

EYFS

<b>Subject content from the programme of study</b>	<b>What are our music themes or unit titles?</b> (Content may be split between themes or units)	<b>When will pupils be taught this?</b>	<b>Links with other subjects?</b>	<b>Opportunities for pupils to apply basic skills</b>
Pupils should be taught to use their voices and develop aural memory.	R- Me My Stories Everyone! Our World Big Bear Funk	<u>R- Me</u> Explore and create sound using voices. Sing nursery rhymes and action songs. Perform and share ideas. <u>My Stories</u> Explore and create sound using voices. Learn and sing Christmas style songs with action <u>Everyone!</u> Explore and create pulse as a musical heartbeat. Sing nursery rhymes and 2 action songs – Wind the Bobbin Up. <u>Our World</u> Explore high and low sounds (pitch), in warm up games. Sing nursery rhymes and 2 action songs. <u>Big Bear Funk</u> Learn about the interrelated dimensions of music through singing, improvising and playing untuned classroom instruments.	English- nursery rhymes, story telling	Find and keep time with the beat. Pitch matching. Vocal warm ups. Learn to sing focus song.
Pupils should listen attentively and discuss what can be heard in a piece of music or how it makes them feel.	R- Me My Stories Everyone! Our World Big Bear Funk	<u>R- Me</u> Listen and respond to different styles of music. <u>My Stories</u> Listen and respond to different styles of music. <u>Everyone!</u> Listen and respond to different styles of music from around the world. <u>Our World</u> Listen and respond to Music involving nature based sounds and themes. <u>Big Bear Funk</u> Listen and Appraise the focus song, forming opinions about the genre.	PSHE- forming opinions and respecting others.	Listen and Appraise. Create personal relationship with Music tastes.

<p>Pupils should perform in small groups or as an ensemble confidently, using their voice and actions.</p>	<p>R- Me My Stories Everyone! Our World Big Bear Funk</p>	<p>At the end of each session, there is an opportunity to perform in small groups. At the end of the unit, children will perform the focus nursery rhyme/ song in small groups or as an ensemble.</p>	<p>PSHE_ confidence, self belief, goal setting</p>	<p>Performing during assemblies.</p>
<p>Pupils should begin understanding and identifying the use of the basic inter-related dimensions of music.</p>	<p>R- Everyone! Our World Big Bear Funk</p>	<p>Warm up games completed in the second step of each Charanga lesson focus on practising manipulating and exploring the inter-related dimensions of music. <u>R- Everyone!</u> Explore and create pulse as a musical heartbeat. <u>Our World</u> Explore high and low sounds (pitch) <u>Big Bear Funk</u> Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>N/A</p>	<p>Improvising and creating own clapping melodies.</p>

## Key Stage One

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Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Y1 - Hey You! Rhythm in the way we walk In the Grove Round and Round  Y2 – I wanna play in a band Hands, feet, heart	Step 1 of all Charanga units-learn to sing the focus song. Vocal Warm up games at the start of each step. <u>Y1- Hey You</u> Learn to Rap 'Hey you' <u>Rhythm in the way we walk and Bana Rap</u> Practise call and response. Learn to rap and perform Rhythm in the way we walk And Banana Rap. <u>In The Groove</u> Learn to sing In the Groove. <u>Y2- I wanna play in a band</u> Use call and response to clap rhythms. Learn to sing I Wanna Play in a Band. <u>Hands, Feet, Heart</u> Learn to sing Hands, Feet, Heart	English-nursery rhymes, story telling	Find and keep time with the beat. Pitch matching. Vocal warm ups. Learn to sing focus song.

