

St Mark's CE Primary School
Music Curriculum Map 2024-2025



*This Music Curriculum Map has been developed by Mrs Grace Webster from the mandatory **Music programme of study for key stages 1 and 2** set out in September 2013 as part of the National Curriculum by the Department of Education in England. It is supported by the sticky knowledge created by Focus Education, Development Matters non-statutory guidance from birth to ELG's and the Model Music Curriculum Non-statutory guidance published in March 2021.*

The National Curriculum states that children in KS1 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

The National Curriculum states that children in KS2 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

In this Curriculum Map, these expectations have been broken down into four key areas.

- Singing and Performing/Instrumental Performance
- Listening
- Composing

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and Performing/ Instrumental performance	Birth to three: <ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	ELG's: <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. Additional: <ul style="list-style-type: none"> 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. 	Sticky Knowledge: <ul style="list-style-type: none"> Make different sounds with voice and with instruments. Follow instructions about when to play and sing. Use instruments to perform and choose sounds to represent different things. 	Sticky Knowledge: <ul style="list-style-type: none"> Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse. Play simple rhythmic patterns on an instrument. 	Sticky Knowledge: <ul style="list-style-type: none"> Play clear notes on instruments and use different elements in composition. 	Sticky Knowledge: <ul style="list-style-type: none"> Sing songs from memory with accurate pitch 	Sticky Knowledge: <ul style="list-style-type: none"> Maintain own part whilst others are performing their part. 	Sticky Knowledge: <ul style="list-style-type: none"> Sing in harmony confidently and accurately. Perform parts from memory. Take the lead in a performance.
	Three and Four Year olds: <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. 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. 		NC Knowledge/Skills: <ul style="list-style-type: none"> Use their voice to speak/sing/chant. Join in with singing. Copy sounds. Clap short rhythmic patterns. Use instruments to perform. Follow instructions about when to play or sing. Look at their audience when they are performing. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Sing and follow the melody (tune) Sing accurately at a given pitch Perform simple patterns and accompaniments keeping a steady pulse Perform with others Play simple rhythmic patterns on an instrument Sing/clap a pulse increasing or decreasing in tempo. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Sing in tune with expression. Control their voice when singing. Play clear notes of instruments. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Perform a simple part rhythmically. Sing songs from memory with accurate pitch. Improvise using repeated patterns. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Breathe in the correct place when singing. Sing and use their understanding of meaning to add expression. Maintain their part whilst others are performing their part. Perform 'by ear' and from simple notations. Improvise within a group using melodic and rhythmic phrases. Recognise and use basic structural forms e.g. rounds, variations, rondo form. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Sing a harmony part confidently and accurately. Perform parts from memory. Perform using notations. Take the lead in a performance. Take on a solo part. Provide rhythmic support.
	Vocab: Sing, Dance, Music, Song.		Vocab: Chants, pitch, mi-so, pentatonic songs, call and response	Vocab: Pitch, do-so, dynamics, tempo, crescendo, decrescendo, pause	Vocab: Unison, pitch, do-so, forte, piano, beat, tempo	Vocab: Octave (do-do), crescendo, decrescendo, rounds, partner songs, time signatures	Vocab: Three-part rounds, partner songs, verse and a chorus	Vocab: Syncopated, three and four part rounds
					Staff notation, Middle C, trios, quartets, dot notation, solo, allegro, adagio, stave, clef, crotchets, paired quavers	Melody, accompaniment, duet, static, moving parts, scores, texture.	Tuned percussion, staff notation, triads, arrangements, playing by ear, semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers	Staff notation, octave range (do-do), ff, pp, mf, mp, tuned percussion, semibreves, minims, crotchets, quavers, semiquavers, rests

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Birth to three: <ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. 	Additional: <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	Sticky Knowledge: <ul style="list-style-type: none"> Say whether they like or dislike a piece of music. 	Sticky Knowledge: <ul style="list-style-type: none"> Make connections between notations and musical sounds. 	Sticky Knowledge: <ul style="list-style-type: none"> Improve my work; explaining how it has been improved. Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. Recognise the work of at least one famous composer. Listen carefully and recognise high and low phrases. 	Sticky Knowledge: <ul style="list-style-type: none"> Identify and describe the different purposes of music. Begin to identify the style of work of Beethoven, Mozart and Holst. Explain why silence is often needed in music and explain what effect it has. 	Sticky Knowledge: <ul style="list-style-type: none"> Describe, compare and evaluate music using musical vocabulary. Explain why they think music is successful or unsuccessful. Contrast the work of a famous composer with another and explain preferences. Repeat a phrase from the music after listening intently. 	Sticky Knowledge: <ul style="list-style-type: none"> Accurately recall a part of the music listened to. Analyse features within different pieces of music Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Compare and contrast the impact that different composers from different times have had on people of that time.
	Three and Four Year olds: <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 		NC Knowledge/Skills: <ul style="list-style-type: none"> Respond to different moods in music. Say how a piece of music makes them feel Recognise repeated patterns. Say whether they like or dislike a piece of music. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Improve their own work. Listen out for particular things when listening to music 	NC Knowledge/Skills: <ul style="list-style-type: none"> Improve their work explaining how it has improved. Use musical words (the elements of music) to describe a piece of music and composition. Use musical words to describe what they like and dislike. Recognise the work of at least one famous composer. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Explain the place of silence and say what effect it has. Start to identify the character of a piece of music. Describe and identify the different purposes of music. Begin to identify with the style of work of Beethoven, Mozart and Holst. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Describe, compare and evaluate music using musical vocabulary. Explain why they think their music is successful or unsuccessful. Suggest improvements to their own or others' work. Choose the most appropriate tempo for a piece of music. Contrast the work of famous composers and show preferences. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Refine and improve their work. Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times will have had on the people of the time.
	Children are encouraged to use the vocabulary they have learned in their Singing, Performing or Composing lessons when listening to music. From Year 1, the children will be introduced to a variety of Western Classical, Film, Popular and Traditional Music. They will learn key musical facts about the music such as where it originates from or from what period it is from.							

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	Birth to three: <ul style="list-style-type: none"> Explore their voices and enjoy making sounds. Explore a range of sound-makers and instruments and play them in different ways. 	ELG's: <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	Sticky Knowledge: <ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns. Make a sequence of sounds and respond to different moods in music. 	Sticky Knowledge: <ul style="list-style-type: none"> Order sounds to create a beginning, middle and an end. Create music in response to different starting points. 	Sticky Knowledge: <ul style="list-style-type: none"> Create repeated patterns with different instruments. Combine different sounds to create a specific mood or feeling. 	Sticky Knowledge: <ul style="list-style-type: none"> Use notation to record compositions in a small group or individually. Use notation to record and interpret sequences of pitches. 	Sticky Knowledge: <ul style="list-style-type: none"> Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music. Use music diary to record aspects of the composition process. 	Sticky Knowledge: <ul style="list-style-type: none"> Use a variety of different musical devices in composition (including melody, rhythms and chords).
	Three and Four Year olds: <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Create their own songs, or improvise a song around one they know. 	Additional: <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. Explore and engage in music making and dance, performing solo or in groups. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Choose sounds to represent different things. Make different sounds with their voice. Make different sounds with instruments. Identify changes in sounds. Change the sound they hear. Repeat (short and melodic) patterns. Make a sequence of sounds. Show sounds by using pictures. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Order sounds to create a beginning, middle and end. Create music in response to different starting points. Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notations and musical sounds. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Create repeated patterns with different instruments. To use different elements in their composition. Combine different sounds to create a specific mood or feeling. Create accompaniments for tunes. Compose melodies and songs. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Use notations to record and interpret sequences of pitches. Use standard notation Use notations to record compositions in a small group or on their own. Use their notation in a performance. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Use their notations to record groups of pitches (chords). Use a music diary to record aspects of the composition process. Choose the most appropriate tempo for a piece of music. 	NC Knowledge/Skills: <ul style="list-style-type: none"> Use a variety of different musical devices in their composition? (incl melody, rhythms and chords). Recognise that different forms of notation serve different purposes Use different forms of notation. Combine groups of beats.
					Notes to learn: C, D, E	Notes to learn: C, D, E, G, A (Notes in the pentatonic scale)	Notes to learn: C, D, E, F, G, A, B, C (Notes in an octave)	Notes to learn: C, D, E, F, G, A, B, F# (Notes needed to play G major and E minor scales)
			Vocab: Question and answer, sequences, rhythm, pitch	Vocab: Improvise, question and answer, untuned percussion, graphic symbols, dot notation, stick notation	Vocab: Improvising, tuned, untuned percussion, echo, question and answer phrases, do, re, mi, note values.	Vocab: Improvise, legato, staccato, pentatonic, minim, crotchet, crotchet rest, paired quavers, major, minor, staff notation	Vocab: Improvise, drone, tuned percussion, groove, beat, dynamics, fortissimo, pianissimo, mezzo forte, mezzo piano, ternary, time signatures, staff notation	Vocab: Groove, pentatonic, ternary

	Compose	Listen/ Appraise	Perform
Year 7	NC KS3 Statement <ul style="list-style-type: none"> Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 	NC KS3 Statement <ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	NC KS3 Statement <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
	Sticky Knowledge: <ul style="list-style-type: none"> Compose musical patterns within regular phrase structures within different metres Represent musical ideas through notations 	Sticky Knowledge: <ul style="list-style-type: none"> Evaluate own and other's music using musical language Recognise the characteristics of a range of great composers, relating their music to its historical and cultural context Recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions Memorise and reproduce rhythmic and melodic shapes and patterns through performing and notations Identify and compare features of music heard and played showing understanding of structural devices Recognise a range of musical structures in music heard Recognise the use of music technology in music heard 	Sticky Knowledge: <ul style="list-style-type: none"> Perform with understanding of phrase Provide contrast in a performance by using musical elements Interpret music from notations appropriate to the piece
	NC Knowledge/Skills: <ul style="list-style-type: none"> Compose musical patterns within regular phrase structures within different metres Improvise confidently with a sense of musical shape showing understanding of the intended effect Create music that accurately reflects moods and meets the demands of the brief Can adapt ideas within group compositions in a way that supports the contributions of others Create independent ideas and realise them in sound Represent musical ideas through notations 	NC Knowledge/Skills: <ul style="list-style-type: none"> Evaluate own and other's music using musical language Revise own performances and compositions in the context of the given brief Recognise the characteristics of a range of great composers, relating their music to its historical and cultural context Respond to music of others in an appropriate way Recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions Memorise and reproduce rhythmic and melodic shapes and patterns through performing and notations Identify and compare features of music heard and played showing understanding of structural devices Recognise a range of musical structures in music heard Recognise the use of music technology in music heard 	NC Knowledge/Skills: <ul style="list-style-type: none"> Sing and play accurately and fluently building on existing technique Perform confidently as a soloist Perform with understanding of phrase Provide contrast in a performance by using musical elements Perform in ensembles with awareness of other parts Interpret music from notations appropriate to the piece Respond to visual cues in performance Lead others in performance

Progression of Musicianship through Years 1 and 2.

Key vocabulary is in bold.

	Year 1	Year 2
Pulse/beat	<ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, e.g. o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). 	<ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns
Rhythm	<ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. 	<ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.
Pitch	<ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. 	<ul style="list-style-type: none"> Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion,

A list of recommended listening repertoire from the Model Music Curriculum

	Suggested Singing Repertoire	Suggested Listening Repertoire- Teachers are encouraged to revisit pieces, so please read the previously listed songs for each year group, not just your own.
Year 1	<ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voices Foundation: Hello, How are You • Bance: Copy Kitten • Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • Rondo alla Turca- Mozart (Classical) • Mars from The Planets- Holst (20th Century) <p>Popular Music</p> <ul style="list-style-type: none"> • Wild Man- Kate Bush (Art Pop) • Runaway Blues Ma Rainey (Blues) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Fanfarra (Cabua-Le-Le)- Sérgio Mendes/Carlinhos Brown (Samba, Brazil)
Year 2	<ul style="list-style-type: none"> • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • Night Ferry- Anna Clyne (21st Century) • Bolero 2- Ravel (20th Century) <p>Popular Music</p> <ul style="list-style-type: none"> • Hound Dog- Elvis Presley (Rock n Roll) • With A Little Help from My Friends- The Beatles (Pop) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Baris- Gong Kebyar of Peliatan (Gamelan, Indonesia)
Year 3	<ul style="list-style-type: none"> • Sing Up: Heads and Shoulders • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh: Now charia de (A Boatman's Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • Hallelujah from Messiah- Handel (Baroque) • Night on a Bare Mountain3- Mussorgsky (Romantic) • Jai Ho from Slumdog Millionaire- A. R. Rahman (21st Century) <p>Popular Music</p> <ul style="list-style-type: none"> • I Got You (I Feel Good)- James Brown (Funk) • Le Freak- Chic (Disco) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Sahela Re- Kishori Amonkar (Indian Classical, India)

	<ul style="list-style-type: none"> • Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose 	
Year 4	<ul style="list-style-type: none"> • Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Kendrick: Servant King • Happy Birthday • Great Weather Songs: Long Journey • Great Celebration Songs: World in Union • Sing Up: Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • Symphony No. 5- Beethoven (Classical) • O Eucharisti- Hildegard (Early) • For the Beauty of the Earth- Rutter (20th Century) <p>Popular Music</p> <ul style="list-style-type: none"> • Take the 'A' Train- Duke Ellington Orchestra (Jazz) • Wonderwall- Oasis (90s Indie) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Bhabhiye Akh Larr Gayee- Bhujhangy Group (Bhangra, Punjab/UK) • Tropical Bird- Trinidad Steel Band (Calypso, Trinidad)
Year 5	<ul style="list-style-type: none"> • Trad. Ireland: Danny Boy • Kodály: Rocky Mountain • Kodály: My Paddle • High Low Chickalo • Ally Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu • Are You Ready? • Row, Row, Row your Boat 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • English Folk Song Suite- Vaughan Williams (20th Century) • Symphonic Variations on an African Air- Coleridge-Taylor (20th Century) • This Little Babe from Ceremony of Carols- Britten (20th Century) <p>Popular Music</p> <ul style="list-style-type: none"> • Play Dead- Björk (90s Singer/Songwriter) • Smalltown Boy- Bronski Beat (80s Synth/Pop) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Jin-Go-La-Ba (Drums of Passion)- Babatunde Olatunji (Drumming, Nigeria) • Inkanyezi Nezazi- Ladysmith Black Mambazo (Choral, South Africa)
Year 6	<ul style="list-style-type: none"> • Trad. South Africa: Siyahamba • Junior Voiceworks 1: Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nobis Pacem • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music 	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> • 1812 Overture- Tchaikovsky (Romantic) • Connect It- Anna Meredith (21st Century) <p>Popular Music</p> <ul style="list-style-type: none"> • Say My Name- Destiny's Child (90s RnB) <p>Musical Traditions</p> <ul style="list-style-type: none"> • Sprinting Gazelle- Reem Kelani (Folk, Middle East) • Sea Shanties- Various (Folk, England) • Mazurkas Op. 24 Chopin (Folk, Poland) • Libertango- Piazzolla (Tango, Argentina)