



Westhaven School Curriculum Map for MUSIC

Valued - Inspired - Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience complex barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

safely independent
 confident communicators
 respectful citizens
 resilient learners
 inquisitive thinkers

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.



| | Term 2 | Term 2 | Term 4 | Term 4 | Term 6 | Term 6 |
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| KS1 Year A | Unit 1 - Introducing Instruments | Unit 2 - Exploring Instruments | Unit 3 - Choosing Instruments | Unit 4 - Introducing Sway | Unit 5 - Introducing March | Unit 6 - Introducing Loud and Quiet |
| Revisited learning | Exploring through play. Looking at and identifying | Exploring through play. Looking at and identifying | Selecting instruments for a simple purpose. | Selecting a song. Musical taste. Music for a purpose. | Listen and respond to music. | Identify dynamics in music. |

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| | instruments visually and through timbre. | instruments visually and through timbre. | | | | |
| New learning | Listening. Developing technique. Identifying different sounds. | Listening. Developing technique. Identifying different sounds. | Take turns and share instruments. | Move appropriately/in response to music | Move in time. Feel the pulse. | Understand what Loud and Quiet mean and respond to these. |
| KS1 Year B | Unit 7 - Contrast | Unit 8 - Imitation | Unit 9 - Waltz | Unit 10 - March | Unit 11 - Loud and Quiet | Unit 12 - Boogie Train |
| Revisited Learning | Taking turns. Choosing. | Taking turns. Using voice | Performing with a group. | Listening and responding to music. | Taking turns Performing with a group. | Choose, play and share handheld instruments. |
| New learning | Develop coordination in playing untuned percussion. | Learn the song/game. Strolling through the Jungle. | Move appropriately/in response to music | Move in time. Feel the pulse. | Play a skinned instrument considering dynamics. | Perform a solo on untuned percussion to 'Boogie Train' |
| | Term 2 Dual topic | | Term 4 Dual topic | | Term 6 Dual topic. | |
| KS2 Lower Year A Wells | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind and Replay |
| Focus/Genre | Learn to sing nursery rhymes and action songs: | Learn to sing nursery rhymes and action songs: | Learn to sing nursery rhymes and action songs: | Learn to sing nursery rhymes and action songs: | A transition unit that prepares children for their musical learning | This Unit of Work consolidates the learning that has occurred during the year. |
| Revisited learning | Growing Homes | Using your imagination | Family Friends | Animals Jungle | Revisit all previous topics. | Revisit chosen nursery rhymes |

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| | Colour Toys How I look | Christmas Festivals Fairies Pirates Treasure Superheroes Let's Pretend Once Upon A Time | People Music from around the world | Minibeasts Night and day Sand and water Seaside Seasons Weather Sea Space | | and/or songs, a context for the History of Music and the very beginnings of the Language of Music. |
| New learning | Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place | Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place | Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place | Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place | Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place | Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place |

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| Artists/Songs | Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers | I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song | Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes | Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey | Big Bear Funk and revisiting other nursery rhymes and action songs | Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, |
| KS2 Lower Year B Wells | Hey You! | Rhythm In The Way We Walk and Banana Rap | In The Groove | Round And Round | Your Imagination | Reflect, Rewind and Replay |
| Focus/Genre | Old School Hip-Hop | Reggae | Blues, Baroque, Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| Revisited learning | Identify differences between pulse, rhythm and pitch. | Revisit rhythm and pulse. | Listening skills to identify different musical styles. Identifying instruments used in particular genres. | Using pulse, rhythm, pitch and realising that they are all linked | Using your imagination | All the learning is focused around revisiting chosen nursery rhymes and/or songs. |
| New learning | Students will learn to sing, play, improvise and compose with this song and will listen and appraise other Old-School Hip Hop tunes. | Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through | In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song | All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. | Learn the pop song 'Your imagination' Use the new compose tool. | Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Play instruments |

| | | games and singing. | to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. | | | within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place |
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| Artists/Songs. | Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC | Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop) | Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk) | Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubl  (Latin/Big Band) Why Don't You by Gramophone (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz) | Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin | A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavner – Contemporary. |
| KS2 Upper Year A | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play In A Band | Zootime | Friendship Song | Reflect, Rewind and Replay |
| Focus/Genre | South African music | Festivals and Christmas | Playing together in a band | Reggae and animals | A song about being friends | The history of music, look back and |

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| | | | | | | consolidate your learning, learn some of the language of music |
| Revisited learning | Glockenspiels, recorders and body percussion. | Glockenspiels, Singing in unison. Appraising. | Singing, Playing tuned instruments, improvising and appraising. | Singing Performing as a group. | What is friendship? Listening and appraising. Performing as a group. | This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| New learning | Learning to sing, play, improvise and compose with this song, Appraise different styles of South African music. | Learning a new Christmas song 'Ho Ho Ho' with tuned percussion and vocals. | I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. | Improvising. Linking pulse, rhythm and pitch. | Performing from a score. Improvising within a song. Singing in two parts in a group. | Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition |

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| Artists/Songs | <p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p> | <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela</p> <p>(Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> | <p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p> | <p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p> | <p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Bugsy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p> | <p>Peer Gynt Suite: Anitras</p> <p>Dance by Edvard Grieg – Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p> |

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| KS2 Upper Year B | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay |
| Focus/Genre | RnB | Mixed styles | Reggae | A Pop song that tells a story | Disco | Classical |
| Revisited learning | Identify the dimensions of music (pulse, rhythm, pitch etc) Notice that singing and playing instruments are all linked. | Perform using chime bars using notes from the Pentatonic scale. Read the treble clef. | Listen and identify instruments, repeating melodies and rhythms. Perform with chime bars and sing. | What is kindness, respect, friendship, acceptance and happiness. Sing to a pitch in unison. | Singing and performing in a group. Identify song structure (verse, bridge, chorus) | Consolidate the learning that has occurred during the year. |
| New learning | 2 part singing. Performing on tuned percussion whilst singing. | Note values related to 1 beat. Reading the pitch of notes on a musical score. Read the treble clef. | Learn to sing, play, improvise and compose with this Three Little Birds, Listen and appraise other Reggae songs. | Improvise with the compose tool. Improvise with tuned percussion. | Learn about the style of disco and 70s lifestyle and fashion. Learn disco beats. | Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place |
| Artist/Songs | Colonel Bogey March | Easy E | Jamming by Bob | Birdsong – Chinese | Good Times by Nile | L'Homme Arme by |

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| | <p>by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical 'Oliver!' (Musicals)</p> <p>Ain't No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You're The First, The Last, My Everything by Barry White (Soul)</p> | <p>Strictly D Drive</p> <p>D-E-F-inately Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p> | <p>Marley Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p> | <p>Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p> | <p>Rodgers</p> <p>Ain't Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royce</p> | <p>Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: II Andante by Franz Joseph Haydn – Classical</p> <p>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic</p> <p>Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century</p> <p>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p> |
| KS3 Year A | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay |
| Focus/Genre | Pop | Mixed styles | Grime and mixed styles. | Gospel | Pop/The Beatles. | Classical |

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| Revisited learning | Rhythm and pitch challenges using the Pentatonic scale. Singing in unison. Revisit 70's music | Note values related to 1 beat. Reading the pitch of notes on a musical score. Read the treble clef. | Perform together. Use listening skills to appraise Grime and Mixed style modern tracks. | Revisit note values, time signatures and the treble clef. | Look at 'Discrimination' in the 60's. | Consolidate the learning that has occurred during the year. |
| New learning | Sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits | Performing on chime bars reading 2 part scored music. Singing and performing with chime bars. | Learn the rap song 'Stop'. Composing new lyrics is a rap style to fit the rhythm of the song. | The history of Gospel. Learn the Gospel song 'Lean on me'. Look at the bass clef and the differing note positions | Learn, improvise and compose using 'The Beatles' song 'Blackbird' Listen to a range of 60's music. | Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place |
| Artists/Songs | ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA | Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The | He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by | Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by | La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) |

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| | Super Trouper by ABBA Thank You For The Music by ABBA | Strictly D Play Your Music Driv | Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel) | The Beatles | Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) |
| KS3 Year B | Livin' On A Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince Of Bel-Air | Dancing In The Street | Reflect, Rewind and Replay |
| Focus/Genre | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| Revisited learning | Perform in unison. Singing and using chime bars. Listen and appraise new music. | Improvising skills using chime bars and recorders. Listen and appraise new music, | Note values and pitch on the Treble and Bass clef. Singing in unison. Singing with expression, considering lyrics. | Revisiting rap. Identifying rhythmic phrases and rhymes. | Revisit treble and bass clef pitch, note values, dynamics and timbre of the focus song. Sing in unison and perform on untuned percussion. | This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| New learning | Listen to a range of | What are the | Progressive | Copying back | Learn to sing and | Listen and Appraise |

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| | <p>rock tracks. Compose, improvise and perform using the focus track.</p> | <p>characteristics of a Bossa Nova and a Swing style. Perform accurately from a score considering note values and pitch.</p> | <p>improvisation with tuned percussion. What is a ballad?</p> | <p>improvised performances. Listen to a range of modern rap. Composing with the song 'The Fresh Prince of Bel-Air.</p> | <p>perform 'Dancing In The Street' by Martha And The Vandellas.</p> | <p>Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p> |
| Artists/Songs | <p>We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p> | <p>Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman</p> | <p>Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett</p> | <p>Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer</p> | <p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder</p> | <p>Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in</p> |

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| | | | | | | D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary |
| KS3 Year C | Happy | Classroom Jazz 2 | A New Year Carol | You've Got A Friend | Music And Me | Reflect, Rewind and Replay |
| Focus/Genre | Pop/Neo Soul | Bacharach and Blues | Classical and Urban gospel. | 70's ballad/pop. | Hip Hop, Classical, Electronic, Soul, Contemporary | Classical. |
| Revisited learning | Sing in unison. Perform using chime bars and recorders. Listen and appraise new music. | Note values and pitch on the treble and bass clef. Sing in unison. Listen and appraise new music. | Appraise a range of choral pieces. Sing in unison. Perform as a group. | Listen and appraise a range of 70's ballads using prompt questions. Sing in 2 parts. | Create your own music including melody, beats and lyrics. Perform and share. | This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| New learning | Use the listen and appraise app. | Listen to a range of blues music | Learn the gospel song 'A new year | Learn 'You've got a friend'. Improve | Learn about inspirational | Listen and Appraise Classical music |

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| | Listen to a range of Pop and Neo Soul and identify key features of this genre. | and identify the key features of this genre of music. Improvise with 12 bar blues sequence. Walking bass line. | Carol' Refine and develop performance considering diction, dynamics and performance as a choir. | with chime bars. Understand what 'Style Indicators' are. | women working in music, and part of Brighter Sound's pioneering gender equality initiative | Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place |
| Artist/Songs | Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly | Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie | I Mun Be Married on Sunday Fishing Song | The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung by Carole King | Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsch | L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music Armide Overture by Jean-Baptiste Lully – Baroque The Marriage of Figaro: Overture by Mozart – Classical |

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| | | | | | | <p>Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic Sonata for Horn in F by Paul Hindemith – 20th century Homelands by Nitin Sawhney – Contemporary</p> |
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