<p>Pupils should be taught to play tuned and untuned instruments musically.</p>	<p>Y1- In the Groove Y1- Round and Round</p> <p>Y2- I wanna play in a band, Y2- Recorders Y2- Hands, Feet, Heart</p>	<p>Y1 – Learn to use and play glockenspiel, tambourines, shakers across different genres. <u>Hey You!</u> Play 'Hey You' on the glockenspiel. Improve and Compose using notes C, D and E.</p> <p><u>In The Groove</u> Learn to play In The Groove on the Glockenspiel. Improvise and compose using notes C, D and E.</p> <p><u>Y2 – Heavy focus on learning to play the recorder in different styles.</u></p> <p><u>Y2 – two units focus on learning the basics of the recorder which will support them when exploring different genres with the recorder.</u></p> <p><u>- I wanna play in a band</u> Play in a Band on an untuned instrument. Improvise and compose using notes F, G and A. Perform as a class.</p> <p><u>- Hands, feet, heart</u> Learn to play Hands, Feet, Heart on the recorder. Improvise and compose using notes C, D and E</p> <p><u>Recorders</u> Learning to play songs with multiple notes used. Learning to play crotchets, minis, semibreves and include rests. Improvise using the recorder. Play as an accompaniment to a melody.</p>	<p>N/A</p>	<p>Following Music on the board. Beat-graphic representation.</p>
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<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Y1 - Hey You! Rhythm in the way we walk Weather and Seasons In the Grove Round and Round</p> <p>Y2 – I wanna play in a band Weather Hands, feet, heart Recorder</p>	<p>At the start of every session, children listen to a piece of Music that compliments or contrasts their focus song and are asked to either: identify sounds, consider how it makes them feel, express themselves through drawing, form opinions and/ or move to the music.</p> <p><u>Y1 - Hey You!</u> Listen and appraise: chant/ rap. Copy and clap back rhythms. <u>Rhythm in the way we walk</u> Listen and appraise: rap Copy and clap back rhythms. <u>Weather and Seasons</u> Identify different sounds and instruments used in pieces of Music. Explore pitch and its relation to how it makes you feel. <u>In the Grove</u> Listen and Appraise Blues, Baroque, Latin, Bhangra, Folk and Funk genres. Copy and clap back rhythms. Clap the rhythm of different words. <u>Round and Round</u> Copy and clap back rhythms. Identify pitch in high and low sounds. <u>Y2 – I wanna play in a band</u> Listen and Appraise Rock Music. Find the pulse to a piece of Music. Use call and response to clap rhythms. <u>Weather</u> Identify different sounds and instruments used in pieces of Music. Attribute pitch and tempo to the different seasons. <u>Hands, feet, heart</u> Listen and Appraise South African Music. Find the pulse to a piece of Music. Use call and response to clap rhythms.</p>	<p>PSHE- forming opinions, respecting others.</p>	<p>Listen and Appraisal of Music. Identifying musical instruments. Discuss of historical/ cultural influence.</p>
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<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Y1 - Hey You!  Rhythm in the way we walk  Weather and seasons  In the Grove  Round and Round</p> <p>Y2 – I wanna play in a band  Hands, feet, heart  Recorder Units</p>	<p>Step 4 Charanga- opportunity to use notes learnt to improve a musical interlude section of the focus song. Use of Music books aids this improvisation becoming compositions to trial and improve.</p> <p><u>Y1 - Hey You!</u>  Improve and Compose using notes C, D and E.  March to the pulse.  <u>Rhythm in the way we walk</u>  Identify pitch in high and low sounds.  Find pulse using actions.  <u>Weather and seasons</u>  Explore pitch and its relation to how it makes you feel. Attribute pitch and tempo to the different seasons. Explore using different instruments to make natural sounds, such as thunder and rain.  <u>In the Grove</u>  Clap rhythms in different words.  Improvise and compose using notes C, D and E.  <u>Round and Round</u>  improvise and compose using notes A, F, C, and D.  <u>Y2 – I wanna play in a band</u>  Improvise and compose using notes F, G and A.  <u>Weather</u>  Attribute pitch and tempo to the different seasons.  <u>Hands, feet, heart</u>  Improvise and compose using notes C, D and E</p>	<p>N/A</p>	<p>Theory of Music  Improvising  Composing  Note making</p>
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Curriculum enrichments (visits, visitors, themed events etc.)

Christmas Performance  
Mother's Day Assembly  
Father's Day Assembly

## Key Stage Two

Subject content from the programme of study	What are our music themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>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.</p>	<p>Y3- Recorders Vocal- African Winter- BBC Ten pieces Vocal- rounds and partners Little Train of Capria</p>	<p><u>Recorders</u> Play notes B, A and G. Play notes B, A and G. Copy melodic patterns played by the teacher Follow a conductor for start/stop louder/quieter faster/slower signs. Change the type of sound (high/low fast/slow loud/ quiet). <u>Vocal- African.</u> Singing mostly in tune with confidence and expression. Maintain a good posture when singing. Breathe correctly when singing. Identify and describe the pitch of notes. Develop skills of pitch matching. Perform African song as a group. <u>Winter- BBC Ten pieces</u> Create my own piece of music using instruments and voice. Perform as part of an ensemble. <u>Recorders</u> Play B A G E high D and high C o read the notes B, A and G in formal notation. Play with a nice sound and good control. Change between notes more fluently :crotchets, minis, semibreves and include rests. <u>Vocal- Rounds and partner songs</u> Warm-up my voice sing a range of simple rounds and partner songs. Pitch match sing in tune announce. Clearly sing in a group follow a conductor perform with confidence. Listen to other parts whilst maintaining my own control dynamics when singing Learn to sing and perform partner sounds. <u>Little Train of Capria</u> Create my own piece of music using instruments and voice. Perform as part of an ensemble. Play accurately along to pulse, which gets faster. Use pitched and unpitched classroom percussion instruments to create my own motifs</p>	<p>N/A</p>	<p>Find and keep time with the beat. Pitch matching. Follow Music. Identifying keys/ notes/ strings. Learn singing posture and performer etiquette.</p>

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<p>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.</p>	<p>Y4 – WMS Curriculum teaching session</p> <p>Y4 Wider Opportunities Orchestral Strings Tuition.</p>	<p>Y4-</p> <p>Sing rounds, partner songs, songs with verse and chorus. Develop understanding of how to Pitch match. Sing with accurate diction. Follow a conductor. Perform confidently. Listen to other parts whilst maintaining my own. Follow simple directions and respond with fluency and control Perform in an ensemble. Maintain a simple rhythm part independently, keeping in time to the pulse. Play a variety of rhythm patterns with accuracy.</p> <p>Y4- Throughout the year, the children will learn how to play a number of musical pieces on Orchestral string instruments. They perform as small groups and solos during lessons and perform as an ensemble for parents during performance shows.</p> <p>.</p>	<p>N/A</p>	<p>Find and keep time with the beat. Pitch matching. Follow Music. Identifying keys/ notes/ strings. Learn singing posture and performer etiquette.</p>



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<p>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.</p>	<p>Y5 –Ukulele Vocal - Happy Connect it BBC 10 Pieces Ukulele Unit 2 Vocal- 2 part songs Mars- Hoist BBC 10 pieces</p>	<p><u>Ukulele 1 - intro</u> Play open strings. Down strum simple chords correctly. Play in time with others. Recognise the difference between major and minor chords. Identify note names of each open string. Play A minor, C major and F major. <u>Vocal- Happy</u> Sing in tune with confidence and expression. Sing expressively, showing an awareness of style. Demonstrating the ability to control tempo and dynamics appropriately. <u>Connect it BBC10 Pieces</u> Recognise different instrument families. Categorise different instruments into their families. Listen to and reflect on a piece of orchestral music. Improvise rhythmic and melodic phrases using the voice and instruments <u>Ukulele Unit 2</u> Identify note names of each open string. Play A minor, C major and F major. Read a chord diagram Play in solo and ensemble contexts with fluency and expression. <u>Vocal – 2 part songs</u> Communicate expressively to an audience Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts. <u>Mars- Hoist BBC 10 Pieces</u> Compose music for a range of purposes using the interrelated dimensions. Understand and control interrelated dimensions to achieve intended effects.</p>	<p>N/A</p>	<p>Find and keep time with the beat. Pitch matching. Follow Music. Identifying keys/ notes/ strings. Learn singing posture and performer etiquette.</p>

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<p>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.</p>	<p>Y6 –Ukulele Vocal- Musical Theatre Film Music Ride of the Valkyries BBC Ten Pieces Blues Song writing</p>	<p><u>Ukulele 1 - intro</u> Play open strings. Down strum simple chords correctly. Play in time with others. Recognise the difference between major and minor chords. Identify note names of each open string. Play A minor, C major and F major. <u>Vocal- Musical Theatre</u> Sing in tune with confidence and expression. Communicate expressively to an audience. Sing a range of musical theatre songs. Perform to tell a story. Maintain a good posture when singing. Breathe correctly when singing. Use clear diction. Perform and convey characters through song. <u>Film Music</u> Recognise the sounds from an increasing number of instruments. Recognise the characteristics of different styles of music. <u>Ride of the Valkyries BBC Ten Pieces</u> Recognise leitmotifs from the music. <u>Blues</u> Play 12-bar blues. Use the pentatonic blues scale to improvise in time with the music. Play a solo and understand how musical parts fit together. Play 12-bar blues in C Major. When to start and stop my solo or improvisation. <u>Song writing</u> Communicate expressively to an audience showing awareness of place and occasion. Use understanding of the interrelated dimensions of music to contribute ideas to a group/solo composition.</p>	<p>N/A</p>	<p>Find and keep time with the beat. Pitch matching. Follow Music. Identifying keys/ notes/ strings. Learn singing posture and performer etiquette.</p>

