



Bradwell Village School



Music Annual Overview

Charanga Unit	Autumn							
	Year Three		Year Four		Year Five		Year Six	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
	Let Your Spirit Fly	Glockenspiel Stage 1	Mamma Mia	Glockenspiel Stage 2	Livin' On A Prayer	Classroom Jazz 1	Happy	Classroom Jazz 2
Styles covered	R&B, Western Classical, Musicals, Motown, Soul	Learning basic instrumental skills by playing tunes in varying styles	ABBA	Learning basic instrumental skills by playing tunes in varying styles	Rock	Jazz	Pop/Motown	Jazz, Latin, Blues
	To learn about the difference between pulse and rhythm. To learn about how pulse, rhythm and pitch work together to create a song.		To learn about the difference between pulse and rhythm and be able to keep the internal pulse. To make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.		To learn about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. To take on a musical leadership, creating musical ideas for the group to copy or respond to.		To learn about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. To take on a musical leadership, creating musical ideas for the group to copy or respond to.	

Charanga Unit	Spring							
	Year Three		Year Four		Year Five		Year Six	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
	Three Little Birds	The Dragon Song	Stop!	Lean on Me	Make You Feel My Love	The Fresh Prince of Bel Air	Benjamin Britten - A New Year Carol	You've Got A Friend
Styles covered	Reggae	Music from around the world	Grime, Classical, Bhangra, Tango, Latin Fusion	Gospel	Pop Ballads	Hip Hop	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	The music of Carole King
	To learn about the difference between pulse and rhythm. To learn about how pulse, rhythm and pitch work together to create a song.		To learn about the difference between pulse and rhythm.	To learn about the difference between pulse and rhythm and be able to keep the internal pulse.	To learn about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.		To learn about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.	

		To start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	To take on a musical leadership, creating musical ideas for the group to copy or respond to.	To take on a musical leadership, creating musical ideas for the group to copy or respond to.
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Charanga Unit	Summer							
	Year Three		Year Four		Year Five		Year Six	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
	Bringing Us Together	Reflect, Rewind and Replay	Blackbird	Reflect, Rewind and Replay	Dancing In The Street	Reflect, Rewind and Replay	Music and Me	Reflect, Rewind and Replay
Styles covered	Disco/Anthem	Western Classical Music and your choice from Year 3	The Beatles	Western Classical Music and your choice from Year 4	Motown	Western Classical Music and your choice from Year 5	Hip Hop, Classical, Electronic, Soul, Contemporary	Western Classical Music and your choice from Year 6
	To learn about the difference between pulse and rhythm. To learn about how pulse, rhythm and pitch work together to create a song.	To think about the history of music in context, listen to some Western Classical music and place the music from the units worked through, in correct time and space. To consolidate the foundations of the language of music.	To learn about the difference between pulse and rhythm and be able to keep the internal pulse. To start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	To think about the history of music in context, listen to some Western Classical music and place the music from the units worked through, in correct time and space. To consolidate the foundations of the language of music.	To learn about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. To take on a musical leadership, creating musical ideas for the group to copy or respond to.	To think about the history of music in context, listen to some Western Classical music and place the music from the units worked through, in correct time and space. To consolidate the foundations of the language of music.	To learn about their own contribution to a composition. To take on a musical leadership, creating musical ideas for the group to copy or respond to	To think about the history of music in context, listen to some Western Classical music and place the music from the units worked through, in correct time and space. To consolidate the foundations of the language of music.

Text in green	Challenge
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