


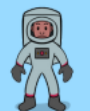







Music Long Term Plan








Based on Get Set 4 Music Scheme
adapted for Brookhurst Primary School

EYFS	KS1	KS2
<p>ELGs:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs and rhymes with others, and – when appropriate – try to move in time with music • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turns with others • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<p>Pupils should be taught to:</p> <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>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.





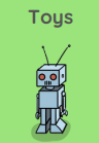


Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
EYFS RECEPT.	<p>Whatever the Weather</p>  <ul style="list-style-type: none"> -Pulse and rhythm, high and low pitch and changes in dynamics and tempo. -Listen to music inspired by the weather and respond with movement and mark making. -Learn about a conductor and follow simple hand signals. -Sing and play instruments. -Create new verses and actions to familiar songs. -Compose music, creating simple raindrop melodies and a mystery weather piece. <p>Key Musicians: Beethoven E. Waldteufel</p>	<p>Space</p>  <p>Music for Christmas</p>  <ul style="list-style-type: none"> -Focus on pitch, reading and notating melodies using the notes Mi, So and La. -Listen to a range of pieces, identifying and anticipating changes in the music and responding with words and actions. -Compose short pieces of music around the theme using instruments and voices. -Christmas songs, accompaniments, listening and performances. <p>Key Musicians: Richard Strauus Gustav Holst John Williams The Police</p>	<p>Deep Blue Sea</p>  <ul style="list-style-type: none"> -Identify musical elements such as pulse, rhythm and pitch. -Learn through physical actions, creative activities and musical games. - Build key musical skills including listening and singing activities, matching key pitches so and mi. -Compose music combining rhythm and pitch. <p>Key Musicians: Saint Saens</p>	<p>Minibeasts</p>  <ul style="list-style-type: none"> -Perform, compose, listen and sing. -Listen to famous pieces of music inspired by minibeasts and respond with movement and mark making. -Recognise similarities between music and express preferences. -Explore pulse and rhythm, matching words to rhythms. -Create a piece of music based on the life cycle of a butterfly, using changes of dynamics and tempo and selection of instruments. <p>Key Musicians: Rimsky-Korsakov Faure Grieg Couperin</p>	<p>Circus</p>  <ul style="list-style-type: none"> -Move in time with the music and think about how to describe the music that they hear. -Sing songs about the circus and explore listening and creative activities based on different circus performers. <p>Key Musicians: Julius Fucik Violet George Gershwin</p>	<p>Journeys</p>  <ul style="list-style-type: none"> -Beat and rhythm. -Notate and perform rhythms, including silent beats. -Explore creative music-making in both small groups and as a class. -Listen to traditional folk songs and explain how the music makes them feel, beginning to understand that music can represent an idea. <p>Key Musicians: Offenbach Mendelssohn</p>
Links/ Topics	All about me	Celebrations	People who help us	What's growing?	Once upon a time	Journeys

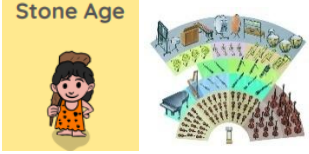


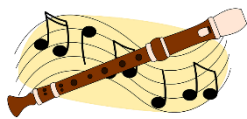



Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 1	<p>Senses</p>  <p>-Internalise key musical skills and techniques, exploring music using voices and classroom instruments. -Engage in a range of practical musical activities that develop understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.</p> <p>Key Musicians: Mozart Samuel Barber</p>	<p>Superheroes</p>  <p>Music for Christmas</p>  <p>-Explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. -Explore composition as a whole class before consolidating learning in a group ensemble piece. -Think about links between sounds and words when composing and use a range of vocal, body percussion and instruments to perform. -Listen to and appraise their own and other's work as well as music by John Williams.</p> <p>-Christmas songs, accompaniments, listening and performances.</p> <p>Key Musicians: John Williams <i>The Script</i> Bonnie Tyler</p>	<p>Dinosaurs</p>  <p>-Learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch. -Use performance, listening and composition to explore each of the dimensions before applying this when following a graphic score. -Work with a group to compose their own Dinosaur music.</p> <p>Key Musicians: Penderecki Stravinsky John Williams</p>	<p>Fantasy and Adventure</p>  <p>-Use 'The Magic Flute' opera, by Mozart as a stimulus. -Listen to the story and consider the evil Queen and how music is used to convey her character. -Compose their own music to create atmosphere and tell a story developing understanding of pitch, dynamics, tempo and rhythm.</p> <p>Key Musicians: Mozart</p>	<p>Carnival of the Animals</p>  <p>-Use 'Carnival of the Animals' by Saint-Saens as a stimulus. -Explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. -Explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.</p> <p>Key Musicians: Camille Saint Saens</p>	<p>At the Seaside</p>  <p>-Focus on using graphic symbols and images to create a score; simple picture representation and a more structured grid score. -Work collaboratively, building on a sequence of musical skills that they bring together in a final piece. -Focus on the steady pulse and playing in time to the beat. -Pupils are also given opportunities to listen to a variety of music and sounds around this theme.</p> <p>Key Musicians: The Lyrebird Duo Gloverkind</p>
Links/ Topics	<p><u>Au1 Hist:</u> Victorian Houses & Homes <u>Au2 Geog:</u> Homes & Houses/ Seasonal Change <u>Sci:</u> Materials</p>		<p><u>Sp1 Hist:</u> Kings & Queens <u>Sp2 Geog:</u> Weather <u>Sci:</u> Plants</p>		<p><u>Su1 Hist:</u> Local Area <u>Su2 Geog:</u> UK <u>Sci:</u> Animals incl. Humans</p>	








Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 2	 <p>-Sing and perform folk songs from around the British Isles. -Identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. -Begin to understand the difference between rhythm and pulse. -Explore dot notation and sing in a round and in parts.</p> <p>Key Musicians: Nathan Evans Sir Henry Wood</p>	  <p>-Explore the instruments of the orchestra and the descriptive music of the Romantic period. -Respond to music with increasing confidence. -Recreate excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn-inspired school anthem. -Create performances as a whole class, the process being modelled before working independently in small groups.</p> <p>-Christmas songs, accompaniments, listening and performances.</p> <p>Key Musicians: Gustav Holst Richard Strauss</p>	 <p>-Use the music of Vivaldi's 'The Four Seasons' to embed the interrelated dimensions of pulse, dynamics, tempo, rhythm and pitch through performance, improvisation and composition. -Perform and improvise music using voices, bodies, tuned and untuned instruments. -Explore, select and combine sounds to create musical responses to the concept of the four seasonal patterns and the music of Vivaldi. -Listen to and appraise each other's work and a selection of different movements from Vivaldi's 'The Four Seasons.'</p> <p>Key Musicians: Antonio Vivaldi</p>	 <p>-Use the theme of Toys as inspiration and learn to perform on tuned instruments, developing ensemble performances from dot notation. -Perform with an awareness of a steady pulse and improvise on both tuned and untuned percussion instruments -Compose simple melodies recording ideas using dot notation.</p> <p>Key Musicians: Tchaikovsky Victor Herbert Malcolm Arnold Albert Ammons</p>	 <p>-Embed pulse and rhythmic skills through performance, improvisation, listening and composition activities. -Perform and compose using bodies, voices and percussion instruments. -Read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. -Explore instrumentation and how different instruments can be used to represent different aspects of the ocean. -Sing as part of an ensemble and listen to and appraise their own and each other's work.</p> <p>Key Musicians: Camille Saint Saens</p>	 <p>-Explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. -Create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble. -Begin to develop knowledge and understanding of Baroque music.</p> <p>Key Musicians: Pachelbel Manuel de Falla Henry Purcell</p>
Links/ Topics	<p><u>Au1 Geog:</u> Local Area</p> <p><u>Au2 Hist:</u> Florence Nightingale</p> <p><u>Sci:</u> Materials/ Animals incl. Human</p>		<p><u>Sp1 Geog:</u> Islands</p> <p><u>Sp2 Hist:</u> Transport</p> <p><u>Sci:</u> Living Things</p>		<p><u>Su1 Geog:</u> Links to the world</p> <p><u>Su2 Hist:</u> Great Fire of London</p> <p><u>Sci:</u> Plants</p>	



