holst</p> <p>Mike Oldfield - 1973</p> <p>Tubular Bells</p> <p>Happy- 2013 Pharrell Williams</p> <p>When I'm 64- 1967 The Beatles</p> <p>Imperial March - 1980 John Williams</p> <p>It had better be tonight 2007- Michael Buble</p> <p>Why Don't You-2010 Gramophonedzie.</p> <p>Oye Como Va - 1970</p> <p>Carlos Santana</p> <p>Supercalifragilisticexpialidocious - 1964 by the Sherman brothers</p> <p>Pure Imagination - 1971 Leslie Bricusse and Anthony Newley</p> <p>Daydream Believer - 1968 John Stewart</p> <p>A Whole New World - 1992 by Alan Menken and Tim Rice.</p>	<p>Suspicious Minds- 1969 Elvis Presley</p> <p>Sir Duke- 1976 Stevie Wonder</p> <p>We Will Rock You- 1977 Queen</p> <p>Smoke on the Water- 1972 Deep Purple</p> <p>Rockin all Over the World- 1977 Status Quo</p> <p>Johnny B Goode- 1959 Chuck Berry</p> <p>I saw Her Standing There- 1963 Beatles</p> <p>Kingston Town- 1970 Lord Creator</p> <p>Shine- 1994 Aswad</p> <p>I.G.Y- 1982 Donald Fagen</p> <p>Feel Like Jumping- 1978 Marcia Griffiths</p> <p>I Can See Clearly Now- 1993 Jimmy Cliff</p> <p>Count On Me- 2010 Bruno Mars</p> <p>We Go Together- 1978 Grease</p> <p>You Give a Little Love- 1973 Buggy Malone</p> <p>You've Got a Friend in Me- 1995 Randy Newman</p> <p>Symphony no 5- 1808 Beethoven</p>	<p>Three Little Birds 1977 by Bob Marley and the Wailers.</p> <p>Jamming- 1977 Bob Marley and the Wailers</p> <p>Ram Goat Liver- 1976</p> <p>Pluto Shervington</p> <p>Our day will come- 2011 Amy Whinehouse</p> <p>African Suite for Strings- 1955 Fela Sowande</p> <p>Dvorjak Symphony No. 9 was also known as The New World Symphony- 1893</p> <p>Amazing Grace- 1779</p> <p>Bringing us Together by Joanna Mangona and Pete Readman</p> <p>Good Times- 1979 Nile Rogers</p> <p>Ain't nobody- 1983</p> <p>Rufus and American singer Chaka Khan</p> <p>We are Family- 1979</p> <p>Sister Sledge</p> <p>Ain't no stopping us now- 1979 Gene McFadden, John Whitehead and Jerry Cohen</p> <p>Car Wash- 1976</p> <p>Norman Whitefield</p> <p>Vivaldi - 1725 Four Seasons</p> <p>Tchaikovsky - 1877</p> <p>Swan Lake</p> <p>1781 Mozart's Andante from Sonata for two pianos, movt 3</p> <p>1801 Haydn's 'The</p>	<p>Mamma Mia- 1975 ABBA</p> <p>Dancing Queen- 1976 ABBA</p> <p>Winner Takes It All- 1980ABBA</p> <p>Waterloo- 1974 ABBA</p> <p>Super Trouper- 1980 ABBA</p> <p>Thank You for the Music- 1977 ABBA</p> <p>Gotta Be Me- 2009</p> <p>Secret Agent 23 Skidoo</p> <p>Radetzky Marsch- 1983 Johann Strauss</p> <p>Can't Stop the Feeling- 2016 Justin Timberlake</p> <p>Libertango- 1974 Astor Piazzolla</p> <p>Mas Que Nada- 2006 Sergio Mendes & Black Eyed Peas</p> <p>Lean on Me- 1972 Bill Withers</p> <p>He Still Loves Me- 2003 Beyonce</p> <p>Praise You- 1998 Mary Mary</p> <p>Amazing Grace- 1994 Elvis Presley</p> <p>Ode To Joy- 1824</p> <p>Ludwig Van Beethoven</p> <p>Blackbird- 1968 The Beatles</p> <p>Yellow Submarine- 1968 The Beatles</p> <p>Hey Jude- 1968 The Beatles</p> <p>Can't Buy Me Love- 1964 The Beatles</p> <p>Yesterday- 1965 The Beatles</p>	<p>Fresh Prince of Bel Air - 1990 Will Smith</p> <p>Rappers Delight- 