

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	 <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit last.</p>	 <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	 <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	 <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Spring, The Teeny Weeny Tadpole, The story of Easter.</p>	 <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p>	 <p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
Content	Number songs and rhymes Nursery rhymes and autumn songs	Number songs and rhymes Nursery rhymes and Christmas songs	Number songs and rhymes Nursery rhymes and winter songs	Number songs and rhymes Nursery rhymes and animal songs	Number songs and rhymes Nursery rhymes and growing songs	Number songs and rhymes Nursery rhymes and beach/sea songs
Skill	Listening to and join in with known songs and rhymes and use musical instruments to tap out a rhythm.  To sing rhymes	Sing familiar Nursery Rhymes	<b>Listening to, join in with and perform with Nursery rhymes and use musical instruments</b> and body percussion <b>to tap out a rhythm. (recall from Autumn 1)</b>  Sing familiar songs or make up own songs.  To play instruments with increasing control - shaking, tapping or striking	Sing familiar Nursery Rhymes  Sing songs clearly using correct words that have been learned.	Sing familiar songs in the correct tone and changing melody if appropriate	Sing and perform new and familiar Nursery Rhymes and songs alongside playing instruments and following the rhythm. <b>(recall from Spring 1)</b>  To listen to music and create movements to the different beats
Knowledge	To know number songs and rhymes  To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.	To know number songs and rhymes	To know number songs and rhymes  To play instruments to express feelings and ideas.	To know number songs and rhymes  Know and use the correct words that have been learned for songs and rhymes.	To know number songs and rhymes  To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.	To know number songs and rhymes  To know that body movements can be changed depending on the rhythm to achieve a desired effect.

Key: Red = revisiting previous years learning




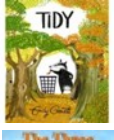







Blue = revisiting current years learning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Do you want to be Friends? (5 weeks &amp; 2 days)</b></p> <p>The Colour Monster (2 weeks) By Anna Llenas </p> <p>Elmer (1 week) </p> <p>Little Red Hen (1 week) </p>	<p><b>Starry Night (7 weeks)</b></p> <p>Binny's Divali (1 week) </p> <p>Remember Remember The Fifth of November (1 week) </p> <p>How to Catch a Star (1 week) </p> <p>Whatever Next (1 week) </p> <p>Owl Babies (2 weeks) </p> <p>Mog's Christmas (1 week) </p>	<p><b>People Who Help Us (Me and my community) (6 weeks &amp; 4 days)</b></p> <p>The Little Red Hen by Lady-bird books (2 weeks) </p> <p>The Three Little Pigs by cola Lawrence (3 weeks) </p> <p>People who help us series of non-fiction books (police, fire, ambulance crew, doctors) (1 weeks &amp; 4 days) </p>	<p><b>Why do Zebras have stripes? (7 weeks)</b></p> <p>Handa's Surprise by Eileen Browne (2 weeks) </p> <p>The Tiger who came to Tea by Judith Kerr (2 weeks) </p> <p>Maybe by Chris Haughton (2 weeks) </p>	<p><b>Sunshine &amp; Sunflowers (6 weeks)</b></p> <p>The Very Hungry Caterpillar by Eric Carle (3 weeks) </p> <p>Jack and the Beanstalk by Mara Alperin (3 weeks) </p>	<p><b>Do Cows Drink Milk? (6 weeks)</b></p> <p>A Squash and a Squeeze by Julia Donalson (2 weeks) </p> <p>The Cow that laid an Egg by Andy Cutbill (2 weeks) </p> <p>Farmyard Hullabaloo by Giles Andrea (2 weeks) </p>
Content	<p>Peace Song – International Peace Day, Divali Song, Celebration song for assembly, Wake and Shake up routine.</p> <p>Songs with 5 – counting up and down</p>	<p>Using un-tuned percussion instruments to accompany songs with 5</p> <p>Xmas songs ready to perform for xmas concert.</p> <p>Dance workshop on 'how to catch a star'</p>	<p>Chinese new year dance workshop</p> <p>Selecting un-tuned instruments to play with songs/new nursery Rhymes (building on interests of the children)</p> <p>Making musical instruments and using them rhythmically.</p>	<p>Using Dance to represent elements of emotion in a story workshop</p> <p>Learning spring songs and performing to parents - creating a simple dance-moving to the rhythm of the music.</p>	<p>New nursery Rhymes (building on interests of the children)</p> <p>Introducing playing un-tuned instruments on the beat. (revisit playing to the rhythm)</p>	<p>Using Dance to represent elements of emotion in a story workshop</p> <p>Introducing playing simple tuned instruments on the beat</p> <p>Recall repertoire for the year and select favourite songs to perform.</p>
EAD	<p>Creating with Materials: - Begins to build a collection of songs and dances.</p> <p>Learning to sing with an awareness of rhythm so that there is unison in class/year group joint singing.</p>	<p>Creating with Materials: - Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <p>Learning to sing with an awareness of rhythm so that there is unison in class/year group joint singing.</p> <p>Noticing dynamics in music (guitar or played tracks) to change the dynamics of their singing</p>	<p>Being Imaginative and Expressive: - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>Make an un-tuned musical instrument using junk modelling. Build on skills from Autumn 2 (junk modelling)</p> <p>Clapping syllables of words to create a rhythm.</p>	<p>Being Imaginative and Expressive: - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Using the words of songs to create movements that can be used to create a dance or to accompany the song.</p>	<p>Creating with Materials: - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Being Imaginative and Expressive: - Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy.</p> <p>Revisit rhythm spring 1 and develop the skill of clapping on the beat.</p>	<p>Being Imaginative and Expressive: - Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Revisit Autumn 2 Learning to sing with an awareness of rhythm so that there is unison in class song for performance to parents.</p>
Knowledge	<p><b>Recall Nursery's favourite songs as voice warm ups</b></p> <p>5 Speckled frogs, 5 little men in a flying saucer 5 little ducks went swimming one day 1,2,3,4,5 once I caught a fish alive, 5 little monkeys jumping on the bed 1 man went to mow</p>	<p><b>Recall previous half-term songs as voice warm ups</b></p> <p>Words of Christmas song Cultural value of singing. Dynamics - loud and quiet</p>	<p><b>Recall previous half-term songs as voice warm ups</b></p> <p>What creates the sound in an unturned musical instrument? Skins, surfaces, moving parts, strings.</p> <p><b>Revisit Dynamics from Autumn 2 to play instrument with musicality</b></p> <p>Syllables in words create a rhythm in the music - fast claps and slow claps—the pattern doesn't stay the same.</p>	<p><b>Recall previous half-term songs as voice warm ups</b></p> <p>Understand the meaning of words and learn how to represent the words with actions or movement that represent the nouns, verbs or adjectives.</p>	<p><b>Recall previous half-term songs as voice warm ups</b></p> <p>What is a beat—a steady pulse, like when you walk, like your heart beat—it stay the same it doesn't get faster or slower. The pattern stays the same and we can count it: 1,2—1,2,3—1,2,3,4</p>	<p><b>Recall previous half-term songs as voice warm ups</b></p> <p><b>Recall repertoire for the year and select favourite songs to perform.</b></p>
Clip Clop	<p>Half-termly sessions with Artis specialist – Clip Clop: Children explore music in a range of ways, responding to a variety of music and the emotions it evokes or the atmosphere it creates and choosing particular movements that imaginatively express the elements of the dynamics, tempo or texture of the music.</p>					
EAD ELG	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>· Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>· Share their creations, explaining the process they have used.</li> </ul>			<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>· Sing a range of well-known nursery rhymes and songs.</li> <li>· Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.</li> </ul>		

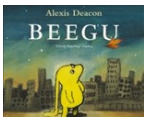
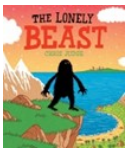








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas</p>  <p>The Leaf Thief by Alice Hemming (3 weeks)</p>  <p>Superworm by Julia Donaldson (3 weeks)</p> 	<p>Tidy by Emily Gravett (4 weeks)</p>  <p>Three Billy Goats Gruff</p>  <p>Little Witch Hazel (3 weeks)</p>	<p>Rapunzel by Bethan Woollvin (4 weeks)</p>  <p>Where is the dragon? (3 weeks)</p> 	<p>Katie in London (3 weeks)</p>  <p>Paddington at the Palace by Michael Bond (3 weeks)</p> 	<p>Grandad's Island (5 weeks)</p> 	<p>The Lion Inside (7 weeks)</p> 
Content	<p>Making up lyrics to "Here We Go Round the Mulberry Bush" Charanga – Hey You!</p>	<p>Charanga – Rhythm in the way we walk  Christmas Production—All around the World</p>	<p>Charanga – In the groove</p>	<p>Traditional and contemporary rhymes, poems and songs that have a London theme  Charanga – Round and round</p>	<p>Carnival—Brazilian Samba Music  Charanga – Your imagination</p>	<p>Perform animal songs and rhymes to an audience. Use percussion and voices to add extra interest and excitement. Talk about dynamics and changes in tempo.  Charanga – Reflect, Rewind and Replay</p>
Skills	<p>Work together to sing in tune by listening to the music and matching the sound.  Create an action that fits in time with the words of the song and that represents the word. <b>Revisit Spring 2 Reception</b>  Play C and G on a zylophone or glockenspiele to accompany a song  Improvise a call and response using C and G</p>	<p>Learn Pulse, rhythm and pitch,  Learn rapping, dancing and singing.  Sing from memory songs for the performance.  Dance to the rhythm of the music using hand movements to represent the words.  Perform to parents with confidence.</p>	<p>Play C and D on a zylophone or glockenspiele to accompany a song  Improvise a call and response using C and D</p>	<p>Listen to and join in with traditional and contemporary rhymes, poems and songs - Learn by heart  Sing a round—sing the melody at different start point through the song—listening to the other parts and harmony  Play D, C and F on a zylophone or glockenspiele to accompany a song  Improvise a call and response using E and D</p>	<p>Listen to the music of Brazil and see how many instruments they can hear.  Experiment with playing the instruments they hear. Can they be played in more than one way to create different sounds?  Play along to the samba music they have been listening to following the rhythm or beat with the percussion instruments.  <b>Revisit—rhythm and Beat from Reception</b>  Play G, C and E on a zylophone or glockenspiele to accompany a song  Improvise a call and response using C and D</p>	<p>Performing to an audience  <b>Revisit—Understand the meaning of words and learn how to represent the words with actions or movement that represent the nouns, verbs or adjectives —from reception Spring 2—develop using percussion instruments</b></p>
Charanga Skills	<ol style="list-style-type: none"> <li>Listen and Appraise</li> <li>Musical Activities - learn and/or build on your knowledge and understanding about pulse, rhythm and pitch. Play, Improvise, Compose</li> <li>Perform the Song</li> </ol>	<ol style="list-style-type: none"> <li>Listen and Appraise</li> <li>Musical Activities - learn and/or build on your knowledge and understanding about pulse, rhythm and pitch.</li> <li>Perform the Song</li> </ol>	<ol style="list-style-type: none"> <li>Listen and Appraise</li> <li>Musical Activities - learn and/or build on your knowledge and understanding about pulse, rhythm and pitch. <ul style="list-style-type: none"> <li>Play Instruments with the Song</li> <li>Improvise with the Song <ol style="list-style-type: none"> <li>Clap and Improvise!</li> <li>Sing and Play and Improvise!</li> </ol> </li> <li>Compose with the Song <ol style="list-style-type: none"> <li>create a tune on the whiteboard</li> <li>Children play the tune on their instrument</li> </ol> </li> </ul> </li> <li>Perform the Song - perform and share your learning as you progress through the Unit of Work.</li> </ol>	<ol style="list-style-type: none"> <li>Listen and Appraise - Reflect and Rewind</li> <li>Musical Activities Reflect, Rewind and Replay</li> <li>Perform and Share Replay</li> <li>Pick'n'mix</li> </ol>		
Knowledge	<p>Words have syllables, and the new words we use need to have the same number of syllables to make the same rhythm so they fit into the tune of the song.  Learn the song Hey You!  <ul style="list-style-type: none"> <li>Hey You! by Joanna Mangona</li> <li>Me, Myself And I by De La Soul</li> <li>Fresh Prince Of Bel Air by Will Smith</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>	<p>Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music.  <ul style="list-style-type: none"> <li>Rhythm In The Way We Walk by Joanna Mangona</li> <li>The Planets, Mars by Gustav Holst</li> <li>Tubular Bells by Mike Oldeld</li> </ul> <p>Learn The Banana Rap, an action song/rap about the dimensions of music but focussing on pitch:  <ul style="list-style-type: none"> <li>The Banana Rap by Jane Sebba</li> <li>Happy by Pharrell Williams</li> <li>When I'm 64 by The Beatles</li> </ul> <p>Learn Pulse, rhythm and pitch,  Learn rapping, dancing and singing.  Learn songs from All Around the World, following the pitch and rhythm of the words.  Learn a dance that is in rhythm with the music of the songs.</p> </p></p>	<p>Learn the song in The groove.  <ul style="list-style-type: none"> <li>How Blue Can You Get by B.B. King</li> <li>Let The Bright Seraphim by Handel</li> <li>Livin' La Vida Loca by Ricky Martin</li> <li>Jai Ho by J.R. Rahman</li> <li>Lord Of The Dance by Ronan Hardiman</li> <li>Diggin' On James Brown by Tower Of Power</li> </ul> <p>A composition—is like a story made of music—anyone can compose  Improvisation is about making up your own tunes on the spot—any one can improvise  A performance is sharing music with other people, called an audience.  Learn the names of the notes and instruments</p> </p>	<p>Traditional and contemporary rhymes, poems and songs—that have a London theme. London Bridge is Falling Down, Oranges and Lemons, Pussy Cat, Pussy Cat Ring a Ring o' Roses.  How to Sing a round—A round in music is a composition in which 2 or 3 voices or groups sing exactly the same melody in unison with each voice/group starting at different times.  Learn the song: Round And Round ( Bossa Nova) by Joanna Mangona  <ul style="list-style-type: none"> <li>Livin' La Vida Loca (Latin/Pop) by Ricky Martin</li> <li>March Of The Empire ( Film music) by John Williams</li> <li>It Had Better Be Tonight ( Latin/ Big Band Jazz) by Michael Bubl�</li> <li>Why Don't You ( Big Band/Dance) by GramophoneDzie</li> <li>Oye Como Va (Latin/Jazz) by Santana</li> </ul> </p>	<p>What instruments can be heard in a samba carnival music—building on 'listening activities' in charanga lessons.  Find out the dictionary definition of 'percussion' and experiment with playing the instruments they hear. Vocab: Striking, shaking, scraping, tapping, rubbing  Learn the song: Your Imagination by Joanna Mangona and Pete Readman  <ul style="list-style-type: none"> <li>Supercalifragilisticexpialidocious from Mary Poppins</li> <li>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</li> <li>Daydream Believer by The Monkees</li> <li>Rainbow Connection from The Muppet Movie</li> <li>A Whole New World from Aladdin</li> </ul> </p>	<p>Dynamics—loud and quiet Tempo—fast and slow  How the sound of an instrument—if struck, rubbed, shook, scraped, or tapped—can sound like or represent a characteristic of an animal—the sound they make or the way they move or the feelings people have toward a particular animal.  History of Music Language of Music  Reflect - A Song Before Sunrise by Delius - 20th Century Rewind and Listen Out! <a href="#">The Fresh Prince Of Bel Air by Will Smith</a> Reflect - The Firebird by Stravinsky - 20th Century Rewind and Listen Out! <a href="#">When I'm 64 by The Beatles</a> Reflect - The Bird by Prokofiev - 20th Century Rewind and Listen Out! <a href="#">Jai Ho by A. R. Rahman</a> Reflect - Grand March from Aida by Verdi - Classical Rewind and Listen Out! <a href="#">Oye Como Va by Santana</a> Reflect - Bolero by Ravel - 20th Century Rewind and Listen Out! <a href="#">Pure Imagination from the film Charlie And The Chocolate Factory</a> Reflect - The Lamb by John Tavener - Contemporary Rewind and Listen Out! <a href="#">Rainbow Connection</a> sung by Kermit The Frog</p>
Clip Clop	Half-termly sessions with Artis specialist – Clip Clop: Children explore music in a range of ways, responding to a variety of music and the emotions it evokes or the atmosphere it creates and choosing particular movements that imaginatively express the elements of the dynamics, tempo or texture of the music.					
Charanga Knowledge	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Singing— To confidently sing or rap five songs from memory and sing them in unison. A composition—is like a story made of music—anyone can compose Improvisation is about making up your own tunes on the spot—any one can improvise A performance is sharing music with other people, called an audience. Learn the names of the notes and instruments</p>					

