

Kingswood Music Journey - Long Term Plan								
Year	Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC End Points
EYFS		<p><b>Me!</b> explore: growing, homes, colour, toys, how I look</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p><b>My Stories</b> explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p><b>Everyone!</b> explore: family, friends, people and music from around the world</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p><b>Our World</b> explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p><b>Big Bear Funk</b> Listen and Appraise</p> <p>Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</p> <p>Perform and Share</p> <p>Big Bear Funk</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Consolidation of learning and contextualising the history of music.</p> <p>Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>	<ul style="list-style-type: none"><li>• To know twenty nursery rhymes off by heart.</li><li>• To know the stories of some of the nursery rhymes.</li><li>• To know that we can move with the pulse of the music.</li><li>• To know that the words of songs can tell stories and paint pictures.</li><li>• To sing or rap nursery rhymes and simple songs from memory.</li><li>• Songs have sections.</li><li>• A performance is sharing music.</li><li>• To learn that music can touch your feelings.</li><li>• To enjoy moving to music by dancing, marching, being animals or Pop stars.</li><li>• To sing along with a pre-recorded song and add actions.</li><li>• To sing along with the backing track.</li><li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li><li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li><li>• Record the performance to talk about.</li></ul>
Year 1	<p><b>Listen &amp; Appraise</b></p> <p><b>Musical Activities:</b></p> <p>a. Games b. Singing c. Playing d. Improvisation e. Composition</p> <p><b>Perform/Share</b></p>	<p><b>Hey You!</b> How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p>Old School Hip Hop: • 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>	<p><b>Rhythm In The Way We Walk The Banana Rap</b> How pulse, rhythm and pitch work together. Singing and rapping.</p> <p>Mixed styles: • Rhythm In The Way We Walk by Joanna Mangona (Reggae) • The Planets, Mars by Gustav Holst (Classical) • Tubular Bells by Mike Oldfield (Pop) • The Banana Rap by Jane Sebba (Hip Hop) • Happy by Pharrell Williams (Pop) • When I'm 64 by The Beatles (Pop)</p>	<p><b>In The Groove</b> Playing/singing in different styles and learning about those styles.</p> <p>Mixed styles: • In The Groove by Joanna Mangona ( Blues, Baroque, Latin, Bhangra, Folk and Funk). • How Blue Can You Get by B.B. King (Blues) • Let The Bright Seraphim by Handel (Baroque) • Livin' La Vida Loca by Ricky Martin (Latin/Pop) • Jai Ho by J.R. Rahman (Bhangra/Bollywood) • Lord Of The Dance by Ronan Hardiman (Irish) • Diggin' On James Brown by Tower Of Power (Funk)</p>	<p><b>Round And Round</b></p> <p>Latin and Mixed Styles: • Round And Round (Bossa Nova) • Livin' La Vida Loca by Ricky Martin (Latin/Pop) • Imperial War March by John Williams (Film) • It Had Better Be Tonight by Michael Bublé (Latin/Big Band) • Why Don't You by Gramophonedzie (Big Band/ Dance) • Oya Como Va by Santana (Latin/Jazz)</p>	<p><b>Your Imagination</b> Create your own lyrics.</p> <p>Mixed styles and listening to songs/music about using your imagination : • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music.</p> <p>The language of music.</p>	<p>The national curriculum for music aims to ensure that all pupils: ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <p>♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>
