



*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

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Singing and Performing/ Instrumental performance</b>	<p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul> <p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<p><b>ELG's:</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> <p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how they can change their voice or body to make different sounds.</li> <li>Know when to play and sing.</li> <li>Know that instruments make different sounds and that they can be used to represent different things.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know when a tempo increases and decreases.</li> <li>Know how to keep a steady beat</li> <li>Know what a simple rhythmic pattern is.</li> <li>Know what an accompaniment is.</li> <li>Know how to hold an instrument and follow simple notation to play simple rhythmic patterns.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to play clear notes on instruments.</li> <li>Know about the different elements in composition.</li> </ul>		<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that multiple people can make music at one time.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know when to sing or play independently.</li> <li>Know individualised techniques to remember lyrics.</li> </ul>
			<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use their voice to speak/sing/chant.</li> <li>Join in with singing.</li> <li>Copy sounds.</li> <li>Clap short rhythmic patterns.</li> <li>Use instruments to perform.</li> <li>Look at and follow actions by the conductor to know when to play or sing.</li> <li>Look at their audience when they are performing.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sing and follow the melody (tune)</li> <li>Sing accurately at a given pitch</li> <li>Hit or shake percussion instruments, keeping a steady pulse</li> <li>Perform with others</li> <li>Follow and play from simple drawn notation.</li> <li>Listen to the melody and sing or clap, matching the tempo.</li> <li>Create accompaniments to music.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sing in tune with expression.</li> <li>Control their voice when singing.</li> <li>Hold the beater towards the end to produce a clear note on the glockenspiel.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Perform a simple part rhythmically.</li> <li>Improvise using repeated patterns.</li> <li>Sing songs from memory with accurate pitch.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Breathe in the correct place when singing.</li> <li>Sing and use their understanding of meaning to add expression.</li> <li>Maintain own part whilst others are performing their part.</li> <li>Perform 'by ear' and from simple notations.</li> <li>Improvise within a group using melodic and rhythmic phrases.</li> <li>Recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Match the pitch of others accurately.</li> <li>Perform using notations.</li> <li>Take the lead in a performance.</li> <li>Provide rhythmic support.</li> <li>Sing in harmony confidently and accurately.</li> </ul>
	<p><b>Vocab:</b> Sing, Dance, Music, Song.</p>	<p><b>Vocab:</b> Chants, pitch, mi-so, pentatonic songs, call and response</p>	<p><b>Vocab:</b> Pitch, do-so, dynamics, tempo, crescendo, decrescendo, pause</p>	<p><b>Vocab:</b> Unison, pitch, do-so, forte, piano, beat, tempo</p>	<p><b>Vocab:</b> Octave (do-do), crescendo, decrescendo, rounds, partner songs, time signatures</p>	<p><b>Vocab:</b> Three-part rounds, partner songs, verse and a chorus</p>	<p><b>Vocab:</b> Syncopated, three and four part rounds</p>	
				<p>Staff notation, Middle C, trios, quartets, dot notation, solo, allegro, adagio, stave, clef, crotchets, paired quavers</p>	<p>Melody, accompaniment, duet, static, moving parts, scores, texture.</p>	<p>Tuned percussion, staff notation, triads, arrangements, playing by ear, semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers</p>	<p>Staff notation, octave range (do-do), ff, pp, mf, mp, tuned percussion, semibreves, minims, crotchets, quavers, semiquavers, rests</p>	
<b>Instruments used</b>	Percussion instruments			Percussion, glockenspiels and boom whackers		Percussion, glockenspiels and recorders		

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul> <p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know a piece of music they like and a piece they dislike.</li> <li>• Know that music can evoke different emotions.</li> <li>• Know what a repeated pattern is.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know the connection between notations and musical sounds.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to improve my work.</li> <li>• Learn musical words they can use to describe a piece of music or composition.</li> <li>• Learn musical words they can use to describe what they like and do not like about a piece of music.</li> <li>• Know the work of at least one famous composer.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know the different purposes of music.</li> <li>• Begin to know the style of work of Beethoven, Mozart and Holst.</li> <li>• Know why silence is often needed in music and what effect it has.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know musical vocabulary to describe, compare and evaluate music.</li> <li>• Know if music is successful or unsuccessful.</li> <li>• Know the work of at least two famous composers.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know features within music.</li> <li>• Know how the venue, occasion and purpose affect the way a piece of music is created.</li> <li>• Know the impact that different composers from different times have had on people of that time.</li> </ul>
			<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Respond through movement or expression to different moods in music.</li> <li>• Say how a piece of music makes them feel</li> <li>• Recognise repeated patterns.</li> <li>• Verbalise whether they like a piece of music or not.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Improve their own work.</li> <li>• Listen out for changes to tempo, pitch or dynamics when listening to music.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Explain how their work has improved.</li> <li>• Use musical words (the elements of music) to describe a piece of music and composition.</li> <li>• Use musical words to describe what they like and dislike.</li> <li>• Listen carefully and recognise high and low phrases.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Explain the place of silence and say what effect it has.</li> <li>• Start to identify the character of a piece of music.</li> <li>• Describe the different purposes of music.</li> <li>• Listen carefully to the work of Beethoven, Mozart and Holst.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary.</li> <li>• Explain why they think their music is successful or unsuccessful.</li> <li>• Suggest improvements to their own or others' work.</li> <li>• Identify the most appropriate tempo for a piece of music.</li> <li>• Contrast the work of famous composers and show preferences.</li> <li>• Repeat a phrase from the music after listening intently.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Refine and improve their work.</li> <li>• Evaluate how the venue, occasion and purpose affect the way a piece of music is created.</li> <li>• Analyse features within different pieces of music.</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> <li>• Accurately recall a part of the music listened to.</li> </ul>

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
<b>Composing</b>	<p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Explore their voices and enjoy making sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> </ul> <p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<p><b>ELG's:</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Choose sounds to represent different things.</li> <li>Make different sounds with their voice.</li> <li>Make different sounds with instruments.</li> <li>Identify changes in sounds.</li> <li>Repeat (short and melodic) patterns.</li> <li>Make a sequence of sounds.</li> <li>Show sounds by using pictures.</li> </ul> <p><b>Vocab:</b> Question and answer, sequences, rhythm, pitch</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know what a short rhythmic and melodic pattern is.</li> <li>Know how to sequence sounds.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end.</li> <li>Choose sounds which create an effect.</li> <li>Use symbols to represent sounds.</li> <li>Make connections between notations and musical sounds.</li> <li>Change the sound they hear.</li> </ul> <p><b>Vocab:</b> Improvise, question and answer, untuned percussion, graphic symbols, dot notation, stick notation</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that a piece of music has a beginning, middle and an end.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create repeated patterns with different instruments.</li> <li>Use different elements in their composition.</li> <li>Use symbols to represent sounds.</li> <li>Make connections between notations and musical sounds.</li> <li>Change the sound they hear.</li> </ul> <p><b>Vocab:</b> Improvising, tuned, untuned percussion, echo, question and answer phrases, do, re, mi, note values.</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to combine different sounds to create a specific mood or feeling.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use standard notation</li> <li>Use notations to record and interpret sequences of pitches.</li> <li>Combine different sounds to create a specific mood or feeling.</li> <li>Create accompaniments for tunes.</li> <li>Compose melodies and songs.</li> </ul> <p><b>Vocab:</b> Improvise, legato, staccato, pentatonic, minim, crotchet, crotchet rest, paired quavers, major, minor, staff notation</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learn what musical notation looks like on a stave.</li> <li>Know how notation is recorded and interpreted to show sequences of pitches.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use notations to record compositions in a small group or on their own.</li> <li>Use their notation in a performance.</li> </ul> <p><b>Vocab:</b> Improvise, drone, tuned percussion, groove, beat, dynamics, fortissimo, pianissimo, mezzo forte, mezzo piano, ternary, time signatures, staff notation</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how the tempo can affect a piece of music.</li> <li>Know how sounds can be organised to change the effect.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Change sounds or organise them differently to change the effect.</li> <li>Compose music which meets specific criteria.</li> <li>Use their notations to record groups of pitches (chords).</li> <li>Choose the most appropriate tempo for a piece of music.</li> <li>Record notation on a stave independently.</li> </ul> <p><b>Vocab:</b> Groove, pentatonic, ternary</p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know every piece of standard musical notation.</li> <li>Know that different forms of notation serve different purposes.</li> <li>Know the purpose of combining beats.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use a variety of different musical devices in their composition? (incl melody, rhythms and chords).</li> <li>Use different forms of notation, including graphic scores.</li> <li>Combine groups of beats.</li> </ul>

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

## Progression of Musicianship through Years 1 and 2.

Key vocabulary is in bold.

	<b>Year 1</b>	<b>Year 2</b>
<b>Pulse/beat</b>	<ul style="list-style-type: none"> <li>Walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>Use <b>body percussion</b>, (e.g. clapping, tapping, walking) and <b>classroom percussion</b> (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (<b>ostinati</b>) and short, pitched patterns on <b>tuned instruments</b> (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>Respond to the <b>pulse</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>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.</li> <li>Walk in time to the beat of a piece of music or song (e.g. La Mousique by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>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</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>Create rhythms using word phrases as a starting point (e.g. Hello Si-mon or Can you come and play?).</li> <li>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>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.</li> <li>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Sing short phrases independently within a singing game or short song.</li> <li>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>Recognise dot notation and match it to 3-note tunes played on tuned percussion,</li> </ul>

A list of recommended listening repertoire from the Model Music Curriculum\*

\*Ensuring that listening time is embedded and that these are the songs being listened to, is a next step for the Music lead to monitor.

	<p>Suggested Listening Repertoire- Teachers are encouraged to revisit pieces, so please read the previously listed songs for each year group, not just your own.</p>
Year 1	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• Rondo alla Turca- Mozart (Classical)</li> <li>• Mars from The Planets- Holst (20th Century)</li> </ul> <p>Popular Music</p> <ul style="list-style-type: none"> <li>• Wild Man- Kate Bush (Art Pop)</li> <li>• Runaway Blues Ma Rainey (Blues)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Fanfarras (Cabua-Le-Le)- Sérgio Mendes/Carlinhos Brown (Samba, Brazil)</li> </ul>
Year 2	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• Night Ferry- Anna Clyne (21st Century)</li> <li>• Bolero 2- Ravel (20th Century)</li> </ul> <p>Popular Music</p> <ul style="list-style-type: none"> <li>• Hound Dog- Elvis Presley (Rock n Roll)</li> <li>• With A Little Help from My Friends- The Beatles (Pop)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Baris- Gong Kebyar of Peliatan (Gamelan, Indonesia)</li> </ul>
Year 3	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• Hallelujah from Messiah- Handel (Baroque)</li> <li>• Night on a Bare Mountain3- Mussorgsky (Romantic)</li> <li>• Jai Ho from Slumdog Millionaire- A. R. Rahman (21st Century)</li> </ul> <p>Popular Music</p> <ul style="list-style-type: none"> <li>• I Got You (I Feel Good)- James Brown (Funk)</li> <li>• Le Freak- Chic (Disco)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Sahela Re- Kishori Amonkar (Indian Classical, India)</li> </ul>
Year 4	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• Symphony No. 5- Beethoven (Classical)</li> <li>• O Euchari- Hildegard (Early)</li> <li>• For the Beauty of the Earth- Rutter (20th Century)</li> </ul> <p>Popular Music</p> <ul style="list-style-type: none"> <li>• Take the 'A' Train4- Billy Strayhorn/Duke Ellington Orchestra (Jazz)</li> <li>• Wonderwall- Oasis (90s Indie)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Bhabhiye Akh Larr Gayee- Bhujhangy Group (Bhangra, Punjab/UK)</li> <li>• Tropical Bird- Trinidad Steel Band (Calypso, Trinidad)</li> </ul>
Year 5	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• English Folk Song Suite5- Vaughan Williams (20th Century)</li> <li>• Symphonic Variations on an African Air- Coleridge-Taylor (20th Century)</li> <li>• This Little Babe from Ceremony of Carols- Britten (20th Century)</li> </ul>

	<p>Popular Music</p> <ul style="list-style-type: none"> <li>• Play Dead- Björk (90s Singer/Songwriter)</li> <li>• Smalltown Boy- Bronski Beat (80s Synth/Pop)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Jin-Go-La-Ba (Drums of Passion)- Babatunde Olatunji (Drumming, Nigeria)</li> <li>• Inkanyezi Nezazi- Ladysmith Black Mambazo (Choral, South Africa)</li> </ul>
Year 6	<p>Western Classical Tradition and Film</p> <ul style="list-style-type: none"> <li>• 1812 Overture- Tchaikovsky (Romantic)</li> <li>• Connect It6- Anna Meredith (21st Century)</li> </ul> <p>Popular Music</p> <ul style="list-style-type: none"> <li>• Say My Name- Destiny's Child (90s RnB)</li> </ul> <p>Musical Traditions</p> <ul style="list-style-type: none"> <li>• Sprinting Gazelle- Reem Kelani (Folk, Middle East)</li> <li>• Sea Shanties- Various (Folk, England)</li> <li>• Mazurkas Op. 24 Chopin (Folk, Poland)</li> <li>• Libertango- Piazzolla (Tango, Argentina)</li> </ul>