



Harcourt Primary School

Music Curriculum Skills & Progression

RouAge Related Statutory Coverage		
EYFS	KS1	KS2
<p>Expressive Arts and Design Exploring and using media and materials 40-60 months:</p> <ul style="list-style-type: none">*Begins to build a repertoire of songs*Explores the different sounds of instruments <p>ELG:</p> <ul style="list-style-type: none">*Children sing songs, make music <p>Being Imaginative EL:</p> <ul style="list-style-type: none">*They represent their own ideas, thoughts and feelings through music	<ul style="list-style-type: none">*use 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 interrelated dimensions of music	<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 interrelated 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.



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Progressive Music Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*Chant *Fast *Follow *High *Instrument *Low *Loud *Quiet (use instead of 'soft') *Repeat *Rhythm *Sing *Slow *Song *Sounds	As EFYS plus: *Beat *Beater *Cymbal *Drum *High (sound) *Listen *Loud *Low (sound) *Perform *Quiet *Shaker *Steady beat *Tambourine *Tempo *Triangle *Tune *Voice	As EYFS & Yr 1 plus: *Accompany *Body percussion *Chime bar *Chord *Claves *Compose *Duration *Ostinato *Percussion *Phrase *Pitch *Pulse *Recorder *Score *Tuned percussion *Untuned percussion *Volume	As EYFS/KS1 plus: *Names of orchestral instrument *Accompaniment *Call and response *Castanets *Composer *Conductor *Drone *Duet *Duration *Dynamics *Glockenspiel *Lyrics *Melodic phrase *Melody *Orchestra *Orchestration *Ostinati *Round *Scale *Stepwise movement *Structure *Theme *Unison *Woodblock *Xylophone	As all previous years, plus: *Harmony *Improvise *Leaping (large interval between two notes) *Pentatonic	As all previous years, plus: *Accent *Bass *Notation *Texture *Timbre	As all previous years, plus: *Diction *Interval *Syncopation



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Skills		
EYFS		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none">*Can they use their voice to speak/sing/chant?*Do they join in with singing?*Can they clap short rhythmic patterns?*Can they experiment with creating sounds with different instruments?	<ul style="list-style-type: none">*Can they make a range of sounds with their voice?*Can they make a range of sounds with instruments?*Can they represent sounds pictorially?	<ul style="list-style-type: none">*Can they say if they like or dislike a piece of music?*Can they identify and distinguish environmental sounds?*Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)*Can they begin to express how music makes them feel?
EYFS – Greater Depth		
<ul style="list-style-type: none">*Can they perform a rhythm?	<ul style="list-style-type: none">*Can they begin to sequence sounds to create a rhythm or beat?*Can they repeat (short rhythmic and melodic) patterns?*Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps)	<ul style="list-style-type: none">*Can they identify reasons why they like some music more than others?



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Skills		
Year 1		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Can they use their voice to speak/sing/chant? *Do they join in with singing? *Can they clap short rhythmic patterns? *Can they use instruments to perform a simple piece? *Can they respond to musical indications about when to play or sing? *Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? 	<ul style="list-style-type: none"> *Can they make a range of sounds with their voice? *Can they make a range of sounds with instruments? *Can they identify changes in sounds? *Can they tell the difference between long and short sounds? *Can they represent sounds pictorially? *Can they make a sequence of sounds for a purpose? 	<ul style="list-style-type: none"> *Can they form an opinion to express how they feel about a piece of music? *Can they recognise repeated patterns? *Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? *Can they hear the pulse in a piece music? *Can they tell the difference between loud and quiet sounds? *Can they describe how sounds are made and changed? *Can they respond to different moods in music and say how a piece of music makes them feel? *Respond to different moods of music, in different ways
Year 1 – Greater Depth		
<ul style="list-style-type: none"> *Can they perform a rhythm to a steady pulse? 	<ul style="list-style-type: none"> *Can they repeat (short rhythmic and melodic) patterns? *Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> *Can they identify what different sounds could represent and give a reason why? *Can they identify texture - listening for whether there is more than one sound at the same time? *Can they identify musical structure in a piece of music (verse, chorus etc.)?



