

Woodside Primary School
Music – Long Term Planning – Cycle B

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

	Areas of Learning	Objective
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 Subject Content

Pupils should be taught to:

- 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.

	Autumn		Spring		Summer	
	Hands, Feet Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind, and Replay
Year 1 / 2	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Hands, Feet, Heart</i> by Joanna Mangona • <i>The Click Song</i> sung by Miriam Makeba • <i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir • <i>Bring Him Back</i> by Hugh Masekela • <i>You Can Call Me Al</i> by Paul Simon • <i>Hiokoloza</i> by Arthur Mofokate 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Ho Ho Ho</i> by Joanna Mangona • <i>Bring Him Back Home</i> (Nelson Mandela) by Hugh Masekela • <i>Suspicious Minds</i> by Elvis Presley • <i>Sir Duke</i> by Stevie Wonder • <i>Fly Me to the Moon</i> by Frank Sinatra 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>I Wanna Play In A Band</i> by Joanna Mangona • <i>We Will Rock You</i> by Queen • <i>Smoke On The Water</i> by Deep Purple • <i>Rockin' All Over The World</i> by Status Quo • <i>Johnny B. Goode</i> by Chuck Berry • <i>I Saw Her Standing There</i> by The Beatles 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Zootime</i> by Joanna Mangona • <i>Kingston Town</i> by UB40 • <i>Shine</i> by ASWAD • <i>I.G.Y.</i> by Donald Fagen • <i>Feel Like Jumping</i> by Marcia Griffiths • <i>I Can See Clearly Now</i> by Jimmy Cliff 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Friendship Song</i> by Joanna Mangona and Pete Readman • <i>Count On Me</i> by Bruno Mars • <i>We Go Together</i> (from Grease soundtrack) • <i>You Give A Little Love</i> from Buggy Malone • <i>That's What Friends Are For</i> by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • <i>You've Got A Friend In Me</i> by Randy Newman 	<ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Flexible Games • Learn to Sing the Song: Vocal warm-ups and singing • Play Instruments with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song (there are 2 parts) • Play Instruments with the Song (over the coda section) • Improvise with the Song (over the coda section) • Compose with the Song (over the coda section) 	
	3. Perform the Song	3. Perform the Song	3. Perform the Song	3. Perform the Song	3. Perform the Song	

Year 1/2 Music Selection				
Piece	Composer (*UK)	Year	Period	Notes
Ronde and Basse Dance	Bergeret	1551	Renaissance	
Air on a G String	JS Bach	1731	Baroque	Lots of samples on Spotify. Google it.
Arrival of the Queen of Sheba	Handel	1749	Baroque	
Rondo alla Turca	Mozart	1787	Classical	
Marche Militaire	Schubert	1818	Classical	
William Tell Overture	Rossini	1824	Classical	Aka Lone Ranger theme
Clog Dance	Hérold	1827	Classical	
Fingal's Cave	Mendelssohn	1830	Romantic	Good legend story, Geography
Ruslan and Lyudmila Overture	Glinka	1837	Romantic	
On the Beautiful Blue Danube	J Strauss II	1866	Romantic	Use in film, geography
In the Hall of the Mountain King	Grieg	1875	Romantic	
Flower Duet from Lakmé	Delibes	1883	Romantic	BA advert you tube
Carnival of the Animals	Saint-Saëns	1886	Romantic	Does the music match the animal?
Pavane	Fauré	1886	Romantic	
Flight of the Bumble Bee	Rimsky-Korsakov	1899	Romantic	PE music?
The Wasps	R Vaughan-Williams*	1909	20 th Century	
Mars from The Planets Suite	Holst*	1914	20 th Century	
Rhapsody in Blue	George Gershwin	1924	20 th Century	
Bolero	Ravel	1928	20 th Century	Torvil and Dean
Peter's Theme from Peter and the Wolf	Prokofiev	1935	20 th Century	Story to read
Hoe Down from Rodeo	Copland	1942	20 th Century	
Fantasia	Disney	1941	20 th Century	
Hound Dog	Elvis Presley	1956	20 th Century	
Rhythms of Childhood	Ella Jenkins	1963	20 th Century	1 st one is Wheels on the bus!
What a Wonderful World	Louis Armstrong	1967	20 th Century	
Raindrops Keep Falling on my Head	Bacharach and David	1969	20 th Century	Other songs of theirs, very prolific
For the Beauty of the Earth	Rutter*	1980	20 th Century	Harvest
Stay	Eternal*	1993	20 th Century	
Wild Man	Kate Bush*	2011	21 st Century	

