



MUSIC

CURRICULUM OVERVIEW

MUSIC

INTENT AND IMPLEMENTATION

INTENT:

Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. We believe every child deserves the opportunity to engage with music of all styles and from all cultures, to develop their own musical journey. Music plays a role in every aspect of our lives, wherever and whoever we are. Our music curriculum, follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further.

IMPLEMENTATION:

At Corporation Road, we use Charanga. Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021. The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of their primary education. It allows music elements and concepts to be continually revisited in more complex and intricate ways as children progress through our school.

We have chosen six key concepts which are colour-coded to give an 'at a glance guide' to demonstrate how a spiral curriculum develops throughout Early Years, Key Stage 1 and Key Stage 2 – it is recognised that these concepts overlap.

LISTENING	COMPOSING	IMPROVISING
SINGING	PLAYING	PERFORMING

MUSIC CONCEPTS

CONCEPTS:

LISTENING

In primary school music, listening means actively engaging with sounds to understand and appreciate music. It involves more than just hearing; it's about developing the ability to identify different musical elements like rhythm, melody, and dynamics, and to connect those elements to emotions, moods, and even cultural contexts. This helps children develop musical understanding, critical thinking, and creative responses.

COMPOSING

In primary school music, composing means creating original musical ideas and putting them together to make a piece of music, even if it's just a short melody or rhythm. It's about exploring sounds, experimenting with musical elements like pitch and rhythm, and developing musical ideas through a process of putting things together. Essentially, it's about children becoming active musical creators, not just passive listeners or performers.

IMPROVISING

In primary school music, improvising means creating music spontaneously, without prior planning or written notation. It's like making up a tune or rhythm as you go along, similar to having a musical conversation. It involves making choices about notes, rhythms, and dynamics in the moment, expressing musical ideas as they come.

SINGING

In primary school music, singing involves children using their singing voices as a primary instrument to access all areas of music. Children are to produce musical tones by means of the voice.

PLAYING

In primary school music, learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich education.

PERFORMING

In primary school music, performing refers to the act of presenting music to an audience, whether through singing, playing instruments, or a combination of both. It involves developing technical skills, musical expression, and the ability to communicate the character and style of the music. This can be done individually or as part of a group, and it can take place in various settings, from classroom activities to formal concerts.

MUSIC WIDGETS



Listening



Composing



Improvising



Singing



Playing



Performing

MUSIC IMPACT

IMPACT:

We know we will have achieved our intent when:

- Children have developed their skills in inquiry and critical thinking.
- Children begin to feel and learn about social connectivity.
- Children learn about and deepen their musical understanding and connect this with their place in their community.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with a song.
- Children have an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

LISTENING

COMPOSING

IMPROVISING

SINGING

PLAYING

PERFORMING

MUSIC

NATIONAL CURRICULUM

PURPOSE OF STUDY:

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.

AIMS:

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.

MUSIC

NATIONAL CURRICULUM

KEY STAGE ONE:

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 TWO:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organizing 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.

MUSIC

EYES IN THE CURRICULUM

EXPRESSIVE ARTS AND DESIGN:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

CHARANGA:

The learning incorporates both teacher-led and child-led learning activities involving listening and responding to music, musical games, singing, playing instruments, improvising, composing and performing. 'The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. (Development Matters, page 9)'. The Nursery and Reception units enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. 'Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way. (Development Matters, page 9)'.

LITTLE ROCKETS, NURSERY & RECEPTION:

LISTENING	COMPOSING	IMPROVISING
SINGING	PLAYING	PERFORMING

LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	Bounce Into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep Toot Toot
Nursery	Chant To The Animals	Creative Moves	Lilting Lullaby	Number Time	Well-Being Matters	Rhythm Adventure
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind And Replay
Year 1	My Musical Heartbeat	Dance, Sing And Play!	Exploring Sounds	Learning To Listen	Having Fun With Improvisation	Let's Perform Together
Year 2	Pulse, Rhythm And Pitch	Playing In Orchestra	Inventing A Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 3	Writing Music Down	Playing In A Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Year 4	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression And Improvisation	The Show Must Go On!
Year 5	Melody And Harmony In Music	Sing And Play In Different Styles	Composing And Chords	Enjoying Musical Styles	Freedom To Improvise	Battle Of The Bands!
Year 6	Music And Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising With Confidence	Farewell Tour

MUSIC

VOCABULARY PROGRESSION

VOCABULARY:

Key vocabulary has been identified for each year group. It is explicitly taught by staff and used by children.