Year 2		<p><b>Hands, Feet, Heart</b> Music from South Africa, Freedom songs.</p> <p>South African music: • 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>	<p><b>Ho Ho Ho</b> Wintertime, festivals and Christmas time. Creating a performance using music and dance.</p> <p>Mixed styles: • Ho Ho Ho by Joanna Mangona (Christmas) • Blame It On The Boogie by The Jackson 5 (Pop) • Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) • Suspicious Minds by Elvis Presley (Pop) • Sir Duke by Stevie Wonder (Funk) • Fly Me To The Moon</p>	<p><b>I Wanna Play In A Band</b> Rock music and movement:</p> <p>• 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>	<p><b>Zootime</b> Song structure</p> <p>Reggae music: • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff</p>	<p><b>Friendship Song</b> Mixed styles:</p> <p>• Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) • 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>	<p><b>Reflect, Rewind and Replay</b> Revision and deciding what to perform.</p> <p>Listen to Western Classical Music.</p> <p>The language of music.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li></ul>
Year 3		<p><b>Let Your Spirit Fly</b> RnB. Singing in two parts.</p> <p>Mixed styles:</p>	<p><b>Glockenspiel Stage 1</b> Playing the glockenspiel.</p> <p>The language of music.</p>	<p><b>Three Little Birds</b> Reggae and Bob Marley.</p> <p>Reggae music:</p>	<p><b>The Dragon Song</b> Singing in two parts.</p> <p>Music from around the world:</p>	<p><b>Bringing Us Together</b></p> <p>Disco music:</p>	<p><b>Reflect, Rewind and Replay</b> Revision and deciding what to perform.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• Appreciate and understand a wide range of high-quality live</li></ul>

		<ul style="list-style-type: none"><li>● Let Your Spirit Fly by Joanna Mangona (RnB)</li><li>● Heal The World by Michael Jackson (Pop)</li><li>● Colonel Bogey March by Kenneth Alford (Film)</li><li>● Consider Yourself from the musical ‘Oliver!’ (Musicals)</li><li>● Ain’t No Mountain High Enough by Marvin Gaye (Motown)</li><li>● You’re The First, The Last, My Everything by Barry White (Soul)</li></ul>		<ul style="list-style-type: none"><li>● Three Little Birds by Bob Marley</li><li>● Jamming by Bob Marley</li><li>● Small People by Ziggy Marley</li><li>● 54-56 Was My Number by Toots and The Maytals</li><li>● Ram Goat Liver by Pluto Shervington</li><li>● Our Day Will Come by Amy Winehouse</li></ul>	<ul style="list-style-type: none"><li>● The Dragon Song by Joanna Mangona and Pete Readman</li><li>● Birdsong - Chinese Folk Music</li><li>● Vaishnava Java - A Hindu Song</li><li>● A Turkish Traditional Tune</li><li>● Aitutaki Drum Dance from Polynesia</li><li>● Zebaidir Song from Sudan</li></ul>	<ul style="list-style-type: none"><li>● Bringing Us Together by Joanna Mangona and Pete Readman</li><li>● Good Times by Nile Rodgers</li><li>● Ain’t Nobody by Chaka Khan</li><li>● We Are Family by Sister Sledge</li><li>● Ain’t No Stopping Us Now by McFadden and Whitehead</li><li>● Car Wash by Rose Royce</li></ul>	<p>Listen to Western Classical Music.</p> <p>The language of music.</p>	<p>and recorded music drawn from different traditions and from great composers and musicians.</p> <ul style="list-style-type: none"><li>● Develop an understanding of the history of music.</li><li>● Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>● Play tuned and un-tuned instruments musically.</li><li>● Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>● Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li></ul>
Year 4		<p><b>Mamma Mia</b></p> <p>ABBA’s music:</p> <ul style="list-style-type: none"><li>● Mamma Mia by ABBA</li><li>● Dancing Queen by ABBA</li><li>● The Winner Takes It All by ABBA</li><li>● Waterloo by ABBA</li><li>● Super Trouper by ABBA</li><li>● Thank You For The Music by ABBA</li></ul>	<p><b>Glockenspiel Stage 2</b></p> <p>Playing the glockenspiel.</p> <p>The language of music.</p>	<p><b>Stop!</b></p> <p>Grime, Writing lyrics.</p> <p>Mixed styles:</p> <ul style="list-style-type: none"><li>● Stop! By Joanna mangonel (Grime)</li><li>● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li><li>● Radetzky March by Strauss (Classical)</li><li>● Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li><li>● Libertango by Astor Piazzolla (Tango)</li><li>● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li></ul>	<p><b>Lean On Me</b></p> <p>Gospel/links to Religious music:</p> <ul style="list-style-type: none"><li>● Lean On Me by Bill Withers (Soul)</li><li>● Lean On Me by The ACM Gospel Choir (Gospel)</li><li>● Shackles by Mary (Gospel)</li><li>● Amazing Grace by Elvis Presley (Gospel)</li><li>● Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical)</li><li>● He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li></ul>	<p><b>Blackbird</b></p> <p>The Beatles and the development of pop music.</p> <p>The Civil Rights Movement.</p> <p>The Beatles songs:</p> <ul style="list-style-type: none"><li>● Blackbird by The Beatles</li><li>● Yellow Submarine by The Beatles</li><li>● Hey Jude by The Beatles</li><li>● Can’t Buy Me Love by The Beatles</li><li>● Yesterday by The Beatles</li><li>● Let It Be by The Beatles</li></ul>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music.</p> <p>The language of music.</p>	