KS2 Subject Content

Pupils should be taught to 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. Pupils should be taught to:

- 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

	Autumn		Spring		Summer	
	Mamma Mia	Glockenspiel	Stop	Lean On Me	Blackbird	Reflect, Rewind, and Replay
Year 3 / 4	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Mamma Mia</i> by Abba • <i>Dancing Queen</i> by Abba • <i>The Winner Takes It All</i> by Abba • <i>Waterloo</i> by Abba • <i>Super Trouper</i> by Abba • <i>Thank You For The Music</i> by Abba 	1. Compose <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Stop!</i> - Grime • <i>Gotta Be Me</i> performed by Secret Agent 23 Skidoo (Hip Hop) • <i>Radetzky March</i> by Strauss (Classical) • <i>Can't Stop The Feeling!</i> by Justin Timberlake (Pop with soul, funk and disco influence) • <i>Libertango</i> by Astor Piazzolla (Tango) • <i>Mas Que Nada</i> performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Lean On Me</i> by Bill Withers • <i>He Still Loves Me</i> by Walter Williams and Beyoncé • <i>Shackles</i> by Mary Mary • <i>Amazing Grace</i> by Elvis Presley • <i>Ode To Joy Symphony No 9</i> by Beethoven • <i>Lean On Me</i> by The ACM Gospel Choir 	1. Listen and Appraise <ul style="list-style-type: none"> • <i>Blackbird</i> by The Beatles • <i>Yellow Submarine</i> by The Beatles • <i>Hey Jude</i> by The Beatles • <i>Can't Buy Me Love</i> by The Beatles • <i>Yesterday</i> by The Beatles • <i>Let It Be</i> by The Beatles 	<ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	2. Musical Activities <ul 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 	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song 	2. Musical Activities <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song (there are 2 parts) • Play Instruments with the Song (over the coda section) • Improvise with the Song (over the coda section) • Compose with the Song (over the coda section) 	
	3. Perform the Song	2. Perform the Song	3. Perform the Song	3. Perform the Song	3. Perform the Song	

Year 3/4 Music Selection				
Piece	Composer (*UK)	Year	Period	Notes
O Euchari	Hildegard	1140	Early	Sampled in modern songs eg Sun Rising
Hallelujah Chorus	Handel	1741	Baroque	
Hornpipe from Water Music	Handel	1717	Baroque	
National Anthem	Unknown...		Baroque	Various possible composers. British values
Canon in D	Pachelbel	1680	Baroque	Samples in other songs
Winter from Four Seasons	Vivaldi	1725	Baroque	Feel free to listen to other three
Moonlight Sonata	Beethoven	1801	Classical	
5th Symphony 4th Movement	Beethoven	1808	Classical	1 st Movement also famous
Night on a Bare Mountain	Mussorgsky	1867	Romantic	
Toccata	Widor	1879	Romantic	
Barcarolle-Tales of Hoffmann	Offenbach	1881	Romantic	
Danse Macabre	Saint-Saëns	1874	Romantic	
Largo from New World Symphony	Dvořák	1893	Romantic	New World?
Pomp and Circumstance	Elgar*	1901	20 th Century	Last Night of the Proms
Dinah	Louis Armstrong	1920	20 th Century	Early jazz
Troika	Prokofiev	1933	20 th Century	Christmas
Dance of the Night	Prokofiev	1935	20 th Century	
Take the A Train	Duke Ellington	1939	20 th Century	
Fanfare for the Common Man	Copland	1942	20 th Century	
Young Person's Guide to the Orchestra	Britten*	1945	20 th Century	Also Bill Baileys Remarkable Guide to the Orchestra
My Baby Just Cares For Me	Nina Simone	1958	20 th Century	
Sabre Dance	Katachurian	1941	20 th Century	
I Got You	James Brown	1964	20 th Century	
Pink Panther Theme	Henry Mancini	1963	20 th Century	Cartoon series
With a Little Help	Beatles*	1967	20 th Century	
We Will Rock You	Queen*	1977	20 th Century	
Le Freak	Chic	1978	20 th Century	Nile Rogers produced many recent songs
Theme from Superman	John Williams*	1978	20 th Century	Film plus other JW music
Mission Impossible theme	Lalo Shiffrin	1967	20 th Century	Several remixes
Wonderwall	Oasis*	1995	20 th Century	Mike Flowers cover with a 60s style
Amelie's Theme	Yann Thiesen	2001	21 st Century	