**Key: Red = revisiting previous years learning**  
**Blue = revisiting current years learning**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonely Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	1-2-3 Ocarina	1-2-3 Ocarina	1-2-3 Ocarina	1-2-3 Ocarina	Charanga: Hands Feet and Heart	1001 Arabian Nights—Year 2 end of School performance
Skills	<p>Play G, B, D' by using the correct fingering on the ocarina.</p> <p>Can read three notes on a stave</p> <p>Can tongue notes clearly</p> <p>Can play rests silently</p> <p>Can perform songs 1 to 8 of <b>1-2-3 Ocarina</b></p> <p>Play to a half class audience</p>	<p>Play G, B, D' by using the correct fingering on the ocarina.</p> <p>Play D, E</p> <p>Can read 5 notes on a stave</p> <p>Can slur and tongue notes clearly</p> <p>Can play rests silently</p> <p>Can play staccato</p> <p>Can perform songs 9 to 14 of <b>1-2-3 Ocarina</b></p> <p>Play to another class audience</p>	<p>Play D, E, G, B, D' by using the correct fingering on the ocarina.</p> <p>Play A, C</p> <p>Can read 7 notes on a stave</p> <p>Can slur and tongue notes clearly</p> <p>Can play rests silently</p> <p>Can play staccato</p> <p>Can perform songs 15 to 20 of <b>1-2-3 Ocarina</b></p> <p>Can play quietly and loudly (dynamics)</p> <p>Can speed up when necessary (Tempo)</p> <p>Play to another year group audience</p>	<p>Play D, E, G, B, D' , A, C by using the correct fingering on the ocarina.</p> <p>Play F# and C#</p> <p>Can read 9 notes on a stave</p> <p>Can slur and tongue notes clearly</p> <p>Can play rests silently</p> <p>Can play staccato</p> <p>Can perform songs 21 to 28 of <b>1-2-3 Ocarina</b></p> <p>Can play quietly and loudly (dynamics)</p> <p>Can speed up when necessary (Tempo)</p> <p>Play to parents in a larger setting (the Hall)</p>	<p>1.Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music.</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. Learn to Sing the Song</p> <p>c. Play Instruments with the Song (using C and D)</p> <p>d. Improvise with the Song (using C and D)</p> <p>e. 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>Learning and memorising songs with rhythmic accuracy and correct words.</p> <p>Performing memorised songs with a good sense of pitch(singing in tune), following the dynamics of the backing track and keeping the correct duration of notes to create an atmosphere.</p> <p>Creating and memorising hand gestures to represent the words and accompany the songs.</p> <p>Perform a memorised dance based on the song, dancing in unison with the group and in time to the music.</p>
Knowledge	<p>Learn Ocarina note G,B,D' on a stave</p> <p>To play the notes G,B,D' on the ocarina by reading music</p> <p>To read the rhythm of the notes including rests</p> <p>Features of an Ocarina Holding an Ocarina Playing an Ocarina</p> <p>Learn crotchets and semi-breves and rests on a stave</p> <p>Counting in your head to establish the pulse</p>	<p>Revisit G, B, D' and learn Ocarina note D, E,</p> <p>To play those notes by reading music</p> <p>To read the rhythm of the notes including rests</p> <p>Revisit crotchets and semi-breves and rests on a stave and learn minims and dotted minims</p> <p>Learn a slur and staccato</p> <p>Counting new rhythms</p>	<p>Revisit G, B, D' D and E and learn Ocarina note A, C</p> <p>To play those new notes by reading music</p> <p>To read the rhythm of the notes including rests</p> <p>Revisit crotchets and semi-breves, rests on a stave , minims, dotted minims, and learnquavers</p> <p>Learn dynamics and tempo in relation to playing the ocarina</p>	<p>Revisit G, B, D', D, E, A, C and learn Ocarina note F# and C#</p> <p>To play the notes by reading music</p> <p>To read the rhythm of the notes including the rests</p> <p>Revisit crotchets and semi-breves, rests on a stave , minims, dotted minims, quavers and learn sharp and natural signs</p> <p>Learn about sharps and natural signs</p> <p>Learn about key signatures</p>	<ul style="list-style-type: none"> <li>Hands, Feet, Heart by Joanna Mangona</li> <li>The Click Song sung by Miriam Makeba</li> <li>The Lion Sleeps Tonight sung by Soweto Gospel Choir</li> <li>Bring Him Back by Hugh Masekela</li> <li>You Can Call Me Al by Paul Simon</li> <li>Hiokoloz by Arthur Mofokate</li> </ul> <p>Interrelated dimensions of music</p> <p>To know songs off by heart.</p> <ul style="list-style-type: none"> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul> <p>To know the difference between pulse and rhythm</p> <p>Singing— To confidently sing from memory and in unison.</p> <p>A composition—is like a story made of music— anyone can compose</p> <p>Improvisation is about making up your own tunes on the spot—any one can improvise</p>	<p>To know 6 songs off by heart—6 songs from 1001 Arabian Nights:</p> <ul style="list-style-type: none"> <li>These two camels</li> <li>Aladin found a magic lamp</li> <li>Sheherazad</li> <li>40 thieves</li> <li>Sinbad sailed the seven seas.</li> </ul> <p>To know some songs have a chorus or a response/ answer part.</p> <p>Singing— To confidently sing from memory and in unison.</p> <p>Singing involves—pitch, dynamics, tempo and duration</p>

Key: Red = revisiting previous years learning

Blue = revisiting current years learning