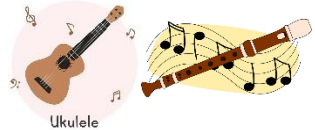



Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 3	<p>Stone Age</p>  <p>& Instruments of the orchestra Unit</p> <ul style="list-style-type: none"> -Read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. -Demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance. -Focus on instruments of the orchestra to develop listening skills and knowledge of the instrument families. -Use the SFSO Kids interactive website. <p>Key Musicians: Benjamin Britten</p>	<p>Castles</p>  <p>Music for Christmas</p>  <p><i>Incl. 3 note melodies from In the Garden Unit</i></p> <ul style="list-style-type: none"> -Begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. -Revisit and practice basic pitch, pulse and rhythm performance skills. -Embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls. -Christmas songs, accompaniments, listening and performances. <p>Key Musicians: Trouvere medieval minstrels H. Von Bingen</p>	 <p>Recorders Unit</p> <ul style="list-style-type: none"> -Learn the recorder using standard rhythmic notation and treble clef pitch notation. -Learn melodies and how to harmonise in up to 3 parts (including rounds), working as an ensemble. -Take part in an informal performance to which parents/ carers are invited. 	<p>Volcanoes</p>  <ul style="list-style-type: none"> -Explore and compose music with consideration to the inter-related dimensions of music. -Focus on the musicality in words to create rich tapestries of words, inspiring music and verse. -Record ideas as a graphic score. <p>Key Musicians: Leifs Hovhaness Holst</p>	<p>Greek Myths</p>  <p><i>Apply recorders unit</i></p> <ul style="list-style-type: none"> -Embed pulse and rhythmic skills through performance, improvisation and composition activities, using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli. -Perform and improvise music using voices, bodies, tuned and untuned instruments. -Explore, select and combine sounds to create musical responses to the story. -Listen to and appraise each other's work as well as two famous pieces of music. <p>Key Musicians: Birtwistle Gluck</p>	<p>Mayans</p>  <ul style="list-style-type: none"> -Explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect. -Use the ancient Mayan civilisation as a stimulus for listening, performing and composing. -Perform from simple given rhythms and melodies, applying recorder playing. <p>Key Musicians: Xavier Quijas Yxayotl</p>
Links/ Topics	<p><u>Hist:</u> Stone Age <u>Geog:</u> Settlements & Land Use <u>Sci:</u> Rocks/ Animals incl. Humans</p>		<p><u>Hist:</u> Tudors <u>Geog:</u> Earthquakes <u>Sci:</u> Forces</p>		<p><u>Hist:</u> Ancient Egypt <u>Geog:</u> Europe <u>Sci:</u> Plants/ Light</p>	




Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 4	<p>Ancient China</p>  <p>-Pitch and reading and writing notation. -Use pentatonic scale and harmonious sounds through composing, performing and singing tasks. -Combine rhythm and pitch notation to record music, inspired through the exploration of ancient Chinese music, philosophy, myths, and rituals.</p> <p>Year 4 Harvest Festival – songs and performance</p> <p>Key Musicians: Cao Jinguo</p>	<p>Jazz</p>  <p>Music for Christmas</p>  <p>-Embed the musical features of jazz music such as swing time, improvisation, scatting and call and response. -Perform and improvise music using voices, bodies and pitched instruments. -Explore combining rhythm and pitch using the pentatonic scale, to improvise and compose simple melodies. -Listen to and appraise each other's work and a selection of different jazz songs from key artists.</p> <p>-Christmas songs, accompaniments, listening and performances.</p> <p>Key Musicians: Ella Fitzgerald Bessie Smith Louis Armstrong Duke Ellington Jazzmeia Horn</p>	<p>Samba</p>  <p>-Explores the musical style of samba. -Focus on rhythm and pulse. -Perform samba music as a whole class and in small groups. -Explore the instruments of the samba and create their own samba band.</p> <p>Key Musicians: Gloria Estefan & Miami Soud Machine</p>	<p>Rivers</p>  <p>-Focus on pitch and creative composition. -Explore composing and performing melodies using the pentatonic scale. -Explore writing and combining melodies in small groups. -Explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. -Use all elements to create a barcarolle.</p> <p>Key Musicians: Smetana Offenbach</p>	<p>Minimalism</p>  <p>-Explore the musical style of minimalism. -Listen to and appraise works by key composers of the style. -Apply knowledge of the compositional devices used in minimalism through composition and performance activities.</p> <p>Key Musicians: John Cage John Adams Steve Reich Mike Oldfield Hanz Zimmer Terry Riley Gamelan Degung</p>	<p>Words, Words, Words</p>  <p>-Explore the language of music through the inter-related dimensions of music. -Deepen knowledge of the inter-related dimensions and extend their musical vocabulary, taking inspiration from poetry, art and music and use graphic scores to record ideas.</p> <p>Key Musicians: Saint Saens Paul Dukas</p>
Links/ Topics	<p><u>Au1 Hist:</u> Romans</p> <p><u>Au2 Geog:</u> Mountains & Volcanoes</p> <p><u>Sci:</u> Animals incl. Humans/ Electricity</p>		<p><u>Sp1 Hist:</u> Anglo Saxons</p> <p><u>Sp2 Geog:</u> Rivers</p> <p><u>Sci:</u> Sound/ States of matter</p>		<p><u>Su1 Hist:</u> Vikings</p> <p><u>Su2 Geog:</u> Coasts</p> <p><u>Sci:</u> Living things & habitats</p>	

Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 5	 <p>-Compose music inspired by the planets Mars, Venus and Mercury considering mood and motif. -Listen to and appraise the music. -Learn how the use of motif and the inter-related dimensions of music combine to create an intended effect and are introduced to the use of chords, triads and major/minor tonality.</p> <p>Key Musicians: Gustav Holst John Williams Mike Oldfield</p>	 <p>-Compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. -Explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Listen to and appraise their own music as well as the music of their peers.</p> <p>Key Musicians: Jarabi</p> <p>-Christmas songs, accompaniments, listening and performances.</p>	 <p>Ukulele Unit 2026 onwards (Recorder unit 2025)</p> <p>-Learn the ukulele/ recorder using standard rhythmic notation and treble clef pitch notation. -Learn melodies and how to harmonise in up to 4 parts (including rounds). -Learn simple chords on the ukulele and work on accompaniment and melody to perform as an ensemble.</p> <p>-Take part in an informal performance to which parents/ carers are invited.</p>	 <p>-Explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. -Learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. -Consolidate learning on rhythm and pitch notation through composition and performance – using GarageBand as appropriate.</p> <p>Key Musicians: Elvis Presley Chuck Berry Mamas and Papas Lulu Richie Valens Rolling Stones</p>	 <p>-Features of Hindustani Classical music of India. -Listen to a fusion of both Indian and Western music, identifying features and instruments. -Work individually and as part of a group to sing, perform, compose and improvise on both tuned and untuned instruments, considering the features of Indian music including structure -Record music using the Indian notes names and Western notation.</p> <p>Key Musicians: Riyaz and Practice Shakir Khan & Enayet Hussain Ashwini Bhide Deshpande Apna Sangeet Gagik Gasparyan Kula Shaker Anoushka Shankar</p>	 <p>-Learn about the 5 key elements of Hip Hop. -Listen to and analyse Hip Hop by Will Smith and The Black-Eyed Peas, performing Hip Hop Hooray and composing their own raps about issues, with accompaniments. -Perform Greek Gods Rap as a class.</p> <p>Year 5 Ancient Greeks Assembly</p> <p>Key Musicians: Will Smith Black-Eyed Peas</p>
Links/ Topics	<u>Au1 Hist:</u> Mayans <u>Au2 Geog:</u> Central & South America <u>Sci:</u> Earth & Space/ Forces		<u>Sp1 Hist:</u> Warwick Castle <u>Sp2 Geog:</u> Climate Zones, Biomes & Vegetation <u>Sci:</u> Properties & Changes of Materials		<u>Su1 Hist:</u> Ancient Greece <u>Su2 Geog:</u> Greece <u>Sci:</u> Animals incl. Humans/ Living things & Habitats	

