

## **LEAP Music Curriculum Overview**

|            | Autumn 1                           | Autumn 2                            | Spring 1  | Spring 2                             | Summer 1                              | Summer 2                                     |
|------------|------------------------------------|-------------------------------------|---|--------------------------------------|---------------------------------------|--|
| Nursery    | Ourselves                          | Transport                           | Traditional Tales                                       | Animals                              | Growth                                | All Around the World                         |
| ,          |                                    |                                     |   |                                      |                                       |  |
| Descrition | Me!                                | My Stories                          | Everyone!   | Our World                            | Big Bear Funk                         | Reflect, Rewind and                          |
| Reception  |                                    |                                     |   |                                      | (Transition Unit)                     | Replay (consolidation)                       |
|            | Introducing Beat                   | Nativity Rehearsals                 | Adding Rhythm and Pitch                                 | Introducing Tempo and                | Combining Pulse,                      | Having Fun with                              |
| Year 1     | meroducing beat                    | reactivity iterical suis            | Adding thry time and 1 teen                             | Dynamics                             | Rhythm and Pitch                      | Improvisation                                |
|            |                                    |                                     |   |                                      |                                       |  |
| Year 2     | Exploring Simple<br>Patterns       | Nativity Rehearsals                 | Focus on Dynamics and<br>Tempo                          | Exploring feelings<br>Through Music  | Inventing a Musical Story             | Hackney Music Festival<br>Songs              |
|            |                                    |                                     |   |                                      |                                       |  |
| Year 3     | Developing Notation<br>Skills      | Enjoying Improvisation              | Composing Using your<br>Imagination                     | Sharing Musical<br>Experiences       | Learning more about<br>Musical Styles | Recognising Different<br>Styles              |
|            |                                    |                                     |   |                                      |                                       |  |
| Year 4     | Interesting Time<br>Signatures     | Combining Elements to<br>Make Music | Developing Pulse and<br>Groove through<br>Improvisation | Creating Simple Melodies<br>Together | Connecting Notes and<br>Feelings      | Purpose, Identity and<br>Expression in Music |
|            |                                    |                                     |   |                                      |                                       |  |
| Year 5     | Getting Started with<br>Music Tech | Emotions and Musical<br>Styles      | Exploring Key and Time<br>Signatures                    | Introducing Chords                   | Words, Meaning and<br>Expression      | Identifying Musical<br>Elements              |
| 7 33.1 3   |                                    |                                     |   |                                      |                                       |  |
|            | Developing Melodic                 | Understanding Structure             | Gaining Confidence                                      | Exploring Notation                   | Using Chords and                      | Respecting Each Other                        |
| Year 6     | Phrases                            | and Form                            | through Performance                                     | Further                              | Structure                             | through Composition                          |
|            |                                    |                                     |   |                                      |                                       |  |

| Musical Elements e.g. Rhythm , Pulse, Pitch,   | Notation      | Composition    | Performance         |
|--|---------------|----------------|---------------------|
| Dynamics, Tempo, Timbre, Texture and Structure |               |                |                     |
| Listening                                      | Improvisation | Musical Styles | Playing Instruments |



