



Music Progression of Learning Wootton St Peter's CE School

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything" Plato

National Curriculum Overview

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

Pupils should be taught to sing and play musically and develop an understanding of musical composition.

Pupils 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

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils 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.

Listening & Appraising

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
<p>Children can:</p> <ul style="list-style-type: none"> ☆ Listen attentively in a range of situations. ☆ Know about similarities and differences. ☆ Sing songs, make music and dance, and experiment with ways of changing them. ☆ Represent my own ideas, thoughts and feelings through music. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ Five songs off by heart. ☆ Some songs have a chorus or a response/answer part. ☆ Songs have a musical style. ☆ How songs can tell a story or describe an idea ☆ <p>Children can:</p> <ul style="list-style-type: none"> ○ Know and recognise the sound and names of some of the instruments they use ○ Enjoy moving to music by dancing, marching, being animals or pop stars. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ Five songs from memory and who sang them or wrote them and the style of the five songs. ☆ To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of that song (musical characteristics that give the song its style) ○ The lyrics: what the song is about ○ Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <p>Children can:</p> <ul style="list-style-type: none"> ☆ Confidently identify and move to the pulse. ☆ Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). ☆ Talk about the music and how it makes them feel. ☆ Listen carefully and respectfully to other people's thoughts about the music. ☆ Use musical words 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ Five songs from memory, who sang or wrote them, when they were written and why. ☆ The style of the songs and to name other songs from the Units in those styles. ☆ To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ☆ Know and talk about the fact that we each have a musical identity <p>Children can:</p> <ul style="list-style-type: none"> ☆ Identify and move to the pulse with ease. ☆ Think about the message of songs. ☆ Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ☆ Listen carefully and respectfully to other people's thoughts about the music. ☆ Use musical words when talking about the songs. ☆ Talk about the musical dimensions working together in the Unit songs. ☆ Talk about the music and how it makes you feel, using musical language to describe the music.

Playing Instruments

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
<p>Children can:</p> <ul style="list-style-type: none"> ☆ Listen attentively in a range of situations. ☆ Know about similarities and differences. ☆ Sing songs, make music and dance, and experiment with ways of changing them. ☆ Represent my own ideas, thoughts and feelings through music. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ The names of the notes in my instrumental part from memory or when written down. ☆ The names of untuned percussion instruments played in class. <p>Children can:</p> <ul style="list-style-type: none"> ☆ Treat instruments carefully and with respect. ☆ Play a tuned instrumental part with the song I perform. ☆ Learn to play an instrumental part that matches my musical challenge (a one-note part, a simple part, medium part). ☆ Play the part in time with the steady pulse. ☆ Listen to and follow musical instructions from a leader ☆ Know that music has a steady pulse, like a heartbeat. ☆ Know that we can create rhythms from words, our names, favourite food, colours and animals. ☆ Know the names of the instruments I am playing 	<p>Children know and talk about:</p> <ul style="list-style-type: none"> ☆ The instruments used in class (a glockenspiel, recorder or xylophone) ☆ Other instruments they might play or be played in a band or orchestra or by my friends <p>Children can:</p> <ul style="list-style-type: none"> ☆ Treat instruments carefully and with respect. ☆ Play parts on a tuned instrument (a one-note, simple or medium part or the melody of the song from memory or using notation). ☆ Rehearse and perform my part within the context of the song. ☆ Listen to and follow musical instructions from a leader. ☆ Experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>Children know and talk about:</p> <ul style="list-style-type: none"> ☆ To know and be able to talk about: ☆ Different ways of writing music down – e.g. staff notation, symbols ☆ The notes C, D, E, F, G, A, B + C on the treble staff ☆ The instruments they might play or be played in a band or orchestra or by their friends <p>Children can:</p> <ul style="list-style-type: none"> ☆ Play a musical instrument with the correct technique within the context of the song. ☆ Select and learn an instrumental part that matches my musical challenge (a one-note, simple or medium part or the melody of the song from memory or using notation). ☆ Rehearse and perform my part within the context of the song. ☆ Listen to and follow musical instructions from a leader. ☆ Lead a rehearsal session.