Music Long Term Plan

2025-26	AU1 MUSIC	AU2 MUSIC	SP1 MUSIC	SP2 MUSIC	SU1 MUSIC	SU2 MUSIC
YEAR 6	<p>WW2</p>  <ul style="list-style-type: none"> -Listen to and appraise music that was performed during World War 2. -Recap and expand upon features such as expression, dynamics and phrasing when singing. -Perform as class and learn how to communicate effectively to perform in smaller group ensembles. -Write own song lyrics, learn about structuring a satisfying and memorable melody, and learn how to accompany that melody. -Listen to and appraise their own and other's performances. <p>Key Musicians: Dame Vera Lynn Glenn Miller Noel Gay & Ralph Butler E & J. James Andrews Sisters Shostakovic Aaron Copeland</p>	<p>Celebrations</p>  <p>Music for Christmas</p>  <ul style="list-style-type: none"> -Use four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), to learn that celebrations are an important aspect of musical culture. -Explore different styles of music used in celebrations. -Listen to and appraise music for each celebration. -Recap and expand upon features such as melodic patterns and rhythm to perform music. -Select and combine musical features learnt to compose, notate and perform their own piece of music for a celebration. -Listen to and appraise their own and others music. <p>-Christmas songs, accompaniments, listening and performances.</p> <p>Key Musicians: The Chieftans Sean Softley Chinese Orchestra of Beijing</p>	<p>Animal Kingdom</p>   <p>With Ukulele Unit 2 – application of chords (2 weeks)</p> <ul style="list-style-type: none"> -Explore features of harmony starting with the study of intervals then expanding to chords. -Analyse and compare music from both romantic and 20th century composers. -Explore how intervals and chords can be used to convey an intended effect before applying their knowledge and skills in composing their own music. <p>-Build on their ukulele knowledge and understanding to apply chords.</p> <p>Key Musicians: Camille Saint Saens</p>	<p>FILM MUSIC</p>  <ul style="list-style-type: none"> -Take inspiration from the musical devices used in a range of film music to depict mood and emotion. -Create programmatic soundscapes considering the interrelated dimensions of music, melodic phrasing, consonant and dissonant harmony and structure. -Use stave and graphic notation to record and perform from their music linked to short animations (Literacy Shed – Origins/ Alma). -Appraise the performance of their peers and music written specifically for film. <p>Key Musicians: John Williams Danny Elfman Hans Zimmer James Horner</p>	<p>Reggae</p>  <ul style="list-style-type: none"> -Learn about a brief history of reggae, seeing it is an important music genre. -Learn about the key reggae musical features and listen to and appraise music by reggae artists. -Recap and expand upon features such as chord patterns, riffs, bass line, melody and rhythm. -Create in small group, their own chord structures with which to fit bass lines and phrase melodic lines. -Perform drum groove patterns following given rhythm notation. <p>Key Musicians: Bob Marley The Melodians Jimmy Cliff Gregory Isaacs Marcia Griffiths</p>	<p>Garageband</p>  <ul style="list-style-type: none"> -Use GarageBand/ Bandlab education site to develop understanding of music technology. -Explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation. <p>-Compose an advertising jingle with accompaniment for a product they design for Gregg's Summer Snacks Range.</p> <p>Year 6 End of year show</p> <p>Key Musicians: Harrison Birtwistle Jean Michelle Jarre</p>
Links/ Topics	<p><u>Au1 Hist:</u> WW1-WW2 <u>Au2 Geog:</u> Europe incl. Russia & Mediterranean <u>Sci:</u> Living Things & Habitats/ Evolution & Inheritance</p>		<p><u>Sp1 Hist:</u> Inventors <u>Sp2 Geog:</u> North America <u>Sci:</u> Electricity/ Light</p>		<p><u>Su1 Geog:</u> Trade links & natural resources <u>Su2 Hist:</u> Industrial Revolution <u>Sci:</u> Animals incl. Humans</p>	



Music Long Term Plan

Other Listening incorporated in various activities – including at weekly singing assemblies (as per Model Music Curriculum):

The Western Classical Tradition up to the 1940s

Title	Composer	Period
O Eucharisti	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
1812 Overture	Tchaikovsky	Romantic
Night on a Bare Mountain	Mussorgsky	Romantic
Bolero	Ravel	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
90s RnB	Say My Name	Destiny's Child
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
21st Century	Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire.	

The Western Classical Tradition and Film beyond the 1940s

Title	Composer	Period
This Little Babe from Ceremony of Carols	Britten	20th Century
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century
Connect It	Anna Meredith	21st Century
Night Ferry	Anna Clyne	21st Century

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
Argentina	Tango	Libertango	Piazzolla
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin