

PROJECT: *Food Glorious Food*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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><i>Music from other cultures</i></p> <p>Choose an appropriate unit from Charanga eg) 'Into the Groove' - music from a variety of cultures</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose percussion music based on food items and sounds they make eg 'Musical Supermarket'</p> <p>Create promotional Jingles re food/places studied/products for tuck shop (See Geography Links)</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Wales*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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><i>Welsh songs/ National Anthems</i> <i>'O Land of my fathers'</i> <i>Link songs:</i> <i>Welsh nursery rhymes</i> <i>God save our gracious queen & other national anthems - unit on</i> <i>Freestyle Charanga</i></p>
POSSIBLE OUTCOMES	EVALUATION
<p>Own nursely rhymes from visits and experiences Compose music for Eisteddfod Performance of different national anthems</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Voyage into the unknown*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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>Songs about 2 famous people - duets 'Earth & Beyond' Sing-Up compares Columbus with Armstrong Choir songs Link songs: 'Especially for you' Kylie & Jason</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose own duets about two people they know Sing in rounds of two</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *You can make a difference*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Nature themes in music</p> <p>'Cuckoo' by Benjamin Britten/ 'Three Little Birds' by Bob Marley Charanga units Weston classical, folk, big band, jazz)</p> <p>Raise the roof unit on <i>Green Issues</i> and environment</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose own nature music which uses an ostinato sound imitating nature sounds.</p> <p>Band playing at awareness event.</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Invaders and Settlers*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p><i>War theme and martial music</i></p> <p>Holst - 'Mars' and contrasting music eg) marching</p> <p>Pick an appropriate unit from Charanga (Y1-4 initially)</p>
POSSIBLE OUTCOMES	EVALUATION
<p>'Raise the Roof'</p> <p>Composition of marching music - record or perform live</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Lights, camera, action!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Opera and musicals Anything that the English Touring Opera are currently offering Link songs: We sail the blue ocean - Gilbert & Sullivan Use ROH 'write an opera' resources</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose all types of songs for own opera/musical performance</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *The wide, wide world*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p><i>Songs from chosen European countries - traditional and/or modern</i></p> <p>Choose an appropriate unit from Charanga eg) 'Mama Mia'</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose a song for the European Song Contest Musical performance - based on ABBA songs</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Ready, steady, cook!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p><i>Food-related music</i> <i>'Barbecue blues' (blues, jazz, traditional)</i> <i>Link songs:</i> <i>'Food glorious food'</i></p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose food sing-a-long for a picnic Make a food CD which can be sold to help with cost of food events</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *On the right track*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Music about journeys 'Morning town ride' (lullaby) Link songs: Don't stop believing (rock)</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose on-board music jingles for different modes of transport (safety briefing on flight?) Set up music trail using instruments - travelling performance Journeys to see different performances (improv -could be amusing!)</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Land Ahoy*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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><i>Get in a shanty band</i> <i>Sea-shanty workshop</i> <i>'Fire down below' on Sing-Up</i> <i>Related songs - see GT's Book of Sea Shanties</i></p>
POSSIBLE OUTCOMES	EVALUATION
<p>Shanty band made from unusual instruments Performance out on playground 'busking'</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Buildings*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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><i>Music about buildings and people</i> <i>'Bob the builder' (pop)</i></p>
POSSIBLE OUTCOMES	EVALUATION
<p>Own innovated careers songs Percussion compositions about buildings Performance inside unusual buildings/places</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *If you go down to the woods today*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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>Songs about nature 'Wood' on Sing-Up (coir song) Helps with naming tress Link songs: Any on Sing-Up - see nature tab</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Compose innovated song demonstrating knowledge of animal names, plants and other woodland life Songs around a campfire</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Ancient Achievements*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Songs about Ancient Civilizations 'The Mummy Rag / Tutankhamen hip hop' on Sing-Up Links: Many others on Sing-Up about ancient civilisations</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Create own raps about famous people encountered eg Howard Carter, Mayans and their doom Exhibit as part of 'museum'</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Body Magic*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Spiritual music/music about us 'Dem bones' Links to other songs: He gave us eyes (hymn) Hands, feet and heart (South African style) Charanga Year 2 unit</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Perform own harmony and singing in rounds (spiritual choir) Compose own body music - humorous link to science 'What goes in must come out'</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *You Choose!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	
POSSIBLE OUTCOMES	EVALUATION

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Anglo Saxon England*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Intense moods music 'Night on the bare mountain' Mussorgsky (Weston Classical) Link music: Alton Towers music - 'In the hall of the mountain king' Holst planet suite Braveheart music Swan Lake - Death of the swan</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Create own mood music for battle re-enactment Make mood music for films on iMovie (apple Macs)</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Human Impact on Earth*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p>Campaigning music Focus song 'This is our world' From Sing-Up (Rock ballad) Link songs: Any other 'green' songs from Sing-Up 'Feed the World' Live Aid 'What a wonderful world' Louis Armstrong</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Mini Glastonbury Awareness event Rock concert - Live Aid style using songs learned and own compositions</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *A Journey Through Time*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<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. 	<p><i>Music with narrative</i> <i>'Fresh Prince of Bel Air' (hip hop) Charanga</i></p>
POSSIBLE OUTCOMES	EVALUATION
<p>Own raps about history Own auto-biographical rap</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE