

9



24  
**INDIVIDUAL RESEARCH PROJECT**



23  
**MUSIC IN THE MEDIA**  
How music is used in the media/adverts  
Creating own radio/TV jingle



22  
**BLUES**  
Features/history/culture of blues music  
12 bar blues compositions



21  
**REGGAE**  
Features/history/culture of reggae music  
Bob Marley & his influence



20  
**SONG WRITING**  
Understanding song structure  
Composing lyrics and melody

19  
**ROCKING ALL OVER THE WORLD**  
Study of chords I, IV and V  
Group arrangements of Rockin' all over the World



7

13  
**EARLY MUSIC**  
Study of music periods and their features  
Trumpet fanfare composition

14  
**EARLY MUSIC CONT...**  
Study of Renaissance dance music  
Group pavans



15  
**MARCH & WALTZ**  
Features of a march and waltz  
Pentatonic march performance and improvisation



16  
**FILM MUSIC**  
How music is used in film  
Composing a leitmotif



17  
**CHROMATICISM**  
Study of chromatic scales and its use in music  
Performance of a chromatic piece



18  
**THEME & VARIATIONS**  
Learning a theme and composing a set of variations



8

12  
**WORLD MUSIC**  
Gamelan  
World instruments  
Group gamelan pieces



11  
**THE RAINFOREST**  
Composing group rainforest pieces  
Producing a graphic score

10  
**RHYTHM & PULSE**  
Regular and irregular rhythms  
Group rhythm pieces



9  
**POPULAR MUSIC SINCE 1900**  
Keyboard & improvisation skills  
Features of Calypso, Reggae, Blues, Jazz and Rock



8  
**CHRISTMAS**  
Composing a Christmas pentatonic melody  
Singing festive songs in unison and harmony



7  
**VOLCANO**  
How music creates atmosphere  
Group volcano compositions in ternary form



6

5

1  
**OSTINATO**  
Percussion  
Singing in unison and 2 parts  
Rhythm games

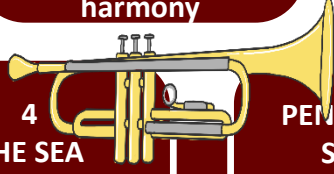
2  
**CHRISTMAS**  
Strings  
composing group winter pieces  
Christmas songs



3  
**SPACE RONDO**  
Woodwind  
Musical structures  
Class space rondo



4  
**THE SEA**  
Brass  
Group sea pieces  
Sea shanties



5  
**PENTATONIC SCALE**  
Standard notation  
Pentatonic improvisations



6  
**AFRICAN MUSIC**  
African instruments  
Call and Response



Scheme of Learning	<u>UNIT 1 - OSTINATO</u>	<u>UNIT 2 - CHRISTMAS</u>	<u>UNIT 3 – SPACE RONDO</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils learn the importance of warming up their voices, good posture, correct breathing and staying hydrated They learn to sing songs in unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils learn how to perform simple <b>OSTINATO</b> rhythms as part of a group performance using a variety of tuned and untuned percussion.</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn how to compose simple rhythms in 2/4 and 4/4 using crotchets, quavers, minims and rests and can improvise over a beat</li> <li>• <b>LISTENING/APPRAISING (see listening playlist)</b> Pupils listen to <b>YOUNG PERSON’S GUIDE TO THE ORCHESTRA/PETER AND THE WOLF</b> and learn about the percussion family Pupils evaluate their own group pieces as well as the work of others using appropriate music vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils continue to learn the importance of warming up their voices, good posture, correct breathing and staying hydrated They learn to sing festive songs in simple harmony, unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils learn to play simple festive songs on tuned instruments using standard notation</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose winter pieces experimenting with a variety of sound sources including simple ostinato rhythms</li> <li><b>LISTENING/APPRAISING (see listening playlist)</b> Pupils listen to The Four Seasons by Vivaldi and learn about the string section of the orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils continue to learn the importance of warming up their voices, good posture, correct breathing and staying hydrated They learn to sing songs in 2 parts, in unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils perform in a group as part of a whole class SPACE RONDO</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn about BINARY, TERNARY and RONDO form Pupils learn how to create a GRAPHIC SCORE</li> <li>• <b>LISTENING/APPRAISING (see listening playlist)</b> Pupils listen to The Planets by Holst as well as learn about the woodwind section of the orchestra Pupils evaluate their contribution to the whole class rondo as well as comment on the work of others using appropriate music vocabulary</li> </ul>
Sequencing Statements/ Cross Curricular	Retrieval from Yr 4 Careers in music Why we learn music in school (links to life skills/PSHE)	Building on simple rhythms from unit 1 and continuing to read, notate and perform Developing understanding of orchestral instruments R&P- religious festivals ICT - experimenting with different sound sources	Continuing to build repertoire of songs as well as increase confidence in performance Developing music vocabulary and knowledge/understanding of orchestral instruments and the musical elements