<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Y3- Recorders (opportunity) Winter- BBC Ten pieces Little Train of Capria</p> <p>Y4- WMS Curriculum teaching session</p> <p>Y5 -Connect BBC 10 pieces Mars – Hoist BBC 10 Pieces</p> <p>Y6 –Rise of the Valkyries BBC Ten Piece Blues Song writing</p>	<p><u>Y3- Winter BBC winter Ten Piece</u> Create own piece of music using instruments and voice.</p> <p><u>Y3 - Little Train of Capria</u> Create own piece of music using instruments and voice. Use pitched and unpitched classroom percussion instruments to create my own motifs.</p> <p><u>Y4- Compose a motif and arrange it into a crescendo.</u> Compose a code for a piece of Music. Compose own piece using instruments and voice.</p> <p><u>Y5 – Connect it BBC 10 Pieces</u> Improvise rhythmic and melodic phrases using the voice and instruments.</p> <p><u>Y5 – Mars- Hoist BBC 10 Pieces</u> Compose music for a range of purposes using the interrelated dimensions.</p> <p><u>Y6- Rise of the Valkyries BBC Ten Piece</u> Compose own Music to create an effect. Recognise leitmotifs from Music to use in improvisations.</p> <p><u>Y6 – Blues</u> Use pentatonic blues scale and improvise in time with Music.</p> <p><u>Y6 – Song Writing</u> Use understanding of the interrelated dimensions of music to contribute ideas to a group/solo composition. Write a melody and lyrics to a song.</p>	<p>N/A</p>	<p>Identify interrelated dimensions of Music. Create own piece of music with vocals and instruments.</p>
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<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Y3- Recorders  Vocal- African  Winter- BBC Ten pieces  Recorder  Vocal- rounds and partners  Little Train of Capria</p> <p>Y4- WMS curriculum sessions  Wider Opportunities  orchestral string tuition.</p> <p>Y5 – Ukulele  Connect it BBC 10 Pieces</p> <p>Y6 –Ukulele  Film Music  Ride of the Valkyries BBC  Ten Pieces  Blues</p>	<p><u>Y3 Recorders</u>  Copy melodic patterns played by the <u>Vocal- African</u>.  Identify and describe the pitch of notes. Develop skills of pitch matching.  <u>Winter- BBC Ten pieces</u>  Begin to recognise different instrument families.  Categorise different instruments into their families.  Listen to an reflect on a piece of orchestral music.  <u>Vocal- Rounds and partner songs</u>  Listen to other parts whilst maintaining own control dynamics when singing  <u>Little Train of Capria</u>  Listen to and reflect on a piece of orchestral music.</p> <p><u>Y4-</u>  Listen to other parts whilst maintaining own.  Follow simple directions and respond with fluency and control.  Listen and reflect on a piece of orchestral music.  Maintain a simple rhythm part independently, keeping in time to the pulse.  Play a variety of rhythm patterns with accuracy</p> <p><u>Y5- Ukulele</u>  Recognise the difference between major and minor chords.  <u>Y5- Connect it BBC 10 Pieces</u>  Recognise different instrument families.  Categorise different instruments into their families.  Listen to and reflect on a piece of orchestral music.</p> <p><u>Y5- Ukulele 2</u>  Identify note names of each open string.  Play in solo and ensemble contexts with fluency and expression.</p> <p><u>Y6- Ukulele</u>  Recognise the difference between major and minor chords.  <u>Film Music</u>  Listen with attention to detail and evaluate musical features.  Recognise the sounds from an increasing number of instruments.  Recognise the characteristics of different styles of music.  <u>Ride of the Valkyries BBC Ten Pieces</u>  Recognise leitmotifs from the music.  Listen with attention to musical detail and comment on how the music creates intended effects.</p> <p><u>Blues</u>  Use the pentatonic blues scale to improvise in time with the music.  Play a solo and understand how musical parts fit together.</p>	<p>N/A</p>	<p>Performing Music from memory.  Keep the beat.  Listen and Appraise.  Identify interrelated dimensions of Music and orchestral instruments.</p>
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<p>Pupils should be taught to use and understand staff and other musical notations.</p>	<p>Y3- Recorders  Winter- BBC Ten pieces  Recorder  Little Train of Capria</p> <p>Y5 – Ukuleles  Mars- Hoist BBC 10 Pieces</p> <p>Y6 - Ukulele  Ride of the Valkyries BBC Ten Pieces  Blues  Song writing</p>	<p>Music books are used whenever composing and improvising or learning about and practising notation in all units.</p> <p><u>Y3/4-</u> Children will use 'tees and 'ta-ta' to represent crotchets and quavers/ minims. Dot notation will also be used to reinforce beat-graphic representation.</p> <p>Explicitly:</p> <p><u>Y3- Winter- BBC Ten pieces</u>  Create my own piece of music using instruments and voice.</p> <p><u>Recorder</u>  Read the notes B, A and G in formal notation. Recognise the symbols for crotchet, crotchet rest, quaver and minim.</p> <p><u>Little Train of Capria</u>  Create my own piece of music using instruments and voice.  Use pitched and unpitched classroom percussion instruments to create my own motifs.</p> <p><u>Y4-</u>  Compose a coda for a piece of music. Maintain a simple rhythm part independently, keeping in time to the pulse.  Play a variety of rhythm patterns with accuracy</p> <p><u>Y5/6 –</u> Children will use dot notation on stave lines accurately for each note and begin using formal notation.</p> <p><u>Y5- Ukuleles</u>  Read a chord diagram.</p> <p><u>Y5 – Mars – Hoist BBC 1- Pieces</u>  Compose music for a range of purposes using the interrelated dimensions.</p> <p><u>Y6- Ukuleles</u>  Read a chord diagram.  Use Tab as notation for the ukulele.</p> <p><u>Ride of the Valkyries BBC Ten Pieces</u>  Compose music to create an effect.</p> <p><u>Song Writing</u>  Write a melody</p>	<p>N/A</p>	<p>Beat-graphic representation.</p>
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## Key Stage Two

