

## Ash Grove Music Curriculum

	Autumn Term – Western Classical Music	Spring Term – Popular Music	Summer Term – Musical traditions			
<b>Year 1</b>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>The Infinitely Variable Hello Song</p> <p>Boom Chicka Boom</p> <p><b>Listening</b> – Mozart Rondo alla Turca (classical period) Contrast with Eric Satie Gymnopedies No 1</p> <p><b>Focus instrument</b> Piano</p> <p><b>Musicianship</b> Walk, move or clap a steady beat at different speeds. Respond to the pulse in a variety of recorded/live music</p> <p>Perform word pattern chants e.g. fish and chips, caterpillar crawl.</p> <p><b>Composing</b></p>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Twinkle Twinkle Little Star then with words changed to Larks are Happy</p> <p><b>Listening</b> Vaughan Williams The Lark Ascending Contrast with Vivaldi Autumn</p> <p><b>Focus instrument</b> – violin</p> <p><b>Musicianship</b> Listen to sounds in the school environment, comparing high and low sounds</p> <p>Sing familiar songs in low and high voices and explore the difference in sound</p> <p><b>Composing</b> Create musical effects and short sequences</p>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Pass the secret round Frosty Weather</p> <p><b>Listening</b> – Funk Jungle Boogie and Uptown Funk</p> <p><b>Focus instrument</b> Drums</p> <p><b>Musicianship</b> Use body percussion and classroom percussion to play repeated rhythm patterns, keeping a steady beat</p> <p>Perform short copycat rhythm patterns while keeping in time with a steady beat</p> <p><b>Composing</b> Invent, retain and recall rhythm patterns and perform these for others using body</p>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Hi lo Chicka lo</p> <p><b>Listening</b> – Blues BB King Didn't It Rain? One Shoe Blues</p> <p><b>Focus instrument</b> Guitar</p> <p><b>Musicianship</b> Use tuned instruments e.g. glockenspiel to play short repeated pitched patterns (on one note) keeping a steady beat</p> <p><b>Composing</b> Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Invent, retain and recall pitch patterns and perform these for</p>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Candlelight</p> <p><b>Listening</b> – Samba Rio Carnival Fanfarra (Cabua Le-Le) Sergio Mendes/Carlinhos Brown (Brazilian Samba) Samba di Janiero</p> <p><b>Musicianship</b> Follow pictures and symbols to guide playing and singing e.g. 4 dots means 4 taps on the drum</p> <p><b>Composing</b> Recognise how graphic notation can represent created sounds with body percussion, tuned and untuned percussion. Inspired by Samba e.g. Chocolate Samba (see LMT materials)</p>	<p><b>Singing</b> Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in.</p> <p>Kye Kye Kule</p> <p><b>Listening</b> – Gong Kebyar of Peliatan, Baris (Indonesian Gamelan)</p> <p><b>Musicianship</b> Explore percussion sounds to enhance storytelling – link to class text on theme of Journeys</p> <p><b>Composing</b> Recognise how graphic notation can represent created sounds with body percussion, tuned and untuned percussion. Explore and invent own symbols</p> <p>Create and perform a sequence of 3 rhythm and pitch patterns in response to stimuli such</p>

	<p>Create, retain and perform their own word pattern chants</p> <p>Improvise simple vocal chants using question and answer phrases</p>	<p>of sounds in response to stimuli e.g. train journey using tuned and untuned percussion and sound-makers e.g. rustling leaves</p> <p><i>End of term performance – singing</i></p>	<p>percussion and untuned percussion</p> <p>Innovate Jungle Boogie to Ash Grove Boogie etc</p>	<p>others using tuned percussion</p> <p>Use 12 bar blues in C as backing for C chime bar</p> <p><i>End of term performance – singing</i></p>	<p>Explore and invent own symbols.</p>	<p>as a story (linked to class text) using pentatonic scale (use chime bars)</p> <p><i>End of term performance – singing</i></p>
<b>Year 2</b>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>Heno, Heno</p> <p><b>Listening</b> – Ravel Bolero (20<sup>th</sup> century period) <a href="#">(238) Wiener Philharmoniker - Maurice Ravel - Bolero - Regente Gustavo Dudamel (HD) - YouTube</a></p> <p><b>Focus instrument</b> orchestra – woodwind</p>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>Doggie Doggie Where’s Your Bone?</p> <p><b>Listening</b> – Night on a Bare Mountain (Romantic period) <a href="#">KS2: Modest Mussorgsky - A Night on the Bare Mountain - BBC Teach</a> BBC Ten Pieces</p> <p><b>Focus instrument</b> Orchestra – strings</p> <p><b>Musicianship</b></p>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>Copy Kitten</p> <p><b>Listening</b> – Rock n Roll Elvis Presley Hound Dog (<a href="#">238</a>) <a href="#">elvis presley-hound dog - YouTube</a> (link back to Year 1 12 bar blues)</p> <p><b>Focus instrument:</b> Electric guitar</p> <p><b>Musicianship</b> Create rhythms using word phrases as a starting point</p>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>H.E.L.L.O</p> <p><b>Listening</b> – 1960s pop The Beatles Hey Jude and Norwegian Wood</p> <p><b>Musicianship</b> Begin to group beats into 2s and 3s by listening and tapping and clapping to different pieces of music to show the first (strongest) beat</p>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>Rocking</p> <p><b>Listening</b> – Jigs, Patrick Pecker Dunne (Irish Traveller music)- 2 beats in a bar Molly Malone (3 beats in a bar)</p> <p><b>Musicianship</b> Dance and move to the steady beat of the music with 2 and 3 beats in a bar.</p> <p><b>Focus instrument</b> Fiddle/violin</p>	<p><b>Singing</b></p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher’s directions and visual symbols</p> <p>Alice The Camel</p> <p><b>Listening</b> – Indian Folk Music Learn about the cultural background of the music (link to Geography Summer 1)</p> <p><b>Musicianship</b> Respond independently to pitch changes heard in short melodic phrases indicating with actions</p>

	<p><b>Musicianship</b> Walk to the beat of a piece of music, knowing the difference between left and right</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Understand dynamics including a crescendo (getting louder)</p> <p><b>Composing</b> Create a musical machine in response to Ravel's Bolero, layering rhythms and sounds in groups. Use graphic symbols to keep a record of composed pieces</p>	<p>Understand that the speed of the beat can change creating a faster or slower pace Mark the beat of music they listen to by tapping or clapping, noticing tempo and changes in tempo</p> <p><b>Composing</b> Create music in response to Night on a Bare Mountain – music associated with different times of day. Combine as a sequence and perform. Use graphic symbols to keep a record of composed pieces</p> <p><i>End of term performance – singing</i></p>	<p>Read and respond to chanted rhythm patterns and represent them with stick notation including crochets, quavers and crochet rests.</p> <p><b>Composing</b> Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion (inspired by Hound Dog e.g. you ain't nothing but a tiger, puppy, lion etc) Create a class song with new lines and write rhythms with stick notation.</p>	<p>Identify the beat groupings in different pieces of music e.g. Maple Leaf Rag (2 beats) and The Elephant from Carnival of the Animals (3 beats)</p> <p><b>Composing</b> Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion. These should have either 2 or 3 beats.</p> <p><i>End of term performance – singing</i></p>	<p><b>Composing</b> Work with a partner to improvise simple question and answer phrases to be sung and played on tuned and untuned percussion. These should have either 2 or 3 beats. Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces.</p>	<p>(e.g. stand up/sit down, hands high, hands low) Recognise dot notation and match it to 3 notes played on tuned percussion</p> <p><b>Composing</b> Use Indian drums to compose, adapt and perform layered rhythms</p> <p><i>End of term performance – singing</i></p>
<p><b>Year 3</b></p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>	<p><b>Singing</b> Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others.</p>