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- 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

	Autumn		Spring		Summer	
Year 4/5	Mamma Mia	Glockenspiel	Stop	Lean On Me	Blackbird	Reflect, Rewind, and Replay
	<p>4. Listen and Appraise</p> <ul style="list-style-type: none"> • <i>Mamma Mia</i> by Abba • <i>Dancing Queen</i> by Abba • <i>The Winner Takes It All</i> by Abba • <i>Waterloo</i> by Abba • <i>Super Trouper</i> by Abba • <i>Thank You For The Music</i> by Abba <p>5. Musical Activities</p> <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song <p>6. Perform the Song</p>	<p>3. Compose</p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>4. Perform the Song</p>	<p>4. Listen and Appraise</p> <ul style="list-style-type: none"> • <i>Stop!</i> - Grime • <i>Gotta Be Me</i> performed by Secret Agent 23 Skidoo (Hip Hop) • <i>Radetzky March</i> by Strauss (Classical) • <i>Can't Stop The Feeling!</i> by Justin Timberlake (Pop with soul, funk and disco influence) • <i>Libertango</i> by Astor Piazzolla (Tango) • <i>Mas Que Nada</i> performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) <p>5. Musical Activities</p> <ul 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>6. Perform the Song</p>	<p>4. Listen and Appraise</p> <ul style="list-style-type: none"> • <i>Lean On Me</i> by Bill Withers • <i>He Still Loves Me</i> by Walter Williams and Beyoncé • <i>Shackles</i> by Mary Mary • <i>Amazing Grace</i> by Elvis Presley • <i>Ode To Joy Symphony No 9</i> by Beethoven • <i>Lean On Me</i> by The ACM Gospel Choir <p>5. Musical Activities</p> <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song • Play Instruments with the Song • Improvise with the Song • Compose with the Song <p>6. Perform the Song</p>	<p>4. Listen and Appraise</p> <ul style="list-style-type: none"> • <i>Blackbird</i> by The Beatles • <i>Yellow Submarine</i> by The Beatles • <i>Hey Jude</i> by The Beatles • <i>Can't Buy Me Love</i> by The Beatles • <i>Yesterday</i> by The Beatles • <i>Let It Be</i> by The Beatles <p>5. Musical Activities</p> <ul style="list-style-type: none"> • Warm-up Games (including vocal warm-ups) • Flexible Games • Learn to Sing the Song (there are 2 parts) • Play Instruments with the Song (over the coda section) • Improvise with the Song (over the coda section) • Compose with the Song (over the coda section) <p>6. Perform the Song</p>	<ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place

Year 4/5 Music Selection				
Piece	Composer (*UK)	Year	Period	Notes
If Ye Love Me	Tallis	1560	Renaissance	
Rondeau from Abdelazar	Purcell*	1676	Baroque	
Zadok the Priest	Handel	1727	Baroque	King Solomon, Old testament book of Samuel
Gloria in Excelsis Deo	Vivaldi	1716	Baroque	
Miserere	Allegri	1680	Baroque	
Papageno's song from Magic Flute	Mozart	1791	Classical	
Fur Elise	Beethoven	1810	Classical	
Andante Molto from Romance for Violin	Clara Schumann	1853	Romantic	
Dies Irae	Verdi	1874	Romantic	
Pizzicato Polka	J Strauss II	1892	Romantic	
Piano Concerto 1 st Movement	Grieg	1868	Romantic	Famous Morecambe and Wise sketch
1 st movement from Piano Concerto no.2	Rachmaninov	1900	20 th Century	
La Mer	Debussy	1903	20 th Century	
Livery Stable Blues	Dixieland Jazz Band	1917	20 th Century	
Adagio for Strings	Samuel Barber	1938	20 th Century	
English Folk Song Suite	Vaughan Williams*	1923	20 th Century	
Londonderry Air	Grainger	1938	20 th Century	Danny Boy
Take 5	Dave Brubeck	1959	20 th Century	
Salt Peanuts	Charlie Parker/Louis Armstrong	1942	20 th Century	
A Hard Rain's Gonna Fall	Bob Dylan	1963	20 th Century	
Yellow Submarine	Beatles*	1967	20 th Century	
Hushabye Mountain from Chitty Chitty	Sherman	1968	20 th Century	Film
Love Really Hurts Without You	Billy Ocean	1976	20 th Century	
Smalltown Boy	Bronski Beat*	1984	20 th Century	LGBTQ
Time Lapse	Michael Nyman*	1985	20 th Century	
Dirty Old Town	The Pogues	1985	20 th Century	
Belfast Child	Simple Minds*	1989	20 th Century	
Play Dead	Bjork	1993	20 th Century	
Theme from Lord of the Rings	Howard Shore	2000	21 st Century	
Jai Ho from Slumdog	AR Rahman	2008	21 st Century	
Shake it Off	Taylor Swift	2014	21 st Century	
Human	Rag n Bone Man*	2016	21 st Century	
Smells Like Teen Spirit	The Bad Plus	2000	21 st Century	Jazz version

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- listen with attention to detail and recall sounds with increasing aural memory
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- develop an understanding of the history of music

	Autumn		Spring		Summer	
Year 6	Specialist Teacher: Guitars	Specialist Teacher: Guitars	Specialist Teacher: Guitars	Specialist Teacher: Guitars	Specialist Teacher: Guitars	Specialist Teacher: Guitars School Musical Production

Year 6 Music Selection				
Piece	Composer (*UK)	Year	Period	Notes
Gaudete	Anon	1581	Renaissance	Christmas version, means 'rejoice'
Beatus Vir	Monteverdi	1630	Baroque	
Tocatta and Fugue in D Minor	Bach	1703	Baroque	samples
Death and the Maiden 1 st Movement	Schubert	1824	Classical	
40 th Symphony 1 st Movement	Mozart	1788	Classical	
Can Can from Orpheus in the Underworld	Offenbach	1858	Romantic	Greek myth
Hungarian Dance no.5	Brahms	1858	Romantic	
Baba Yaga (The Hut on Fowls Legs)	Mussorgsky	1874	Romantic	Folk Tales
1812 Overture	Tchaikovsky	1880	Romantic	Napoleon, Invasion of Russia
Toreador Song from Carmen	Bizet	1875	Romantic	Toreadors, Matadors etc, Animal cruelty
Runaway Blues	Ma Rainey	1928	20 th Century	
Fantasia on Greensleeves	Vaughan-Williams*	1934	20 th Century	
O Fortuna from Carmina Burana	Orff	1935	20 th Century	Old Spice advert
2 nd Movement Concerto de Aranjuez	Rodrigo	1939	20 th Century	Aka Orange Juice
Round Midnight	Miles Davies	1957	20 th Century	
Scarborough Fair	Simon and Garfunkel	1966	20 th Century	
Revolver (album)	Beatles*	1966	20 th Century	
Tubular Bells	Mike Oldfield*	1973	20 th Century	
Waterloo	Abba	1974	20 th Century	Reforming!
Somebody to Love	Queen*	1976	20 th Century	George Michael cover is better imho
Jaws theme	John Williams*	1975	20 th Century	Film...maybe
Glassworks	Philip Glass	1981	20 th Century	
Every Breath You Take	Police*	1983	20 th Century	Puff Daddy cover, tribute to 2Pac
Back To Life	Soul II Soul*	1989	20 th Century	
Say My Name	Destiny's Child	1999	20 th Century	
Connect It	Anna Meredith*	2015	21 st Century	