1979 Sugar Hill Gang</p> <p>Can't Touch this- 1990 MC Hammer</p> <p>That's the way it is- 1984 RUN DMC</p> <p>Make you feel my love- 1997 Bob Dylan</p> <p>So Amazing- 1986 Luther Vandross</p> <p>Hello- 1983 Lionel Richie</p> <p>The Way You Look Tonight- 1936 Jerome Kern</p> <p>Love me Tender- 1956 Elvis Presley</p> <p>Desafinado- 1959 Stan Getz</p> <p>Cotton Tail- 1995 Ben Webster</p> <p>Perdido- 1942 Juan Tizol</p> <p>Things ain't what they used to be- 1969 Ben Webster</p> <p>African Suite for Strings- 1955 Fela Sowande</p> <p>Dvorjak - New World Symphony- 1893</p> <p>Rann Dó Trí by Anne-Marie O'Farrell</p> <p>You've got a Friend- 1971 Carole King</p> <p>The Loco-Motion - 1962 Carole King and Gerry Goffin</p> <p>One Fine Day-1963 Carole King and Goffin</p>	<p>Livin' on a Prayer- 1986 Bon Jovi</p> <p>Rocking All Over The World- 1977 Status Quo</p> <p>Johnny B Goode- 1959 Chuck Berry</p> <p>I Saw Her Standing There- 1963 The Beatles</p> <p>Happy- 2016 Pharell Williams</p> <p>Top of the World- 1972 The Carpenters</p> <p>Don't Worry Be Happy- 1988 Bobby McFerrin</p> <p>Walking on Sunshine- 1983 Katrina and the Waves</p> <p>When You're Smiling- 1962 Frank Sinatra</p> <p>Love will save the day- 2016 Brenden Reilly</p> <p>Dancing in the Street- 1965 Martha and the Vandellas</p> <p>I Can't Help Myself- 1965 The Four Tops</p> <p>I Heard it Through the Grapevine- 1968 Marvin Gaye</p> <p>Ain't No Mountain High Enough- 1967 Marvin Gaye and Tammi Terrell</p> <p>You are the Sunshine of my Life- 1972 Stevie Wonder</p> <p>The Tracks of my Tears-1965 Smokey Robinson</p> <p>Firebird Finale- 1910</p>

	<p>Boat</p> <p>The Wheels on the Bus</p> <p>The Hokey Cokey</p> <p>I Feel Good- James Brown</p> <p>Don't You Worry Bout a Thing- Incognito</p> <p>My Promise- Earth</p> <p>Wind and Fire</p> <p>Superstition- Stevie Wonder</p>		<p>Summer- 1725 Vivaldi</p> <p>Firebird- 1910 Stravinsky</p> <p>Flying Dutchman- 1843 Wagner</p> <p>Storm- Britten</p>	<p>Seasons: Winter: Introduction'</p> <p>1808 Beethoven's Symphony No 6 Mvt 4 'Storm'.</p>	<p>Let it Be- 1970 The Beatles</p> <p>Waltz of the Flowers- 1892 The Nutcracker- Tchaikovsky</p> <p>Dance of the Sugar Plum Fairy- 1892 Tchaikovsky</p> <p>Sleeping Beauty Waltz- 1890 Tchaikovsky</p> <p>Dance of the Knights- 1940 Prokofiev</p> <p>Dance of the Little Swans- 1877 Tchaikovsky</p>	<p>Up on the Roof - 1962 Carole King and Gerry Goffin</p> <p>Will you still love me tomorrow- 1960 Carole King and Gerry Goffin</p> <p>You Make me Feel Like a Natural Woman- 1968 Aretha Franklin.</p> <p>1786 Mozart - Horn Concerto No 4</p> <p>Dido and Aenas- 1923 Purcell</p> <p>Symphony No 5 in C minor- 1808 Ludwig Van Beethoven</p> <p>Minute Waltz- 1847 Chopin</p> <p>Rondo Alla Turca- 1783 Mozart.</p> <p>Jesu, joy of man's desiring, Cantata BWV 147- 1723 Bach</p>	<p>Stravinsky</p> <p>Infernal Dance of King Kaschei- 1910 Stravinsky</p> <p>The Magic Flute Overture- 1791 Mozart</p> <p>Ave maria- 1934 Stravinsky</p> <p>Tango- 1940 Stravinsky</p>
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