Improvisation

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
<p>Children can:</p> <ul style="list-style-type: none"> ☆ Listen attentively in a range of situations. ☆ Know about similarities and differences. ☆ Sing songs, make music and dance, and experiment with ways of changing them. ☆ Represent my own ideas, thoughts and feelings through music. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ Improvisation is making up your own tunes on the spot. ☆ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ☆ Everyone can improvise, and you can use one or two notes. <p>Children can:</p> <ul style="list-style-type: none"> ☆ Improvise using the three challenges: <ul style="list-style-type: none"> ○ Clap and Improvise – Listen and clap back, then listen and clap my own answer (rhythms of words). ○ Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. 	<p>Children know and can talk about:</p> <ul style="list-style-type: none"> ☆ Improvisation is making up your own tunes on the spot ☆ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ☆ To know that using one or two notes confidently is better than using five ☆ If you improvise using the notes you are given, you cannot make a mistake <p>Children can:</p> <ul style="list-style-type: none"> ☆ Improvise using the three challenges: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<p>Children know and can talk about:</p> <ul style="list-style-type: none"> ☆ Improvisation is making up your own tunes on the spot ☆ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ☆ Using one, two or three notes confidently is better than using five ☆ If you improvise using the notes you are given, you cannot make a mistake ☆ Know three well-known improvising musicians <p>Children can:</p> <ul style="list-style-type: none"> ☆ Improvise using the three challenges: <ul style="list-style-type: none"> ○ Play and Copy Back - Copy back using instruments. Use the three notes. ○ Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use three notes in your answer. Always start on a G. ○ Improvisation! You will be using up to three notes.

Composition

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
<p>Children can:</p> <ul style="list-style-type: none"> ☆ Listen attentively in a range of situations. ☆ Know about similarities and differences. ☆ Sing songs, make music and dance, and experiment with ways of changing them. ☆ Represent my own ideas, thoughts and feelings through music. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ Composing is like writing a story with music. ☆ Everyone can compose. <p>Children can:</p> <ul style="list-style-type: none"> ☆ Help to create a simple melody using one, two or three notes. ☆ Learn how the notes of the composition can be written down and changed if necessary. 	<p>Children know and talk about:</p> <ul style="list-style-type: none"> ☆ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ☆ Different ways of recording compositions (letter names, symbols, audio etc.) <p>Children can:</p> <ul style="list-style-type: none"> ☆ Help create at least one simple melody using one, three or all five different notes. ☆ Plan and create a section of music that can be performed within the context of a song. ☆ Talk about how it was created. ☆ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ☆ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>Children know and talk about:</p> <ul style="list-style-type: none"> ☆ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ☆ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ☆ Notation: recognise the connection between sound and symbol <p>Children can:</p> <ul style="list-style-type: none"> ☆ Create simple melodies using different notes and simple rhythms that work musically with the style of the song. ☆ Explain the keynote or home note and the structure of the melody. ☆ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ☆ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
<p>Children can:</p> <ul style="list-style-type: none"> ☆ Listen attentively in a range of situations. ☆ Know about similarities and differences. ☆ Sing songs, make music and dance, and experiment with ways of changing them. ☆ Represent my own ideas, thoughts and feelings through music. 	<p>Children know:</p> <ul style="list-style-type: none"> ☆ A performance is sharing music with other people, called an audience. ☆ A performance can be a special occasion and involve a class, a year group or a whole school. ☆ An audience can include your parents and friends <p>Children can:</p> <ul style="list-style-type: none"> ☆ Choose a song I have learnt and perform it. ☆ Add my ideas to the performance. ☆ Record the performance and say how I was feeling about it. 	<p>Children know and can talk about:</p> <ul style="list-style-type: none"> ☆ Performing is sharing music with other people, an audience ☆ A performance doesn't have to be a drama! It can be to one person or to each other ☆ You need to know and have planned everything that will be performed ☆ You must sing or rap the words clearly and play with confidence ☆ A performance can be a special occasion and involve an audience including of people you don't know ☆ It is planned and different for each occasion ☆ It involves communicating feelings, thoughts and ideas about the song/music <p>Children can:</p> <ul style="list-style-type: none"> ☆ Choose what to perform and create a programme. ☆ Present a musical performance designed to capture the audience. ☆ Communicate the meaning of the words and clearly articulate them. ☆ Talk about the best place to be when performing and how to stand or sit. ☆ Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>Children know and can talk about:</p> <ul style="list-style-type: none"> ☆ Performing is sharing music with an audience with belief ☆ A performance doesn't have to be a drama! It can be to one person or to each other ☆ Everything that will be performed must be planned and learned ☆ You must sing or rap the words clearly and play with confidence ☆ A performance can be a special occasion and involve an audience including of people you don't know ☆ It is planned and different for each occasion ☆ A performance involves communicating ideas, thoughts and feelings about the song/music <p>Children can:</p> <ul style="list-style-type: none"> ☆ Choose what to perform and create a programme. ☆ Communicate the meaning of the words and clearly articulate them. ☆ Talk about the venue and how to use it to best effect. ☆ Record the performance and compare it to a previous performance. ☆ Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