Scheme of Learning	<u>UNIT 4 – THE SEA</u>	<u>UNIT 5 - PENTATONIC SCALE</u>	<u>UNIT 6 – AFRICAN MUSIC</u>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn to sing sea shanties in parts, in unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils perform their group sea pieces in front of the class</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils experiment with different sound sources to create their own group 'sea piece' in BINARY, TERNARY or RONDO form Pupils create a graphic score of their piece</li> <li>• <b>LISTENING/APPRAISING (see listening guide)</b> Pupils listen to The Four Sea Interludes by Benjamin Britten Pupils evaluate their work and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn to sing pentatonic songs (Cotton Eyed Joe, Swing Low etc) in parts, in unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils learn to improvise using the PENTATONIC scale</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn the SCALE of C major and can read/write the notes C, D, E, F, G,A and B in both the BASS and TREBLE clef Pupils learn about the PENTATONIC SCALE and then compose their own simple melodies on a tuned instrument using the PENTATONIC SCALE of C Pupils notate their melodies using standard notation</li> <li>• <b>LISTENING/APPRAISING (see listening guide)</b> Pupils listen to PENTATONIC music examples eg folk songs from different cultures and music from China Pupils evaluate their own compositions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn to sing 'call and response' African songs in 2/3 parts, unison and rounds with confidence, clear diction and dynamic expression</li> <li>• <b>PERFORMING</b> Pupils can compose an African style rhythm complex as part of a whole class and group performance</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Composing rhythms using grid notation</li> <li>• <b>LISTENING/APPRAISING (see listening guide)</b> Pupils listen to and evaluate music from African culture making comparisons to western music Pupils evaluate their own rhythm pieces and the work of others</li> </ul>
<b>Sequencing Statements/ Cross Curricular</b>	Form – pupils build on knowledge of binary, ternary and rondo form from unit 3 Graphic notation – pupils develop graphic notation skills demonstrating use of the elements	Theory – learning about scale of C and how to notate notes in C major scale	Theory – learning grid notation as an another way of notating rhythm

Scheme of Learning	<u>UNIT 7 - VOLCANO</u>	<u>UNIT 8 - CHRISTMAS</u>	<u>UNIT 9 – POP MUSIC SINCE 1900</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn partner songs and songs in 2/3 parts</li> <li>• <b>PERFORMING</b> Pupils perform their group volcano pieces to the rest of the class</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils experiment with how music creates atmosphere using the poem ‘Volcanic Eruption’ as inspiration. They compose a group piece using ABCBA structure using a mix of tuned and untuned instruments and notate their music on a graphic score</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to examples of how composers use music to create different moods/atmospheres and describe how the elements of music are used to good effect</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn songs as part of their Christmas production with a focus on ‘performance’</li> <li>• <b>PERFORMING</b> Pupils learn a festive song as part of their Year 6 Christmas production and perform to a live audience</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose a festive song on a tuned instrument using a pentatonic melody and notate using standard notation</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to examples of festive songs from around the world and comment on their musical features, make comparisons and give opinions using appropriate music vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They learn songs from different pop genres including reggae, rock, blues and jazz</li> <li>• <b>PERFORMING</b> Pupils perform their group ‘pop’ piece to the class</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose a short keyboard piece in a chosen ‘pop’ style which demonstrates the features of that style along with their understanding of how to use the TONE, RHYTHM and CHORD ACCOMP functions</li> <li>• <b>LISTENING (see listening guide)</b> Pupils learn about the musical features of Blues, Jazz, Calypso, Heavy Metal and Reggae</li> </ul>
Sequencing Statements/ Cross Curricular	<p>Volcano compositions need to include ostinato rhythms on tuned and untuned instruments which builds on year 5 rhythm work</p> <p>Links to Geography work on volcanos</p>	<p>Pupils build on notation work from year 5 using different PENTATONIC melodies and rhythms using crotchets, quavers, minims, dotted minims and semibreves</p> <p>R&amp;P Religious festivals</p>	<p>Building on group composition skills using keyboards</p> <p>Developing knowledge of musical features and vocabulary including ‘off beat’, ‘dotted rhythms’ and ‘improvisation’</p>

