

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Hey You!	Ocarina	Instrument	Instrument	Living on a prayer	Happy
NC Objectives	<ul style="list-style-type: none"> 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> 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 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. 			
Component Knowledge	<p>1. Listen and Appraise the song Hey You! and other Hip Hop songs:</p> <ul style="list-style-type: none"> Hey You! by Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p>	<p>1. Retrieval – Year 1 knowledge</p> <p>2. Do's and Don'ts of learning the Ocarina</p> <p>3. Kumbaya</p>			<p>1. Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs:</p> <ul style="list-style-type: none"> Livin' On A Prayer by Bon Jovi We Will Rock You By Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p>	<p>1. Listen and Appraise the song Happy and other songs in different styles about being happy:</p> <ul style="list-style-type: none"> Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly

	<p>a. Warm-up Games (including vocal warm-ups)</p> <p>b. Flexible Games</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>				<p>a. Warm Up Games (including vocal warm ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song (and Extended) with vocal warm ups</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
Autumn 2	Rhythm in the Way We Walk and Banana Rap	Ocarina	Instrument	Instrument	Make you feel my love	You've got a friend
NC Objectives	<ul style="list-style-type: none"> • 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> • 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 • 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 <p>develop an understanding of the history of music.</p>			

<p>Component Knowledge</p>	<p>Rhythm In The Way We Walk, an action song about the interrelated dimensions of music:</p> <p>1. Listen and Appraise</p> <ul style="list-style-type: none"> ● Rhythm In The Way ● We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldeld <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Flexible Games (see Activity Manual)</p> <p>b. Learn to Sing the Song:Vocal warm-ups and singing</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p> <p>The Banana Rap, an action song/rap about the dimensions of music but focussing on pitch:</p> <p>1. Listen and Appraise</p> <ul style="list-style-type: none"> ● The Banana Rap by Jane Sebba 	<p>1. London’s Burning</p> <p>2. Jingle Bells</p>			<p>1. Listen and Appraise the song Make You Feel My Love and other Pop Ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley <p>2.Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Warm Up Games (including vocal warm ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p>	<p>1. Listen and Appraise the song You’ve Got A Friend and other songs by Carole King:</p> <ul style="list-style-type: none"> ● You’ve Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman) by Carole King <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Warm Up Games (including vocal warm ups)</p> <p>b. Flexible Games (optional extension work)</p>
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	<ul style="list-style-type: none"> • Happy by Pharrell Williams • When I'm 64 by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Flexible Games (see Activity Manual)</p> <p>b. Learn to Sing the Song: Vocal warm-ups and singing</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>				<p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
Spring 1	In the Groove	Hands, Feet, Heart	Let your Spirit Fly	Mamma Mia!	Instrument	Don't stop believing
NC Objectives	<ul style="list-style-type: none"> • 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> • 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 • 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 <p>develop an understanding of the history of music.</p>			
Component Knowledge	<p>1. Listen and Appraise the song In The Groove and other songs in other styles:</p> <ul style="list-style-type: none"> • How Blue Can You Get by B.B. King 	<p>1. Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music:</p>	<p>1. Listen and Appraise the song Let Your Spirit Fly and other songs:</p> <ul style="list-style-type: none"> • Let Your Spirit Fly by Joanna Mangona • Colonel 	<p>1. Listen and Appraise the song Mamma Mia and other Abba songs.</p> <ul style="list-style-type: none"> • Mamma Mia by Abba 		

	<ul style="list-style-type: none"> ● Let The Bright Seraphim by Handel ● Livin' La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman ● Lord Of The Dance by Ronan Hardiman ● Diggin' On James Brown by Tower Of Power <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song(in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk) d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share</p>	<ul style="list-style-type: none"> ● Hands, Feet, Heart by Joanna Mangona ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela ● You Can Call Me Al by Paul Simon ● Hiokoloza by Arthur Mofokate <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song- perform and share</p>	<p>Bogey March by Kenneth Alford' ●</p> <ul style="list-style-type: none"> ● Ain't No Mountain High Enough by Marvin Gaye ● You're The First, The Last, My Everything by Barry White <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<ul style="list-style-type: none"> ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>		
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	your learning as you progress through the Unit of Work.	your learning as you progress through the Unit of Work.				
Spring 2	Round and Round	I Wanna Play in a Band	Three Little Birds	Stop!	Instrument	Classroom Jazz 1
NC Objectives	<ul style="list-style-type: none"> 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> 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 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 <p>develop an understanding of the history of music.</p>			
Component Knowledge	<p>1. Listen and Appraise the song Round And Round and other songs in other styles:</p> <ul style="list-style-type: none"> Round And Round (Bossa Nova) by Joanna Mangona Livin' La Vida Loca (Latin/Pop) by Ricky Martin March Of The Empire (Film music) by John Williams It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bublé Why Don't You (Big Band/Dance) by Gramophonedzie Oye Como Va (Latin/Jazz) by Santana 	<p>1. Listen and Appraise the I Wanna Play In A Band a Rock song for children:</p> <ul style="list-style-type: none"> I Wanna Play In A Band by Joanna Mangona We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding</p>	<p>1. Listen and Appraise the song Three Little Birds and other songs:</p> <ul style="list-style-type: none"> Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p>	<p>1. Listen and Appraise the song Stop! and other songs:</p> <ul style="list-style-type: none"> Stop! - Grime Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 		<p>Three Note Bossa and The Five Note Swing.</p> <p>A. Listen and Appraise the two tunes and other supporting tunes.</p> <p>B. Musical Activities - learn about the interrelated dimensions of music through</p> <ol style="list-style-type: none"> Playing instruments Improvising. <p>C. Perform and Share</p>

	<p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Warm-up Games (including vocal warm-ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>about the interrelated dimensions of music through:</p> <p>a. Warm-up Games (including vocal warm-ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>a. Warm Up Games (including vocal warm ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <p>a. Warm Up Games (including vocal warm ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing/Rap the Song</p> <p>d. Compose your own lyrics with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>		
Summer 1	Your imagination	Zoo Time	The Dragon Song	Lean on me	The Fresh Prince	Steel Pans
NC Objectives	<ul style="list-style-type: none"> 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> 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 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 <p>develop an understanding of the history of music.</p>			
Component Knowledge	Listen and Appraise the song Your Imagination and	1. Listen and Appraise Zootime a Reggae song for	1. Listen and Appraise The Dragon Song and	1. Listen and Appraise the song Lean On Me	1. Listen and Appraise the Fresh Prince of	

<p>other songs about using your imagination:</p> <ul style="list-style-type: none"> ● Your Imagination by Joanna Mangona and Pete Readman ● Supercalifragilistic-expialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups). Flexible Games (optional extension work). Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps. Or, the whole song so you 	<p>children and other Reggae songs:</p> <ul style="list-style-type: none"> ● Zootime by Joanna Mangona ● Kingston Town by UB40 ● Shine by ASWAD ● I.G.Y. by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Cliff <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song <p>3. Perform the Song - perform and share</p>	<p>other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better. The supporting activities are shorter to allow for more time singing the song.</p> <ul style="list-style-type: none"> ● The Dragon Song by Joanna Mangona and Pete Readman ● Birdsong - Chinese Folk Music ● Vaishnava Java - A Hindu Song ● A Turkish Traditional Tune ● Aitutaki Drum Dance from Polynesia ● Zebaidir Song from Sudan <p>2. Musical Activities - These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p>	<p>and other gospel-based songs:</p> <ul style="list-style-type: none"> ● Lean On Me by Bill Withers ● He Still Loves Me by Walter Williams and Beyoncé ● Shackles by Mary Mary ● Amazing Grace by Elvis Presley ● Ode To Joy Symphony No 9 by Beethoven ● Lean On Me by The ACM Gospel Choir <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing/Rap the Song Compose your own lyrics with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>Bel Air and other Hip Hop tunes:</p> <ul style="list-style-type: none"> ● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song <p>3. Perform the Song - perform and share</p>	
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	<p>can decide when to learn each section during the 6 steps.</p> <p>d. Option: Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song</p> <p>e. Option: Improvise with the Song (over the coda section of the song).</p> <p>f. Option: Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups to sing and copy back. Or, using the given notes, create a group composition.</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>your learning as you progress through the Unit of Work.</p>	<p>a. Warm-up Games (including vocal warm-ups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the 6 steps</p> <p>d. Option: Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform?</p> <p>e. Option: Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance</p> <p>f. Option: Compose with the Song (in the</p>		<p>your learning as you progress through the Unit of Work.</p>	
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			chorus only) - decide if you want to include this and then decide upon a group to perform the class or group composition in the performance			
			3. Perform the Song - perform and share your learning as you progress through the Unit of Work			
Summer 2	Ocarina	Friendship Song	Bringing us Together	Black Bird	Dancing in the Street	Steel Pans
NC Objectives	<ul style="list-style-type: none"> • 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 <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<ul style="list-style-type: none"> • 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 • 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 <p>develop an understanding of the history of music.</p>			
Component Knowledge	<ol style="list-style-type: none"> 1. How to wear the ocarina 2. How to hold the ocarina 3. Which fingers are used to cover the holes 4. Where to put the mouth piece 5. How to breathe into your ocarina 6. What sounds can it make 7. High and low sounds 	<ol style="list-style-type: none"> 1. Listen and Appraise the Friendship Song and other songs about friendship: <ul style="list-style-type: none"> • Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) 	<ol style="list-style-type: none"> 1. Listen and Appraise the song Bringing Us Together and other Disco songs: <ul style="list-style-type: none"> • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge 	<ol style="list-style-type: none"> 1. Listen and Appraise the song Blackbird and other songs by The Beatles : <ul style="list-style-type: none"> • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles 	<ol style="list-style-type: none"> 1. Listen and Appraise <ul style="list-style-type: none"> • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops • I Heard It Through The Grapevine sung by Marvin Gaye • Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell 	

<p>8. Notes – high D, low D, A, G, C#, E 9. Reading notations 10. Twinkle Twinkle</p>	<ul style="list-style-type: none"> ● You Give A Little Love from Bugsy Malone ● That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ● You've Got A Friend In Me by Randy Newman <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen) d. Option: Play Instruments with the Song (over the coda section) e. Option: Improvise with the Song (over the coda section) 	<p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <ul style="list-style-type: none"> ● Car Wash by Rose Royce <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Option: Play Instruments with the Song in the chorus sections only e. Option: Improvise with the Song in the chorus sections only f. Option: Compose with the Song in the chorus sections only <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<ul style="list-style-type: none"> ● Let It Be by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<ul style="list-style-type: none"> ● You Are The Sunshine Of My Life sung by Stevie Wonder The Tracks Of My Tears sung by Smokey Robinson And The Miracles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	
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		<p>f. Option: Compose with the Song (over the coda section)</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>				
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St Joseph's and St Gregory's Progression of Skills and Knowledge in Music

The document below sets out the way in which the Music curriculum will be covered at St Joseph's at St Gregory's Primary School. For information on EYFS please see the separate planning document.