EYFS

SUMMER TERM

	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p>Nursery rhymes</p> <p>Harvest songs</p> <p>Christmas songs and poems</p> <p>Christmas performance</p> <p>Music Flood Week</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p>	<p>Playing Instruments</p> <p><u>Space & Universe Songs:</u></p> <ul style="list-style-type: none"> - Space Song Rocket Ride - Planets revolve around the sun - 5 little men in a flying saucer - On our way to mars - Twinkle Twinkle <p>Space Song Rocket Ride Barefoot Books Singalong</p> <p>Song for kids: Planets revolve around the Sun (with lyrics) Songs</p> <p>5 Little Men in a Flying Saucer Songs</p> <p>You Need to sing in the Classroom Twinkl</p> <p>listening & Appraising</p> <p><u>Whole world related Songs</u></p> <ul style="list-style-type: none"> - Whole world - Outdoor Opposites - Habitats Song - Seven Continents - The animals went in two by two <p>Whole World Barefoot Books Singalong</p> <p>Outdoor Opposites Barefoot Books Singalong</p> <p>Habitats Song</p> <p>Seven Continents Song</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p>	<p>Playing Instruments</p> <p><u>Farm Songs</u></p> <ul style="list-style-type: none"> - Over in the Meadow - Driving my tractor - One man went to mow - Baa baa black sheep - I'm a weed - chick chick chick chicken <p>Over in the Meadow Barefoot Books Singalong</p> <p>Driving My Tractor (UK) Barefoot Books Singalong</p> <p>Improvising & Composition</p> <p><u>Songs related to different jobs</u></p> <ul style="list-style-type: none"> - The engineer song - The more we get together - Monster Mash <p>The Engineer Song</p> <p>The More We Get Together Barefoot Books Singalong</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p> <p>Links to topics on 'On the farm' and 'construction'</p>

		<i>Links to; topics of 'dinosaurs' and 'space'</i>	
B	<p>Nursery rhymes</p> <p>Christmas songs and poems</p> <p>Christmas performance</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p> <p><i>Links to; topics of 'Fairytale songs and rhymes'</i></p>	<p>Using instruments to express thoughts and feelings</p> <p>Minibeast songs and rhymes</p> <p>Fairytale songs and rhymes</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p> <p><i>Links to; topics of 'Fairytale songs and rhymes'</i></p>	<p>Using instruments</p> <p>Making sounds of the jungle/safari</p> <p>Creating own songs</p> <p>Learning songs from other countries</p> <p>Seaside songs</p> <p>Pirate songs</p> <p>End of Year performance</p> <p><i>Rationale;</i></p> <p><i>To acquire knowledge about the world in which we live</i></p> <p><i>To understand and respect diversity</i></p> <p><i>To open eyes to world beyond immediate environment</i></p> <p><i>To foster courage – to perform to other (in school, to parents and to the wider community)</i></p> <p><i>To promote creativity</i></p> <p><i>Links to topics on 'On Safari' and 'At the Seaside'</i></p>

At

	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<ul style="list-style-type: none"> ☆ 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 <p>Creating a rap linking to topic- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>In the groove- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p> <p><i>Mental well-being and courage to perform.</i></p>	<ul style="list-style-type: none"> ☆ Your imagination - 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 <p>Play your music with the song- Use glockenspiels.</p> <p><i>Performance and courage.</i></p>
	<p>Nativity - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><i>Links into RE and whole school production for parents and community.</i></p>	<ul style="list-style-type: none"> ☆ Round and Round- Play tuned and untuned instruments musically. ☆ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ☆ Listen with concentration and understanding to a range of high-quality live and recorded mus 	<ul style="list-style-type: none"> ☆ Reflect, Rewind and Replay- 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 <p><i>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a</i></p>

		<i>Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</i>	<i>context for the History of Music and the beginnings of the Language of Music.</i>
B	<p>Sound sources- Recognise different sound sources</p> <p>Explore different sound sources using their voice, body and instruments.</p> <p>Use different sounds to express a scene and mood.</p> <p><i>Performance skills</i></p>	<p>How to play instruments- Recognise different ways sounds are made and changed</p> <p>Name and know how to play a variety of instruments</p> <p>Group similar sounding instruments</p> <p>Create symbols to represent how instruments can be played and make a sequence of sounds</p> <p>Performance and encouraging creativity.</p>	<p>Pitch- Discriminate between higher and lower sounds</p> <p>Create simple melodic patterns</p> <p>Control the pitch of their voice and instruments using steps and leaps</p> <p><i>Performance</i></p>
	<p>Nativity - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><i>Links into RE and whole school production for parents and community.</i></p>	<p>Pulse and Rythm- Recognise difference between pulse and rhythm</p> <p>Begin to perform with a sense of pulse</p> <p>Explore changes of tempo</p> <p>Repeat and create simple rhythmic phrases</p> <p>Create an accompaniment</p> <p><i>Performance and encouraging creativity.</i></p>	<p>Create animal chain of sounds</p> <p>Create rainforest soundscape</p> <p>Learn rainforest rhymes/ songs</p> <p>Use pitch, tempo, dynamics, duration, timbre and texture to compose soundscapes</p> <p>Sing and rhyme considering pitch and pulse</p> <p><i>Performance to parents (wider curriculum)</i></p>

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	Recorders	Recorders	Recorders
	Recorders	Recorders	Recorders
B	Recorders	Recorders	Recorders
	Recorders	Ukulele <i>Rationale: link to class book, Libba</i>	African songs and drumming <i>Rationale: link to class book, Quill soup, courage to perform in whole school concert</i>

KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p style="text-align: center;">Developing Ensemble Skills</p> <p style="text-align: center;">How does music connect with our past?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>	<p style="text-align: center;">Freedom to Improvise</p> <p style="text-align: center;">How does music shape our way of life?</p> <p>Rationale: Link into mental wellbeing, focusing on breathing to relax and de-stress.</p>	<p style="text-align: center;">Improving with Confidence</p> <p style="text-align: center;">How does music shape our way of life?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>
	<p style="text-align: center;">Creative Composition</p> <p style="text-align: center;">How does music improve our world?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>	<p style="text-align: center;">Composing and Chords</p> <p style="text-align: center;">How does music improve our world?</p> <p>Rationale: This unit includes some black rights songs. Link to class text 'Race to the Frozen North' - Matthew Henson was the first man to the North Pole but it wasn't recognised as he was black. Link to black rights, song about Freedom – the prejudice they faced.</p>	<p style="text-align: center;">Battle of the Bands</p> <p style="text-align: center;">How does music connect us with the environment?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>
B	<p style="text-align: center;">Music and Technology</p> <p style="text-align: center;">How does music bring us together?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>	<p style="text-align: center;">Musical Styles Connects Us</p> <p style="text-align: center;">How does music teach us about our community?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>	<p style="text-align: center;">Melody and Harmony in Music</p> <p style="text-align: center;">How does music bring us together?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>

	<p style="text-align: center;">Enjoying Musical Styles</p> <p>How does music teach us about our community?</p> <p>Rationale: Link to class text 'Street Child' - think about Jim's life on the coal boats – link to song about life on the 'Erie Canal'. This will link our Victorian topic and novel to our music lesson, singing about life on a coal barge.</p>	<p style="text-align: center;">Sing and Play in Different Styles</p> <p>How does music connect us with our past?</p> <p>Rationale: Link to science topic about Space – song about Mars.</p>	<p style="text-align: center;">Farewell Tour</p> <p>How does music connect us with the environment?</p> <p>Rationale: Link to school values of courage and perseverance. Inspire creativity.</p>
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