Year 5		<p><b>Livin’ On A Prayer</b></p> <p>Rock anthems:</p> <ul style="list-style-type: none"><li>● We Will Rock You by Queen</li><li>● Smoke On The Water by Deep Purple</li><li>● Rockin’ All Over The World by Status Quo</li><li>● Johnny B.Goode by Chuck Berry</li><li>● I Saw Her Standing There by The Beatles</li></ul>	<p><b>Classroom Jazz 1</b></p> <p>Jazz and improvisation.</p>	<p><b>Make You Feel My Love</b></p> <p>Pop ballads:</p> <ul style="list-style-type: none"><li>● Make You Feel My Love by Bob Dylan – Adele version</li><li>● Make You Feel My Love - Bob Dylan version</li><li>● So Amazing by Luther Vandross</li><li>● Hello by Lionel Richie</li><li>● The Way You Look Tonight by Jerome Kern</li><li>● Love Me Tender by Elvis Presley</li></ul>	<p><b>Fresh Prince of Bel-Air</b></p> <p>Old School Hip Hop:</p> <ul style="list-style-type: none"><li>● Fresh Prince Of Bel-Air by Will Smith</li><li>● Me, Myself And I by De La Soul</li><li>● Ready Or Not by The Fugees</li><li>● Rapper’s Delight by The Sugarhill Gang</li><li>● U Can’t Touch This by MC Hammer</li><li>● It’s Like That by Run DMC</li></ul>	<p><b>Dancing In The Street</b></p> <p>Motown:</p> <ul style="list-style-type: none"><li>● Dancing In The Street by Martha And The Vandellas</li><li>● I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li><li>● I Heard It Through The Grapevine by Marvin Gaye</li><li>● Ain’t No Mountain High Enough by Marvin Gaye and Tammi Terrell</li><li>● You Are The Sunshine Of My Life by Stevie Wonder</li><li>● The Tracks Of My Tears by Smokey Robinson And The Miracles</li></ul>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music.</p> <p>The language of music.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"><li>● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li><li>● Develop an understanding of the history of music.</li><li>● Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li><li>● Listen with attention to detail and recall sounds with increasing aural memory.</li><li>● Use and understand staff and other musical notations.</li><li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li></ul>
Year 6		<p><b>Happy</b></p> <p>Music that makes you happy!</p> <ul style="list-style-type: none"><li>● Happy by Pharrell Williams</li><li>● Top Of The World by The Carpenters</li><li>● Don’t Worry, Be Happy by Bobby McFerrin</li><li>● Walking On Sunshine by Katrina And The Waves</li><li>● When You’re Smiling by Frank Sinatra</li><li>● Love Will Save The Day by Brendan Reilly</li></ul>	<p><b>Classroom Jazz 2</b></p> <p>Jazz and improvisation.</p>	<p><b>A New Year Carol</b></p> <p>Benjamin Britten’s music.</p>	<p><b>You’ve Got A Friend</b></p> <p>Carole King’s music - her life as a composer.</p> <p>Friendship:</p> <ul style="list-style-type: none"><li>● You’ve Got A Friend by Carole King</li><li>● The Loco-Motion sung by Little Eva, written by Carole King</li><li>● One Fine Day sung by The Chiffons, written by Carole King</li><li>● Up On The Roof sung by The Drifters, written by Carole King</li><li>● Will You Still Love Me Tomorrow by Carole King (You Make Me Feel Like) A Natural Woman) by Carole King</li></ul>	<p><b>Music and Me</b></p> <p>Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p> <ul style="list-style-type: none"><li>● Shiva Feshareki</li><li>● Eska Mtungwazi</li><li>● Afrodeutsche</li><li>● Anna Meredith</li></ul>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music.</p> <p>The language of music.</p>	
KS3 NC Aims	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li><li>♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li></ul>							