<p>Acka Backa</p> <p><b>Listening</b> Early recorder music- <b>Baroque</b> – Vivaldi Recorder Concerto <a href="#">(353) Vivaldis Flautino Concerto in C Major RV 443 Lucie Horsch - YouTube</a></p> <p>Handel Arrival of the Queen of Sheba arranged for recorder duet <a href="#">(353) The Arrival of the Queen of Sheba (Arr. Recorders) - YouTube</a></p> <p><b>Focus instrument</b> Recorder</p> <p><b>Musicianship</b> Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and</p>	<p>Amen, say Amen</p> <p><b>Listening - 21<sup>st</sup> Century recorder music</b> David Bedford recorder concerto <a href="#">(353) Recorder Concerto: I. — - YouTube</a></p> <p><a href="#">(353) Recorder Concerto: III. — - YouTube</a></p> <p>Compare mood and tempi, pitch and tonality of movements 1 and 3</p> <p><b>Focus instrument</b> Recorder</p> <p><b>Musicianship</b> Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and</p>	<p>Doo-bi-doo!</p> <p><b>Listening - Jazz</b> Glenn Miller – In The Mood Benny Goodman – Sing, Sing, Sing Gershwin Rhapsody in Blue (BBC Ten Pieces)</p> <p><b>Focus instrument</b> Woodwind in jazz music from clarinet to saxophone</p> <p><b>Musicianship</b> Recorder tuition Pitch – moving from 3 to 5 notes Playing as an ensemble</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on the recorder</p>	<p>Down by the Bay</p> <p><b>Listening</b> American Rock Guns n Roses Sweet Child of Mine Tim Capello I Still Believe</p> <p><b>Focus instrument</b> Saxophone</p> <p><b>Musicianship</b> Recorder tuition Pitch – moving from 3 to 5 notes Playing adagio or allegro Playing as an ensemble</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on recorder</p>	<p>Lavender’s Blue</p> <p><b>Listening</b> Local Folk Music Horton Weavers The Manchester Rambler Brian and Michael Matchstalk Men</p> <p><b>Musicianship</b> Recorder tuition Playing different rhythms Playing with articulation Playing from stick notation for rhythms</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on the recorder</p>	<p>Zhao Peng You</p> <p><b>Listening</b> Traditional Chinese Music – link to history <a href="#">Dizi (Chinese Flute): Yuenfen - Remote Recording - Bing video</a></p> <p><b>Musicianship</b> Recorder tuition Playing different rhythms Playing with articulation Playing from dot and stick notation for pitch and rhythms</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on the recorder</p>
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	melodies on the recorder	melodies on the recorder		<i>End of term performance – recorders</i>		<i>End of term performance – recorders</i>  <i>Come and Play with the Halle</i>
<b>Year 4</b>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Bow bow bow Belinda</p> <p><b>Listening –</b> Beethoven Symphony No. 5 (classical period) – BBC Ten Pieces Peter and the Wolf The Sorceror’s Apprentice</p> <p>Focus instrument – orchestra –</p>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>London’s Burning</p> <p><b>Listening –</b> Holst The Planets Suite BBC Ten Pieces (Mars)</p> <p><b>Focus instrument</b> Orchestra – percussion section</p> <p><b>Musicianship</b></p>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Sing a Rainbow</p> <p><b>Listening –</b> Chic, Le Freak (Disco) The Fifth of Beethoven Disco</p> <p><b>Musicianship</b> Introduce notation of pitch in consecutive note patterns within a treble clef staff Play and perform melodic patterns</p>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Three Little Birds</p> <p><b>Listening –</b> Oasis, Wonderwall (90s Indie) Don’t Look Back in Anger Primal Scream Movin On Up</p> <p><b>Musicianship</b> Further notation of pitch including interval jumps</p>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Tue Tue</p> <p><b>Listening -</b> Bhujhangy group, Bhabiye Akh Larr Gayee (Punjab/UK Bhangra) Punjabi MC Bollywood film music</p> <p><b>Musicianship</b> Play and perform melodies using staff notation combining rhythm and pitch</p> <p><b>Composing</b></p>	<p><b>Singing</b> Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Janie Mama</p> <p><b>Listening –</b> Trinidad Steel Band, Tropical Bird (Trinidad, Calypso)</p> <p><b>Musicianship</b> Build on skills of reading. Play and perform a given piece of music In small group, perform one part of a 3 part piece of music</p>

	<p>instrument families and layout</p> <p><b>Musicianship</b> Introduce notation of rhythms including crotchets and paired quavers Follow and perform rhythmic scores to a steady beat</p> <p><b>Composing</b> Compose and use notation to record rhythm patterns and perform in a group</p>	<p>Build on notation of rhythms including minims and rests Follow and perform rhythmic scores to a steady beat</p> <p><b>Composing</b> Structure musical ideas to create music that has a beginning, middle and an end. Compose in response to an image e.g. a photograph</p> <p><i>End of term performance – singing</i></p>	<p><b>Composing</b> Structure musical ideas to create music that has a beginning, middle and an end. Compose in response to stimulus e.g. a poem or story</p>	<p>Play and perform further melodic patterns</p> <p><b>Composing</b> Compose song accompaniments using untuned percussion with rhythms and note values.</p> <p><i>End of term performance – singing</i></p>	<p>Perform a given melody and compose rhythmic ostinato to accompany it on untuned percussion. Use staff notation to write the ostinato for others to play</p>	<p><b>Composing</b> Compose an untuned ostinato to accompany a 2 part melody. Use staff notation to write the ostinato for others to play</p> <p><i>End of term performance – singing</i></p>
<b>Year 5</b>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Animal Fair</p> <p><b>Listening</b> – Brass Band pieces Paul Lovatt-Cooper</p>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>Feliz Navidad</p> <p><b>Listening</b> – Anna Clyne, Night Ferry (21<sup>st</sup> Century)</p>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Bare Necessities</p> <p><b>Listening</b> – Female artists in RnB Alicia Keys Mary J Blige</p>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>I love the flowers</p> <p><b>Listening</b> – Billy Strayhorn/Duke Ellington Orchestra,</p>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>The Ugly Duckling</p> <p><b>Listening</b> – Libertango, Tango, Argentina</p>	<p><b>Singing</b> Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus</p> <p>Madina Tun Nabi</p> <p><b>Listening</b> – Folk music with links to brass bands</p> <p><b>Musicianship</b></p>

	<p>Where Eagles Sing Brighthouse and Rastrick Brass Band Floral Dance Peter Graham Dynasty</p> <p><b>Musicianship</b> Brass tuition Creating a steady sound</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p>	<p>BBC Ten Pieces</p> <p><b>Musicianship</b> Brass tuition Play up to three notes to perform a range of pieces</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p> <p><i>End of term performance – brass</i></p>	<p>Beyonce Toni Braxton</p> <p><b>Musicianship</b> Brass tuition Playing an increasing range of notes and more complex rhythms</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p>	<p>Take the A Train (jazz - brass) Maynard Ferguson (trumpet) James Morrison</p> <p><b>Musicianship</b> Brass tuition Playing an increasing range of notes and more complex rhythms using notation</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p> <p><i>End of term performance – brass</i></p>	<p>Contrasting versions and instrumentation e.g. orchestra, brass band, solo instruments etc</p> <p><b>Musicianship</b> Brass tuition Building on skills to increase challenge and repertoire</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p>	<p>Brass tuition Building on skills to increase challenge and repertoire</p> <p><b>Composing</b> Improvisation and creating patterns/rhythms and melodies on brass instruments</p> <p><i>End of term performance – brass Come and Play with the Halle</i></p>
<b>Year 6</b>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Sunshine in My Heart</p>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Let's Go Fly a Kite</p>	<p><b>Singing</b> Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts.</p> <p>Sea Shanties</p>

	<p>I'm a Believer</p> <p><b>Listening –</b> Anna Meredith, Connect it (21<sup>st</sup> century) – BBC Ten Pieces Anna Meredith Clapping Music Cups song</p> <p><b>Musicianship</b> Use body percussion to create a range of sounds and more complex rhythmic patterns. Engage with others to listen and play in a group</p> <p><b>Composing</b> Compose and perform a piece using body percussion and 4 beats in a bar, using a wide range of dynamics. Use musical notation to record</p>	<p>Tell Me a Story, Shining Star</p> <p><b>Listening –</b> Tchaikovsky The Nutcracker – Waltz of the Flowers, Russian Dance (Romantic Period) – BBC Ten Pieces</p> <p><b>Musicianship</b> Use body percussion to create a range of sounds and more complex rhythmic patterns. Engage with others to listen and play in a group</p> <p><b>Composing</b> Compose a piece of music using body percussion and 3 beats in a bar</p> <p><i>End of term performance – singing</i></p>	<p>You've Got a Friend in Me</p> <p><b>Listening –</b> electronic dance music</p> <p>808 state - Pacific state Robert Miles - Children Darude- sandstorm Calvin Harris - Giant</p> <p><b>Musicianship</b> Vocal development – breathing, posture, diction, projection and confidence</p> <p><b>Composing</b> Create a dance track using Purple Mash, highlighting a 4 on the floor beat, melodic hook and beat/bass drop</p>	<p><b>Listening - Art Pop</b> Bjork- Venus as a boy Beatles - Sgt Pepper (any songs) David Bowie- Starman</p> <p><b>Musicianship</b> Vocal development – breathing, posture, diction, projection and confidence</p> <p><b>Composing</b> Write elements of a song in groups</p> <p><i>End of term performance – singing</i></p>	<p><b>Listening – Nigerian Drumming</b> Babatunde Olatunji - drums on fire - Primitive fire</p> <p><b>Musicianship</b> Use traditional instruments to provide accompaniment to traditional Nigerian song</p> <p><b>Composing</b> Create accompaniment rhythms on traditional instruments for song</p>	<p><b>Listening</b> Sea Shanties</p> <p><b>Musicianship</b> Musical structure within a song</p> <p><b>Composing</b> As a group, compose a leavers' song in the style of a sea shanty with multiple verses and a repeated chorus</p> <p><i>End of term performance – singing</i></p>
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