It is important to note that in Year 1, bold text indicates the most important words to learn, while in Year 2 through to Year 6, only newly introduced words are in bold.

ELEMENTS OF MUSIC:

PULSE – The regular heartbeat of the music; its steady beat.	RHYTHM – A combination of notes and rests; long and short sounds/silences or patterns that happen over the pulse.	PITCH - High and low sounds/notes.
TEMPO – The speed of the music; fast, slow or somewhere in between.	DYNAMICS – How loud or quiet the music is.	NOTATION – The link between sound and symbol; how we write music down.
TEXTURE – Layers of sound in music. Layers of sound working together make music very interesting to listen to.	STRUCTURE AND FORM – The shape of a piece of music and how it's put together. Every piece of music has a structure, eg an introduction, verse, chorus and ending.	TIMBRE – The character or colour of a particular instrument or sound. All instruments, including voices, have a certain sound quality, eg the trumpet has a very different sound quality to the violin.

YEAR 1

Actions

Audience

Backing Singers

Backing Vocals

Ballet

Band

Bass

Bass Guitar

Bassline

Beat

Beaters

Bells

Big Band

Brass Instruments

Celeste

Cello

Chimes

Chorus

Clap

Classical Music

Compose

Composer

Composition

Concert

Conga Drums

Copy Back

Count

Count In

Country Music

Cymbals

Dance

Double Bass

Drum Kit

Drums

Drumsticks

Electrical Guitar

Electric Organ

Electronic

Fast And Slow

Film

Flute

Funk

Glockenspiel

Gospel

Groove

Guitar

Harpsichord

High And Low Sounds

Hip Hop

Imagination

Improvise

Instrument

Introduction

Jazz

Keyboard

Listen

Lullaby

Loud And Quiet Sounds

Maracas

March

Marching Band

Marimba

Melody

Musicals

Musician

Note

Nursery Rhyme

Octobass

Orchestra

Orchestral

Outro

Percussion

Perform

Piano

Piano Keys

Pitch

Play

Player

Pop

Pulse

Question And Answer

Rap

Rattle

Reggae

Rhythm

Rock

Saxophone

Section

Singer

Sleigh Bells

Smooth And Spiky Sounds

Solo

Song

Songwriter

Soul

Sound

Steady

Steel Pans

String Instruments

Structure

Musical Style

Swing

Synthesizer

Tempo

Trumpet

Tuba

Verse

Viola

Violin

Vocals

Voice

Waltz

Warm Up

Words Of The Song

Xylophone

YEAR 2

Accordion

Actions
Audience
Backing Singers
Backing Vocals
Ballet
Band
Bass

Bass Drum

Bass Guitar
Bassline

Bassoon

Beat
Beaters
Bells

Brass Band

Brass Instruments

Calypso

Canon

Cello

Choir

Choral Music

Chorus
Clap

Clarinet

Classical Music
Compose
Composer
Composition
Concert

Conductor

Copy Back

Cornet

Count
Count In
Cymbals
Dance
Double Bass
Drum Kit
Drums
Drumsticks

Dynamics

Electrical Guitar

Electric Organ/ **Hammond Organ**

Electronic

Euphonium

Fast And Slow
Film

Film Music

Flute

Folk Music

Funk
Glockenspiel
Gospel
Groove
Guitar
High And Low Sounds
Hip Hop

Horn Section (Trumpets/Trombones)

Hymn

Imagination

Improvisation

Improvise
Instrument

Instrumental

Introduction
Jazz

Keyboard

Kwela

Layers Of Sound

Lead Singer/Vocals

Listen
Lullaby
Loud And Quiet Sounds

Lyrics

Major

Maracas
March
Marching Band
Melody

Minor

Mouthpiece

Musicals
Musician

Noise

Note

Oboe

Off-Beat Rhythms

One-Man Band

Opera

Orchestra
Orchestral
Outro

Penny Whistle

Percussion
Perform

Performance

Performer

Piano

Piano Accompaniment

Piano Keys

Pianola

Piccolo

Pitch
Play
Player
Pop

Production

Pulse
Question And Answer

Ragtime

Rap
Rattle

Recorder

Records

Reeds

Reggae
Rhythm
Rock

Rock 'n' Roll

Round

Romantic Music

Saxophone

Scat Singing

Section

Side Drum/Snare Drum

Singer

Smooth And Spiky/**Detached** Sounds

Solo

Song
Songwriter
Soul

Sound

Steady

Steel Pans

String Instruments

Structure **And Form**

Musical Style

Sustain Pedal

Swing

Symphony

Synthesizer

Tambourine

Tempo

Timpani

Trio

Trombone

Trumpet
Tuba
Verse

Vibraslap

Viola
Violin
Vocals

Voice

Warm Up

Woodblock

Woodwind Instruments

YEAR 3

20th And 21st Century Orchestral Music

Appalachian Music

Articulation

Backing Singers

Backing Vocals

Backing Track

Ballad

Bar

Barline

Baroque Music

Bass

Blues

Chorus

Clef

Compose

Composition

Country Music

Crotchet

Disco

Dotted Crotchet

Dynamics

Expression

Film & TV Soundtracks

Folk Music

Forte

Gospel

Hip Hop

Hook

Imagination

Improvise

Intro

Introduction

Key Signature

Lead Singer/Vocals

Legato

Major

Melody

Minim

Minor

Musicals

Musical Style

Native American Music

New Orleans Jazz

Notation

Ostinato

Pentatonic Scale

Piano (Instrument)

Piano (Italian Musical Term For Quiet/Soft)

Pitch

Pop

Pulse

Quaver

Reggae

Repeats

Rests

Rhythm

Rhythm Patterns

Riff

Rock

Romantic Music

Semibreve

Semiquaver

Scale

Sea Shanty

Staccato

Soul

Stave

Structure And Form

Synthesizer

Tempo

Texture

Time Signature

Tune

Verse

YEAR 4

20th And 21st Century Orchestral Music

Acoustic Guitar

Alto Clef

Articulation

Backing Singers

Backing Vocals

Backing Track

Ballad

Bar

Barline

Bass

Bass Clef

By Ear

Choral Music

Choreography

Classical Music

Compose

Composition

Contemporary R&B

Crescendo

Crotchet

Digital/Electronic Sounds

Diminuendo

Disco

Dotted Crotchet

Dotted Quaver

Dynamics

Electronic Dance Music (EDM)

Folk Music

Forte (Loud)

Fortissimo

Funk

Gospel

Hook

Improvisation

Improvise

Jazz

Key Signature

Legato (Smooth)

Lyrics

Major

Medieval Music

Melody

Mezzo Forte

Mezzo Piano

Minim

Minor

Musicals

Musical Style

Notation

Ostinato

Pentatonic Scale

Pianissimo

Piano (Quiet/Soft)

Pitch

Pop

Pulse

Quaver

Rap

Reggae

Repeats

Rests

Rhythm

Rhythm Patterns

Riff

Rock

Romantic Music

Semiquaver

Solo

Soul

Staccato (Detached)

Stave

Structure And Form

Tempo

Texture

Timbre

Time Signature

Tonality

Treble Clef

Tune

Turntables

Unison

YEAR 5

20th And 21st Century Orchestral Music

Alto Clef

Amplifier

Articulation

Backbeat

Backing Track

Loops

Ballad

Bar

Bass

Bass Clef

Bassline

Big Band

Brass Section

Bridge

Chords

Chorus

Compose

Composition

Contemporary Jazz

Contemporary R&B

Cover

Crescendo

Crotchet

Deck

Diminuendo

Dotted Crotchet

Dotted Quaver

Dotted Minim

Dynamics

Film & TV Soundtracks

Forte

Fortissimo

Funk

Groove

Gospel

Harmony

Hip Hop

Hook

Improvisation

Improvise

Interlude

Key Signature

Legato (Smooth)

Major

Melody

Mezze Forte

Mezzo Piano

Minim

Minimalism

Minor

Notation

Note Names

Note Values

Ostinato

Pianissimo

Piano

Pitch

Pop

Pulse

Quaver

Rap

Reggae

Repeats

Rests

Rhythm

Rhythm Patterns

Riff

Rock

Rock 'n' Roll

Romantic Music

Scratching

Semiquaver

Solo

Soul

South African Pop

Staccato (Detached)

Stave

Strings

Structure And Form

Swing

Syncopation

Tag Ending

Tempo

Texture

Timbre

Time Signature

Tonality

Treble Clef

Triplet Quaver

Tune/Head

Unison

Verse

YEAR 6

20th And 21st Century Orchestral Music

Alto Clef

Articulation

Bar

Bass Clef

Bassline

Blues

Brass Section

By Ear

Chords

Compose

Composition

Contemporary R&B

Cover

Crescendo

Crotchet

Dimensions Of Music

Diminuendo

Disco

Dotted Crotchet

Dotted Quaver

Dotted Minim

Dynamics

Elements OF Music/Musical Elements

Film & TV Soundtracks

Folm Music

Forte

Fortissimo

Gospel

Groove

Harmony

Hip Hop

Hook

Improvisation

Improvise

Jazz

Key Signature

Legato (Smooth)

Major

Melody

Mezze Forte

Mezzo Piano

Minim

Minor

Motown

Musicals

Notation

Note Names

Note Values

Ostinato

Phrases

Pianissimo

Piano

Pitch

Pop

Producer

Pulse

Quaver

Reggae

Repeats

Rests

Rhythm

Rhythm Patterns

Riff

Rock

Rock 'n' Roll

Romantic Music

Salsa Music

Semibreve

Semiquaver

Solo

Soul

Staccato (Detached)

Stave

Structure And Form

Style Indicators

Swing

Syncopation

Tempo

Texture

Timbre

Time Signature

Tonality

Treble Clef

Triple Crochet

Triplet Quaver

Unison

Zimbabwean Pop

MUSIC

SMSC

SPIRITUAL DEVELOPMENT

Music has an intrinsic ability to evoke deep emotions and connect individuals to something greater than themselves. Through diverse genres and styles, pupils are encouraged to explore themes of identity, belief, and personal expression. In this context, pupils can reflect on their own feelings and experiences, fostering an understanding of their spiritual journeys. Activities such as singing in choirs or playing in ensembles can cultivate a sense of belonging and purpose, further enriching their spiritual growth.

SOCIAL DEVELOPMENT

Music serves as a powerful tool for social interaction and cohesion. Participating in group activities, such as choirs and ensembles fosters teamwork and communication skills. Pupils learn to appreciate diverse backgrounds and cultures through music, which often reflects a wide array of social contexts. Such interactions help develop strong social skills, promote inclusivity, and encourage a sense of community among peers.

MORAL DEVELOPMENT

Engagement with music presents numerous opportunities for moral development. Pupils learn the importance of respect and responsibility through collaborative practices, such as ensemble work and performances. They encounter various narratives and themes within music that challenge their ethical perspectives, prompting thoughtful discussion about societal issues, empathy, and understanding differing viewpoints. This encourages pupils to cultivate a strong moral compass, which is essential in navigating the complexities of modern life.

CULTURAL DEVELOPMENT

The exploration of musical traditions from different cultures provides students with an enriched understanding of global diversity. By studying a wide range of musical forms, from classical to contemporary, pupils gain insight into the cultural heritage and practices that shape societies. This not only elevates their musical skills but also broadens their cultural awareness, fostering a deeper respect for the pluralistic world we inhabit.

MUSIC

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

In music lessons, pupils participate in group activities that emphasise the importance of democracy. Whether performing in a band or composing as a team, every pupil's opinion counts, and they learn to listen to one another. This collaborative approach not only helps them create beautiful music but also teaches them how to express their ideas and respect the views of their peers.

INDIVIDUAL LIBERTY

Music allows children to express themselves and explore their unique talents. Through composing their own pieces or interpreting songs in their own way, pupils experience the freedom to be creative and to make personal choices. This encourages a sense of ownership over their musical exploration and fosters confidence in their artistic abilities.

RULE OF LAW

Music education is built on structure and rules that help students succeed. When learning to read musical notes or following the guidance of a conductor, children understand that these rules help everyone work together smoothly. Discussions about topics like copyright laws also introduce them to the concept of respecting the work and rights of others.

MUTUAL RESPECT AND TOLERANCE

Music brings everyone together, creating a space where they can respectfully share their skills and experiences. In collaborative settings, pupils learn to appreciate the contributions of others, whether it's in a choir or during feedback sessions on a peer's performance. This mutual respect nurtures a sense of community and teamwork. Music is a universal language that can bridge the gaps between different cultures and beliefs. By learning about various musical traditions, students gain exposure to different faiths and the values that often shape them. This encourages tolerance and helps children celebrate diversity, creating an inclusive environment where everyone is appreciated.

MUSIC VIRTUES

KINDNESS

Collaboration is a vital component of making music. Whether participating in choirs, or smaller ensembles, pupils learn the importance of kindness and support. They develop empathy by recognising the efforts and contributions of their peers, fostering a sense of community where everyone feels valued. This sense of belonging is essential for their development.

RESPECT

Music teaches respect—for each other, for different cultures, and for the rich history of musical traditions. Pupils learn to appreciate diversity through exposure to various genres and styles. This appreciation promotes tolerance and an understanding that, through music, individuals can connect on a profound level, transcending cultural boundaries.

HONESTY

In music, honesty is paramount. Pupils are encouraged to express their true emotions and thoughts through their musical choices and performances. As they learn to critically evaluate their own work and that of their peers, they develop a sense of integrity and self-awareness.

COURAGE

Children are encouraged to be courageous and perform in front of different audiences, such as their class, the whole school and parents and carers.

RESILIENCE

In the realm of music, setbacks are inevitable, whether it be mastering a challenging piece or coping with performance anxiety. Through music lessons and providing pupils with multiple opportunities to perform in front of their peers and parents, pupils learn to confront these obstacles, which not only boosts their resilience but also instils a lifelong ability to persevere through challenging times.

INDEPENDENCE

We promote independence in Music by giving pupils the opportunity to listen, compose, improvise, sing, play and perform independently as well as part of an ensemble.

MUSIC ASSESSMENT

FORMATIVE ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are identified in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation to verbal questioning.

All music lessons start with retrieval questions which help children to prepare for their lesson. This includes a retrieval question from the previous and current topic as well as a thinking task that allows children to link their past and present learning.

At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective.

SUMMATIVE ASSESSMENT

At the end of a unit of work, pupils are given an end of unit summative assessment which assesses their knowledge and skills. The end of unit assessments are used to indicate if pupils are working at the expected standard.

CAREERS IN THE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Singer – Dolly Parton	Children's Songwriter – Raffi	Choir Leader – Basil Meade	World Music Performer – Ladysmith Black Mambazo	Musician – Bruno Mars	Conductor – Sir Simon Rattle
Year 1	Percussionist – Evelyn Glennie	Musical Theatre Performer – Beverly Knight	Sound Artist – Murray Schafer	Composer – Camille Saint-Saëns	Musician – Louis Armstrong	Ensemble Musician – The Tallis Scholars
Year 2	Composer – Stravinsky	Orchestral Musician – Members Of The Symphony Orchestra	Film Composer – John Williams	Foley Artist – Pete Burgis	Blues Musician – B.B. King	Concert Soloist – Elton John
Year 3	Composer – Bach	Band Member – The Beatles	Film/Game Composer – Joe Hisaishi	DJ / Electronic Producer – Norman Cook	Saxophonist – Charlie Parker	Stage Performer – Kit Harington
Year 4	Composer – Beethoven	Film Composer – Hans Zimmer	Songwriting Duo – Lennon & McCartney	Cellist- Jacqueline Du Pre	Jazz Pianist – Herbie Hancock	Stage/Production Manager – Lloyd Thomas
Year 5	Composer – Mozart	Singer – Beyoncé	Composer – Gustav Holst	Music Journalist – Paul Morley	Jazz Trumpeter – Miles Davis	Music Producer – Stevie Wonder
Year 6	Music Producer – Ed Sheeran	Conductor – Marin Alsop	Composer – Philip Glass	Global Artist – Yo-Yo Ma	Jazz Pianist – Nina Simone	Touring Musician – The Rolling Stones

READING IN THE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	Singing In The Rain		Little Sheku And The Animal Orchestra		Plinka, Plinka Shake, Shake	
Nursery	Bathroom Boogie		Kitchen Disco		Veg Patch Party	
Reception	Dolly Parton Little People, Big Dreams		Shake My Sillies Out By Raffi		The Bear And The Piano	
Year 1	Listen: How Evelyn Glennie, A Deaf Girl Changed Percussion		Once Upon A Rhythm		The Diddle That Dumbled	
Year 2	The Story Orchestra		Ossiri And The Bala Mengro		Elton John Little People , Big Dreams	
Year 3	The Beatles (Brilliant Brits)		Music: A Fold-Out History		How To Build An Orchestra	
Year 4	Beethoven Little People, Big Dreams		Raising The Roof: A Dazzling History Of Classical Music And Its Colourful Characters		Ella Queen Of Jazz	
Year 5	Mozart Little People Big Dreams		Beyonce Little People Big Dreams		Steve Wonder Little People, Big Dreams	
Year 6	Ed Sheeran Little People, Big Dreams		The Dam		Ada's Violin: The Story Of The Recycled Orchestra Of Paraguay	