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<p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Y3- Vocal- African Winter- BBC Ten pieces Little Train of Capria</p> <p>Y4- WMS curriculum sessions Wider Opportunities orchestral string tuition.</p> <p>Y5 – Connect It BBC 10 Pieces Mars – Hoist BBC 10 Pieces</p> <p>Y6 –Vocal- Musical Theatre Film Music Blues Song writing</p>	<p><u>Y3 - Vocal- African</u> Learn to sing in the style of traditional African music. Compare and contrast to Music that we listen to. Explore cultural differences. <u>Winter – BBC Ten pieces</u> Categorise different instruments into their families. Listen to and reflect on a piece of orchestral music. Compare inter-related dimension use compared to today's popular music. <u>Little Train of Capria</u> Listen to and reflect on a piece of orchestral music.</p> <p><u>Y4</u> Listen to and learn to sing recent popular songs as ensemble and solo. Consider the influences on inter-related dimensions and lyrics from society. Listen to and learn to sing Opera. Compare style to popular Music. <u>Y5 – Connect It BBC 10 Pieces</u> Listen to and reflect on a piece of orchestral music. <u>Y5 – Mars – Hoist – BBC 10 Pieces</u> Listen and appraise focus song to base compositions inspiration from. <u>Y6 – Vocal- Musical Theatre</u> Listen to and watch examples of Musical theatre performances. Explore influences on lyric and melodies from time and society. <u>Film Music</u> Listen to and watch examples of Film Music Explore influences on melodies from time and society. <u>Blues</u> Listen to and watch examples of Blues performance. Explore influences of lyrics and melodies from time and society.</p>	<p>PSHE- forming opinions, respecting others.</p>	<p>Listen and Appraisal of Music. Identifying musical instruments. Identify interrelated dimensions of Music.</p>

<p>Pupils should be taught to develop an understanding of the history of music.</p>	<p>Y3- Winter- BBC Ten pieces Little Train of Capria</p> <p>Y4- WMS curriculum sessions Wider Opportunities orchestral string tuition.</p> <p>Y5 – Ukulele Connect it BBC 10 Pieces Mars- Hoist BBC 10 Pieces</p> <p>Y6 - Vocal -Musical Theatre Film Music Ride of the Valkyries BBC Ten Pieces Blues</p>	<p><u>Y3- Winter- BBC Ten pieces</u> Discussion on how orchestra built and how it has changed. <u>Little Train of Capria</u> Discussion on how orchestra built and how it has changed. <u>Y4</u> Understanding orchestral string family and how it has been used/ grown in popularity over time.</p> <p><u>Y5 – Ukuleles</u> Discussion of typical cultural use and history behind ukuleles becoming so popular. <u>Connect it BBC 10 Pieces</u> Recognise different instrument families and categorise different instruments into their families and discuss why such instruments have been used in this time period. <u>Mars- Hoist BBC 10 Pieces</u> Discussion on how orchestra built and how it has changed. <u>Y6 – Vocal -Musical Theatre</u> Discussion on influences on story, music and lyrics in specific time periods, with reflection of how they have changed. <u>Film Music</u> Discussion on influences on story, music and lyrics in specific time periods, with reflection of how they have changed. <u>Ride of the Valkyries BBC Ten Pieces</u> Discussion on how orchestra built and how it has changed. <u>Blues</u> Discussion of time period and how the influence from the great depression gave the blues its distinctive mood and melodies/ lyrics.</p>	<p>History- society effecting Music taste and vice versa</p>	<p>Identifying musical instruments. Identify interrelated dimensions of Music.</p>
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Curriculum enrichments (visits, visitors, themed events etc.)

Wigan Music Service Wider Opportunities Team live performance; Christmas Performances; Y6 leaving Assembly; End of Year Production; Music Service Pupil's Performance; Young Voices; Y4 Orchestral String performance to parents; Assembly - children perform/ arrange professional to perform; Christmas Markets; Singing Christmas carols for local retirement homes.