

Kelloe Music	Autumn		Spring		Summer		Curriculum objectives
Year 1	Hey You  Old school Hip Hop	Rhythm in the way we walk and the Banana Rap  Reggae, Hip Hop	In the Groove  Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round  Latin Bossa Nova, Film music, Big band Jazz, Mash-up, Lain fusion	Your Imagination  Pop	Reflect, Rewind and Replay	<ul style="list-style-type: none"> <li>• Use my voice at different volumes.</li> <li>• Clap in time with a steady pulse.</li> <li>• Clap and chant expressively in time with known songs.</li> <li>• Play tuned and un-tuned instruments in time with the beat.</li> <li>• Say how a piece of music makes me feel.</li> <li>• Identify different musical instruments.</li> <li>• Use body percussion and untuned instruments to create music</li> </ul>
Year 2	Hands, Feet, Heart  South African Styles	Ho Ho Ho  Christmas, Big band, Motown, Elvis, Freedom	I wanna play in a band  Rock	Zootime  Reggae	Friendship  Pop	Reflect, Rewind and Replay	<ul style="list-style-type: none"> <li>• Use my voice creatively and expressively.</li> <li>• Sing songs at different speeds.</li> <li>• Sing the same song in different</li> </ul>

							<p>ways and discuss the effect.</p> <ul style="list-style-type: none"> <li>• Play rhythms on tuned and untuned instruments.</li> <li>• Listen with concentration and understanding to live and recorded music.</li> <li>• Use tuned and untuned instruments to create music.</li> <li>• Use symbols to represent a sound.</li> </ul>
Year 3	<p>Let your spirit fly</p> <p>R&amp;B, Western Classical, Musicals, Motown, Soul</p>	<p>Glockenspiel Stage 1</p> <p>Learning instrumental skills</p>	<p>Three Little Birds</p> <p>Reggae</p>	<p>The Dragon Song</p> <p>A little bit funky and music from around the world</p>	<p>Bringing us together</p> <p>Disco</p>	<p>Reflect, Rewind and Replay</p>	<ul style="list-style-type: none"> <li>• Create repeated patterns with different instruments.</li> <li>• Improve my work; explaining how it has been improved</li> <li>• Use musical words to describe a piece of music and compositions.</li> </ul>

							<ul style="list-style-type: none"> <li>• Recognise the work of at least one famous composer</li> <li>• Play clear notes on instruments and use different elements of composition.</li> <li>• Combine different sounds to create different moods or feelings.</li> <li>• Listen carefully and recognise high and low phrases.</li> </ul>
Year 4	Mamma Mia ABBA	Glockenspiel Stage 2  Learning instrumental skills	Stop!  Grime, Classical, Bhangra, Tango, Latin Fusion	Lean on Me  Gospel	Blackbird	Reflect, Rewind and Replay	<ul style="list-style-type: none"> <li>• Use notation to record aspects of the composition process.</li> <li>• Identify and describe the different purposes of music.</li> <li>• Begin to identify the work of Beethoven, Mozart and Elgar.</li> </ul>

							<ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch.</li> <li>• Use notation to record compositions in a small group or individually.</li> <li>• Explain why silence is often needed in music and explain what effect it has.</li> </ul>
Year 5	<p>Livin' On A Prayer</p> <p>Rock</p>	<p>Classroom Jazz 1</p> <p>Jazz</p>	<p>Make You Feel My Love</p> <p>Pop Ballads</p>	<p>Fresh Prince of Bel Air</p> <p>Hip Hop</p>	<p>Dancin' in the Street</p> <p>Motown</p>	<p>Reflect, Rewind and Replay</p>	<ul style="list-style-type: none"> <li>• Maintain my part whilst others are performing their part</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Describe, compare and evaluate music using musical vocabulary</li> <li>• Contrast the work of a famous composer with another and</li> </ul>

							explain preferences
Year 6	Happy Pop/Motown	Classroom Jazz 2 Jazz, Latin, Blues	Benjamin Britten – A New Year Carol Western Classical Music, Gospel, Bhangra		You've got a friend  The Music of Carole King	Reflect, Rewind and Replay	<ul style="list-style-type: none"> <li>• Sing in harmony confidently and accurately</li> <li>• Use a variety of different musical devices in composition</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Compare and contrast the impact that different composers from different times have had on people</li> </ul>