## **LEAP Music Curriculum Overview**

|                                     | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|-------------------------------------|--|---|---|--|--|--|
| EYFS                                | Me!  | My Stories  | Everyone!   | Our World  | Big Bear Funk<br>(Transition Unit)   | Reflect, Rewind and Replay (consolidation)   |
| Cross<br>Curricular/<br>Topic Based | Growing, homes, colour,<br>toys, how I look.                         | Imagination, Christmas,<br>festivals, fairies, pirates,<br>treasure, superheroes,<br>let's pretend, once upon a<br>time.                    | Family, friends, people,<br>music from around the<br>world.                                   | Animals, jungle, minibeasts,<br>night and day, sand and<br>water, seaside, seasons,<br>weather, sea, space.  | Transition Unit  | Consolidate learning and contextualise the history of music.   |
| Musical Style                       | Wide variety of musical styles as an introduction                    | Wide variety of musical styles as an introduction   | Wide variety of musical styles as an introduction   | Wide variety of musical styles as an introduction  | Funk   | Classical  |
| Notes Used                          |  | I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E | Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy and You Know It G, G + A | Old Macdonald and Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G | Big Bear Funk<br>D, D + E, D + C   | Consolidate  |
| Representation                      | Kool and The Gang<br>Pharell Williams<br>Peggie Lee<br>Stevie Wonder | Earth Wind and Fire<br>Ella Fitzgerald  | Sister Sledge<br>Thula Baba by Hlabalela<br>Ensemble<br>The Jackson 5<br>Zain Bhikha<br>Conga | Bill Withers<br>Marvin Gaye and<br>Tammi Terral  | James Brown<br>Incognito<br>Earth Wind And Fire<br>Stevie Wonder<br>Average White Band | William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity |
| Music History                       |  |   | Horn Concerto No 4: Third<br>Movement – Rondo by<br>Mozart                                    | Mars from The Planets<br>Suite by Gustav Holst   |  | by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams  |



## **LEAP Music Curriculum Overview**

|                             | Autumn 1   | Autumn 2                  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|-----------------------------|--|---------------------------|---|---|--|--|
| Year 1                      | Introducing Beat   | Nativity Rehearsals       | Adding Rhythm and Pitch   | Introducing Tempo and Dynamics  | Combining Pulse,<br>Rhythm and Pitch   | Having Fun with<br>Improvisation   |
| Musical Style               | R&B Soul<br>Jazz Style<br>Pop<br>Classical   | Nativity Songs            |   | Pop<br>Waltz<br>Funk  | Pop<br>Jazz/Swing<br>Waltz<br>Lullaby<br>Ska   | Pop<br>Jazz/Swing/ Scat<br>Classical   |
| Music History               | Classical 1783-84 Piano Sonata No. 11 – III. Rondo Alla Turca (Turkish March) by Wolfgang Amadeus Mozart |                           | 20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral<br>The One Horse Open Sleigh<br>1857- John Lord Pierpoint<br>Sleigh Ride – Leroy Anderson<br>(1948) | 20th and 21st Century<br>Orchestral Ballet 1943<br>Cinderella, Op.87: 37 -<br>Waltz-Coda-<br>Sergei Prokofiev | 20th and 21st Century<br>Orchestral 1914-17<br>The Planets, Op. 32 - I.<br>Mars, The Bringer Of<br>War<br>Gustav Holst | <b>Classical 1794</b> Sonata In C Major Hob. XVI:150 - 3 <sup>rd</sup> Movement Franz Joseph Haydn |
| Musical<br>Element<br>Focus | Pulse (beat)<br>Rhythm<br>Pitch  | Melody<br>Pitch<br>Rhythm | Pulse (steady beat)<br>Rhythm<br>Pitch  | Tempo<br>Dynamics   | Pulse/ Beat<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics  | Pulse/Beat<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics   |
| Notes used                  | Key Sig: C major<br>Time Signature: 4/4<br>C, D, E, and G<br>Minims, crochets, quavers                   |                           | Time Signature: 4/4<br>C, D, E, F# and G<br>Minims, crochets, quavers   | Time Signature: 4/4 and 3/4 A, B, C, D, F, G Minims, crochets, quavers  | Time Signature: 4/4<br>A, C, D, E, F, G<br>Minims, crochets,<br>quavers  | Time Signature: 4/4 and 3/4 C, D, E, F, G, A Minims, crochets, quavers                             |
| Representation              | The Spinners<br>Bob Marley<br>Marvin Gaye and Tammi<br>Terrell   |                           |   | Ike and Tina Turner<br>James Brown<br>Pharrell Williams   | Jazz/Swing<br>Jamaica Ska<br>Pharrell Williams   | Jazz/Swing/ Scat Louis Armstrong Ella Fitzgerald Duke Ellington Oscar Peterson and Count Basie     |
| Other                       | Children recap<br>glockenspiels from EYFS<br>Children create a graphic<br>score                          |                           |   |   | Children create a<br>Graphic Score using app<br>Recap Mars EYFS<br>learning  | Link classical back to<br>Autumn 1   |

| Year 2                      | Pulse, Rhythm and Pitch   | Nativity Rehearsals       | Focus on Dynamics and Tempo  | Exploring feelings<br>Through Music   | Inventing a Musical Story  | Music that Makes you<br>Dance  |
|-----------------------------|---|---------------------------|--|---|--|--|
| Musical Style               | Gospel<br>Jazz<br>Rock<br>pop   | Nativity Songs            | Jazz<br>Pop<br>20 <sup>th</sup> and 21 <sup>st</sup><br>Century orchestral<br>Nativity Songs | Pop<br>Kwela<br>Rock 'n' Roll   | Pop<br>Orchestral<br>Marching band<br>Jazz: Swing<br>Gospel  | Rock<br>Film Music<br>Jazz<br>Pop/Jazz<br>Calypso  |
| Music History               | 20 <sup>th</sup> Century Orchestral<br>(1928)<br>Bolero – Maurice Ravel<br>Opera 1829<br>William Tell Overture<br>Rossini |                           | Jazz: Swing (1924) Fascinating Rhythm George and Ira Gershwin                                | Jazz: Ragtime (1899)<br>Maple Leaf Rag<br>Scott Joplin                        | Romantic/20 <sup>th</sup> Century<br>Orchestral (1938)<br>Piano Trio In A Minor<br>Op. 150 I. Allegro<br>Amy Beach | Jazz: Swing 1936<br>Swing Time: The<br>Way You Look Tonight<br>Jerome Kern and<br>Dorothy Fields |
| Musical<br>Element<br>Focus | Pulse<br>Rhythm<br>Pitch  | Melody<br>Pitch<br>Rhythm | Tempo<br>Dynamics  | Pulse (steady beat)<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics                   | Pulse (steady beat)<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics  | Pulse (steady beat)<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics                                      |
| Notes used                  | Time Signature: 4/4 and<br>2/4<br>Minims, crotchets and<br>quavers<br>C,D,E, G, A, B                                      |                           | Time Signature: 2/4 A,B,C,D,E,F,G and B b Minims, crochets, quavers                          | Time Signature: ¾ and<br>4/4<br>A,B,C,D,E,F,G<br>Minims, crochets,<br>quavers | Time Signature: 4/4<br>A,B,C,D,G<br>Minims, crochets,<br>quavers   | Time Signature: 2/4 and 3/4 A,C,D,E,F,G Minims, crochets, quavers                                |
| Representation              | Gloria Gaynor   |                           |  | Kwela music   | Gospel   | Calypso  |
| Other                       | Children introduced to recorder as well as glockenspiels  |                           | Children create<br>their own graphic<br>score  |   |  |  |