Scheme of Learning	<u>UNIT 10 – RHYTHM &amp; PULSE</u>	<u>UNIT 11 – THE RAINFOREST</u>	<u>UNIT 12 – WORLD MUSIC (GAMELAN)</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice They sing songs in unison and harmony with a focus on different rhythm textures</li> <li>• <b>PERFORMING</b> Pupils perform as a whole class and in groups using a variety of tuned and untuned instruments as well as regular and irregular rhythms using grid notation</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils work in groups to compose their own rhythm piece using a variety of tuned and untuned percussion as well as regular and irregular rhythms. Pupils use grid notation to notate work</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to and comment on examples of music that uses irregular rhythms including the music of Igor Stravinsky</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing a variety of songs in unison and harmony with animal/nature themes</li> <li>• <b>PERFORMING</b> Pupils create a class rainforest piece and then perform group rainforest compositions to the class</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils experiment with different tuned and untuned sound sources to create a group rainforest piece using a structure of their own choosing</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to how other composers create music about nature/animals including ‘Carnival of the Animals’ by Camille Saint Seans</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing songs in unison and harmony from different parts of the world</li> <li>• <b>PERFORMING</b> Pupils perform a whole class gamelan pieces as well as their own group pieces</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils study the cyclical patterns of gamelan composition and then compose their own group pieces using this technique</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to music from different continents and discuss/comment on instrumentation/features/style/how the elements are used Pupils listen to and learn about the gamelan music from Indonesia</li> </ul>
Sequencing Statements/ Cross Curricular	Pupils are continuing to build on knowledge of rhythms (including ostinato) and texture	Pupils build on their knowledge of different musical structures Links to Geography, Science and PSHE – rainforests, eco systems and looking after our environment	Pupils continuing to look at different notation and composition styles Geography – music from different parts of the world

Scheme of Learning	<u>UNIT 13 – EARLY MUSIC</u>	<u>UNIT 14 – EARLY MUSIC CONT...</u>	<u>UNIT 15 – THE MARCH &amp; THE WALTZ</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn songs from different periods in history developing their skills in both harmonic and unison singing</li> <li>• <b>PERFORMING</b> Pupils perform their own trumpet fanfare compositions</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose their own trumpet fanfares in ternary form using typical fanfare rhythms and notes from the harmonic series Pupils notate their fanfares using standard notation</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to music from the 6 periods in music history and learn to recognise and comment on styles, compositional devises and instruments from each period.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn songs from different periods in history developing their skills in both harmonic and unison singing</li> <li>• <b>PERFORMING</b> Pupils perform a whole class pavan followed by performances of a group pavan in 4 parts</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose their own rhythms/tunes as part of a group pavan using standard notation and Aeolian mode</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to and comment on musical features of dance music and typical instruments from the Renaissance period</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn to ‘perform’ the songs ‘Oom Pah Pah’ and ‘The Oh Dear Song’ with an awareness of audience and the importance of ‘entertainment’.</li> <li>• <b>PERFORMING</b> Pupils perform a PENTATONIC march on a tuned instrument</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils compose their own pentatonic march improvisation</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to and comment on a variety of marches and waltzes from different periods in history making comparisons and giving opinions</li> </ul>
Sequencing Statements/	Now that pupils have knowledge of the musical elements, the orchestra, orchestral instruments as well as an understanding of musical notation and structures they now have an opportunity to see how these have	History – as before Pupils are now learning how to perform on tuned and untuned instruments as part of an ensemble	PE/Dance – pupils learn to dance the waltz History – looking at how customs and etiquette has changed since the 18 <sup>th</sup> century Pupils building on understanding of pentatonic scales and developing improvisational skills

Scheme of Learning	<u>UNIT 16 – FILM MUSIC</u>	<u>UNIT 17 - CHROMATICISM</u>	<u>UNIT 18 – THEME &amp; VARIATION</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing a variety of songs from films with a sense of drama/performance</li> <li>• <b>PERFORMING</b> Pupils learn to perform a leitmotif representing a well-known hero or villain from a film</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn how composers use clichés to create different moods/characters in films and use what they have learnt to compose their own hero/villain leitmotif in the scale of C major, A minor or any pentatonic Notating using standard notation or graphic scores</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen and comment on how film composers use certain effects (clichés) to create different moods/characters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn songs from the Ragtime era</li> <li>• <b>PERFORMING</b> Pupils learn and perform chromatic pieces on the keyboard with confidence and accuracy (Fur Elise, The Entertainer, The Pink Panther)</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn about syncopation, tones, semitones, sharps, flats and how to read/notate them</li> <li>• <b>LISTENING (see listening guide)</b> Pupils learn about Ragtime music and listen to/comment on the features of music from this genre as well as learn about key composers (Scott Joplin)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing a variety of well known songs with a focus on improvising/changing the tune</li> <li>• <b>PERFORMING</b> Pupils perform a set of variations on a well-known theme that they have composed</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn what is meant by ‘variation form’ and compose a set of their own variations on the theme of Frere Jaques</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to examples of Theme and Variation and comment on how the themes has been changed using appropriate music vocabulary</li> </ul>
Sequencing Statements/	Drama – music in film Building on atmospheric music from year 6 (Volcano topic) Developing use of different scales and	History – learn about the history of Ragtime music in the context of the era (1890’s – 1920) Introducing syncopated rhythms to build on previous knowledge	Pupils are building on their knowledge of form and structure through the learning of Theme and Variation as another compositional devise

Scheme of Learning	<u>UNIT 19 – ROCKIN’ ALL OVER THE WORLD</u>	<u>UNIT 20 – SONG WRITING</u>	<u>UNIT 21 - REGGAE</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn a 5 part scat song as a whole class and then in groups</li> <li>• <b>PERFORMING</b> Pupils perform their scat song as part of a group Pupils perform their own version of ‘Rockin’ all over the World’ as part of a band piece</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Retrieval work from year 7 to consolidate rhythms, structure, musical elements and notation</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to and comment on cover versions of well-known songs looking at similarities and differences using extended music vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing a variety of well known pop songs which include opportunities for improvisations, solos and additional rhythmical accompaniment</li> <li>• <b>PERFORMING</b> Pupils learn how to play some pop songs of their choice either solo or as a band</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn about song structure and all the components that make up a song (verse, chorus, bridge) and write their own lyrics/melody to a verse and chorus of a song</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to a variety of current pop songs and comment on song structure, genre, musical features and elements as well as giving opinions and making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing reggae songs by different artists including Bob Marley and The Police with opportunities for solos and harmonic backing vocals</li> <li>• <b>PERFORMING</b> In their bands pupils learn and perform a part in their own version of ‘Sweet Jamaican Reggae’</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn to play, read and notate off beat rhythms as one of the important musical features of reggae music</li> <li>• <b>LISTENING (see listening guide)</b> Pupils learn about the history, culture and musical features of reggae music learning about how the genre has evolved as well as it’s cultural importance and impact. Pupils carry out their own research project on reggae music showing evidence of listening to reggae from different artists and eras, making comparisons, showing preferences and commenting on musical features</li> </ul>
	Building on previous experience and	Building on previous knowledge of different musical	Links to year 6 ‘Pop Music Since 1900’ unit



Scheme of Learning	<u>UNIT 22 – THE BLUES</u>	<u>UNIT 23 – MUSIC IN THE MEDIA</u>	<u>UNIT 24 – RESEARCH PROJECT</u>
Knowledge	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils learn songs in the style of the blues and experiment with vocal improvisational styles</li> <li>• <b>PERFORMING</b> Pupils perform their own blues song compositions Pupils improvise using the blue scale</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils learn about 12 bar blues structure and the blue scale Pupils compose their own blues song using 12 bar blues structure</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to music from different blues artists and eras commenting on similarities and differences in style, musical features and instrumentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing a variety of songs made popular through advertising over the years as well as sing their own jingles</li> <li>• <b>PERFORMING</b> Pupils perform/record their own radio jingle compositions</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils study the typical musical features of radio jingles and use these to compose their own jingle as part of a group piece showing an awareness and understanding of the genre</li> <li>• <b>LISTENING (see listening guide)</b> Pupils listen to examples of different radio jingles from different eras commenting on their typical musical features, in particular, what they have in common in order to gain a deeper understanding of what makes a successful jingle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SINGING</b> Pupils know and understand the importance of warming up their voices, good posture, correct breathing and staying hydrated and do this as part of good practice Pupils sing songs from their own playlist with a focus on doing their own versions and individual styles</li> <li>• <b>PERFORMING</b> Pupils can choose their own pop song and perform their own version of it, either individually or as a group performance</li> <li>• <b>COMPOSING/MUSIC THEORY</b> Pupils will have opportunities to revise compositional styles, music devises, rhythms and notation previously studied and complete some short tests as part of their end of year assessment</li> <li>• <b>LISTENING (see listening guide)</b> Pupils can choose an artist, band, genre or instrument to study as part of their own research project which must include detailed song reviews as evidence of listening</li> </ul>
Sequencing	Links to Year 6 ‘Pop Music since 1900’ topic where pupils are first introduced to blues music with new opportunities to build on	Pupils are building on their knowledge and understanding of other uses of musical clichés eg Yr 7 Unit 16 (Film Music)	This is an opportunity for pupils to bring together all their musical experiences/learning and demonstrate what they can do through a



**MUTUAL RESPECT**



**INDIVIDUAL  
LIBERTY**



**DEMOCRACY**



**THE RULE OF LAW**



**TOLERANCE  
OF THOSE WITH DIFFERENT  
FAITHS AND BELIEFS**