| Year 3                      | Developing Notation Skills  | Enjoying<br>Improvisation   | Composing Using your Imagination  | Sharing Musical<br>Experiences  | Learning more about<br>Musical Styles   | Recognising Different<br>Styles   |
|-----------------------------|---|---|---|---|---|---|
| Musical Style               | Pop<br>Country<br>Baroque   | Disco<br>Funk<br>Jazz: New Orleans<br>Film Music<br>Folk: Sea Shanty                          | Pop<br>Film Soundtrack<br>Rap   | Pop<br>Romantic<br>Rock<br>Native American<br>Gospel  | Gospel<br>Musicals<br>Jazz<br>20 <sup>th</sup> Century Orchestral<br>Hip Hop                  | Gospel<br>Romantic<br>Pop<br>20 <sup>th</sup> Century Orchestral<br>Hip Hop   |
| Music History               | Baroque (1741)<br>Hallelujah Chorus<br>From Messiah<br>George Frideric<br>Handel              | Jazz in New Orleans<br>(early 1900s)  | <b>Rap (1979)</b><br>Rapper's Delight<br>Sugarhill Gang                                       | Romantic (1867)<br>A Night On The Bare<br>Mountain<br>Modest Mussorgsky                       | <b>20th Century Orchestral</b><br>( <b>1945</b> )<br>Benjamin Britten                         | Gospel c. 1860 The Boat Ashore Unknown Romantic 1892 The Nutcracker Suite, Op. 71A –Dance Of The Reed Flutes Pyotr Ilyich Tchaikovsky 20th Century Orchestral 1910 The Firebird Suite Igor Stravinsky |
| Musical<br>Element<br>Focus | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   |
| Notes used                  | Time Signature: 4/4 and 2/4 A,B,C,D,E,F,G Minims, crotchets and quavers                       | Time Signature: 2/4 A,B,C,D,E,F,G Minims, dotted crochets, crotchets and quavers              | Time Signature: 4/4 and 2/4 A,B,C,D,E,F, F#, G, G# Minims, crotchets and quavers              | Time Signature: 4/4 A,B,C,D,E,F, F#, G, G# Minims, crotchets and quavers                      | Time Signature: ¾ and 2/4  F, G, A, B♭, C, D, E  Minims, crotchets and quavers                | Time Signature: 2/4 F, G, A, Bb, C, D, E Minims, crotchets, quavers and semiquavers   |
| Representation              | Little Eva - Locomotion   | Jazz in New Orleans<br>(early 1900s)<br>Earth, Wind and Fire<br>Gloria Gaynor<br>Donna Summer | Rapper's Delight<br>Sugarhill Gang  | Native American<br>Gospel*<br>Marimba   | Gospel*<br>Hip Hop  | Gospel*<br>Hip Hop  |
| Other                       | Create a Graphic Score  | Introduction of dotted notation   | Introduction of sharp notes #   | Romantic music link to year 2 spring 2  | Introduction of flat notes  | Introduction of semiquavers   |

| Year 4                      | Interesting Time<br>Signatures  | Combining Elements<br>to Make Music   | Developing Pulse<br>and Groove<br>through<br>Improvisation  | Creating Simple<br>Melodies Together  | Connecting Notes and Feelings   | Purpose, Identity and<br>Expression in Music  |
|-----------------------------|---|---|---|---|---|---|
| Musical Style               | 20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral<br>Soul: Ballad<br>Reggae<br>R&B  | Pop<br>Folk<br>Jazz   | Disco<br>Musicals<br>Folk<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral                              | R&B<br>Classical<br>Jazz<br>Romantic<br>Rock  | Electronic<br>Dance Music<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral/Choral<br>Romantic<br>Gospel   | Gospel<br>Choral<br>Funk<br>Electronic<br>Dance Music   |
| Music History               | <b>Reggae (1865)</b><br>Go Tell It On The<br>Mountain<br>Unknown                              | Folk (Unknown) Take Time In Life Unknown Scarborough Fair Unknown   | 20th and 21st Century Orchestral (1930) Bachianas Brasileiras No.2 The Little Train Of The Caipira Heitor Villa-Lobos | Classical (1808) Symphony No.5 4 <sup>th</sup> Movement Ludwig van Beethoven Romantic (1866) On The Beautiful Blue Danube Johann Strauss II | 20th and 21stCentury Orchestral /Choral(1942) A Ceremony Of Carols Benjamin Britten Romantic (1872) Romeo and Juliet, Overture-Fantasy Pyotr IlyichTchaikovsky Gospel Mid 1700s Oh Happy Day Philip Doddridge | <b>Choral 1140</b><br>O Euchari<br>Hildegard von Bingen                                       |
| Musical<br>Element<br>Focus | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form) | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                 | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                         | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form) |
| Notes used                  | Time Signature: 4/4 F, G, A, Bb, C, D, E Minims, dotted crotchets, crotchets and quavers      | Time Signature: 2/4 and 4/4 G, A, B, C, D, E, F♯ Minims, dotted crotchets, crotchets, quavers and semiquavers | Time Signature: 3/4 and 4/4 D, E, F♯, G, A, B, C Minims, dotted crotchets, crotchets and quavers                      | Time Signature: 2/4 and 4/4 G, A, B, C, D, E, F Minims, dotted crotchets, crotchets, quavers and semiquavers                                | Time Signature: 4/4 G, A, B, C, D, E, F# Minims, crotchets, dotted quavers, quavers and semiquavers   | Time Signature: 4/4 G, A, B, C, D, E, F♯ Minims, dotted crotchets, crotchets and quavers      |
| Representation              | Reggae<br>R&B 2020/21*<br>Djembe drumming – Mali<br>Queen Nanny                               |   | Disco*  | R&B*  | Gospel*   | Funk*<br>Gospel*  |
| Other                       | Introducing dotted minims  Reggae Link to year 2 summer 2                                     |   |   | Romantic music link to<br>year 2, spring 2 and<br>year 3 spring and<br>summer 2   | Introducing dotted quavers  Link to year 3 summer 1  Benjamin Britten  Link to Year 3 Summer 2  Tchaikovsky   |   |

| Year 5                      | Getting Started with<br>Music Tech  | Emotions and<br>Musical Styles  | Exploring Key and<br>Time Signatures  | Introducing Chords  | Words, Meaning and<br>Expression  | Identifying Musical<br>Elements  |
|-----------------------------|---|---|---|---|---|--|
| Musical Style               | Gospel<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral   | Pop<br>Minimalism<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral<br>Rock 'n' Roll<br>Gospel   | South African Pop Jazz: Contemporary 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral                                     | Reggae<br>Pop<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral  | Pop<br>Hip Hop<br>Funk<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral   | Romantic<br>Musicals<br>Pop<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral   |
| Music History               | Gospel 1905  His Eye Is On The Sparrow Charles H. Gabriel and Civilla D. Martin Gospel 1907 Joyful, Joyful Mervyn Edwin Warren and Henry van Dyke | <b>Gospel (1863)</b><br>Get On Board<br>John Chamberlain  | Pop 1976 Free Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene South African Unknown Freedom Is Coming Unknown         | Reggae 1905 Erie Canal Thomas Allen 20th and 21st Century Orchestral (1953) Dances In The Canebrakes No.2, Tropical Moon Florence Price | 20th and 21st Century Orchestral (1923) The Lark Ascending Ralph Vaughan Williams   | Romantic (1900)  The Song Of  Hiawatha: Overture  Op. 30  Samuel  Coleridge-Taylor  Musicals (1918)  I'm Forever Blowing  Bubbles  John Kellette |
| Musical<br>Element<br>Focus | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                                     | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)   | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)  |
| Notes used                  | Time Signature: 4/4 Key Signature: A minor A, B, C, D, E, F♯, G Minims, dotted crotchets, crotchets and quavers                                   | Time Signature: 2/4 and 4/4 Key Sig: A minor and F major F, F#,G, A, B, Bb, C, D, E Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers | Time Sig: 2/4 and 3/4 Key Sig: G & F major F, F#,G, A, B, Bb, C, D, E Dotted minims, minims, dotted crotchets, crotchets, quavers | Time Signature: 6/8 &2/4 Key Signature: C and F major F, F#,G, A, B, Bb, C, D, E Dotted crotchets, triplet quavers, and quavers         | Time Signature: 3/4 and 6/8 Key Signature: D and C major A, B, C, D, E, F, F♯, G Dotted minims, minims, crotchets, quavers, and semiquavers | Time Signature: 5/4 and 6/8 Key Signature: C major F, F#,G, A, B, Bb, C, D, Db, E, Eb Minims, dotted crotchets, crotchets, quavers               |
| Representation              | Gosepl  | Gospel  | <ul><li>South African</li><li>Mpumi Dhlamini</li><li>D Williams et al</li></ul>   | Reggae  | Hip Hop 2020<br>Stay Connected Supaman  |  |
| Other                       |   |   | Introduction of dotted minims   | Reggae Link to year 2<br>summer 2 and year 4<br>autumn 1  |   | Romantic music link to<br>year 2, 3 and 4 spring 2<br>and year 3 summer 2  |

|                             |  |  |  | Introduction of triple<br>quavers and 6/8 time<br>signature   |  | Introduction of 5/4 time signature  |
|-----------------------------|--|--|--|---|--|---|
| Year 6                      | Developing Melodic<br>Phrases  | Understanding<br>Structure and Form  | Gaining<br>Confidence<br>through<br>Performance  | Exploring Notation<br>Further   | Using Chords and<br>Structure  | End of Year<br>Performance  |
| Musical Style               | Soul<br>Pop<br>20 <sup>th</sup> and 21 <sup>st</sup> century<br>Orchestral                                 | Hip Hop<br>20 <sup>th</sup> and 21 <sup>st</sup> Century<br>Orchestral<br>Jazz: Swing<br>Soul<br>Rock  | Romantic<br>Zimbabwean Pop<br>Disco<br>Rock<br>R & B   | Romantic<br>Folk<br>Pop<br>Rock   | Hip Hop<br>Soul<br>Salsa<br>Gospel   | Musical Theatre   |
| Music History               | 20th and 21st Century<br>Orchestral 1942<br>Fanfare For The Common<br>Man Aaron Copland                    | 20th and 21st Century Orchestral 1913 The Rite Of Spring,Pt. 1 Adoration Of The Earth  - No. 1 Introduction Igor Stravinsky Rock 1800s Roll Alabama Unknown      | Romantic 1812<br>1812 Overture<br>Pyotr Ilyich<br>Tchaikovsky  | Romantic 1836 Mazurkas, Op.24 Frédéric Chopin Folk 1848 Simple Gifts Joseph Brackett Folk 1913 Danny Boy Frederic Weatherly | Gospel Unknown We Shall Overcome Unknown Gospel Mid 1800s Down By The Riverside Unknown                              | Consolidation of music<br>history timeline  |
| Musical<br>Element<br>Focus | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)              | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)  | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                                | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                               | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                        | Pulse/Beat/Metre<br>Rhythm, Pitch<br>Tempo, Dynamics<br>Timbre<br>Texture<br>Structure (Form)                               |
| Notes used                  | Time Signature: 2/4 Key Signature: C major C, D, E, F, G, A, B Minims, crotchets, quavers and semiquavers. | Time Signature: 2/4 & 3/4  Key Signature: A minor and C major  C, D, E, F, G, A, B  Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers | Time Sig: 2/4 & 4/4 Key Sig: C & D major D, E, F♯, G, A, B, C♯ Minims, dotted crotchets, crotchets, quavers, and semiquavers | Time Signature: 5/4 & 2/4 Key Sig: G & C major G, A, B, C, D, E, F♯ Minims, dotted crotchets, crotchets, and quavers        | Time Signature: 6/8 & 5/4 Key Signature: D & G major G, A, B, C, D, E, F♯ Dotted crotchets, triplet quavers, quavers | Time Signature: 2/4 & 54  Key Signature: C and G  major  G, A, B, C, D, E, F, F  Minims, crotchets, quavers and semiquavers |

| Representation | Hip Hop<br>Supaman                    | Zimbabwean Pop<br>R&B*<br>Disco*   |   | Gospel<br>Soul*                        |  |
|----------------|---------------------------------------|--|---|--|--|
| Other          | Link to year 3 Summer<br>2 Stravinsky | Romantic music link<br>to year 2, 3 and 4<br>spring 2 and year 3<br>and 5 summer 2 | Romantic - Link back to<br>Spring 1<br>Folk link back to year 4<br>Autumn 2 | Link - Gospel Year 5 autumn<br>1 and 2 |  |