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Skills		
Year 2		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Can they follow the melody using their voice or an instrument? *Can they sing songs as an ensemble following the tune (melody) well? *Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? *Can they play simple rhythmic patterns on an instrument? *Can they sing/clap a pulse increasing or decreasing in tempo? *Do they have control when playing instruments? *Can they perform musical patterns keeping a steady pulse? 	<ul style="list-style-type: none"> *Can they order sounds to create a beginning, middle and end? *Can they represent sounds pictorially with increasing relevance? *Can they choose sounds to achieve an effect (including use of technology)? *Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? *Can they create short, rhythmic patterns – sequences of long and short sounds? *Are they selective in the control used on an instrument in order to create an intended effect? *Can they create their own symbols to represent sounds? *Can they choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> *Can they identify particular features when listening to music? *Can they begin to associate sounds they hear with instruments? *Can they independently identify the pulse in a piece of music and tap along? *Can they listen carefully to recall short rhythmic patterns? *Can they begin to recognise changes in timbre, dynamics and pitch? *Are they able to recognise and name different instruments by sight? *Can they evaluate and improve their own work and give reasons? *Listen to simple inter-related dimensions of music *Verbally recall what they have heard with simple vocabulary – loud, soft, high, low *Begin to say what they like and dislike
Year 2 – Greater Depth		
<ul style="list-style-type: none"> *Can they understand the importance of a warm up? *Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? 	<ul style="list-style-type: none"> *Can they use simple structures (e.g. repetition and order) in a piece of music? *Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> *Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?



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Skills		
Year 3		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Do they sing songs from memory with increasing expression, accuracy and fluency? *Do they maintain a simple part within an ensemble? *Do they modulate and control their voice when singing and pronounce the words clearly? *Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? *Can they improvise (including call and response) within a group using the voice? *Can they collaborate to create a piece of music? 	<ul style="list-style-type: none"> *Can they create repeated patterns using a range of instruments? *Can they combine different sounds to create a specific mood or feeling? *Do they understand how the use of tempo can provide contrast within a piece of music? *Can they begin to read and write musical notation? *Can they effectively choose, order, combine and control sounds to create different textures? *Can they use silent beats for effect (rests)? *Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> *Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? *Can they evaluate and improve their work, explaining how it has improved using a success criterion? *Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? *Are they able to recognise a range of instruments by ear? *Can they internalise the pulse in a piece of music? *Can they identify the features within a piece of music? *Describe music using appropriate vocabulary *Begin to compare different kinds of music *Recognise differences between music of different times and cultures
Year 3 – Greater Depth		
<ul style="list-style-type: none"> *Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> *Can they create accompaniments for melodies? *Can they compose a simple piece of music that they can recall to use again? *Do they understand metre in 4 beats; then 3 beats? 	<ul style="list-style-type: none"> *Can they recognise changes in sounds that move incrementally and more dramatically? *Can they compare repetition, contrast and variation within a piece of music?



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Skills		
Year 4		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Can they perform a simple part of an ensemble rhythmically? *Can they sing songs from memory with increasing expression, accuracy and fluency? *Can they improvise using repeated patterns with increasing accuracy and fluency? 	<ul style="list-style-type: none"> *Can they use notations to record and interpret sequences of pitches? *Can they use notations to record compositions in a small group or on their own? *Can they use notation in a performance? 	<ul style="list-style-type: none"> *Can they explain why silence is used in a piece of music and say what effect it has? *Can they start to identify the character of a piece of music? *Can they describe and identify the different purposes of music? *Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition? *Describe what they hear using a wider range of musical vocabulary *Recognise how the inter-related dimensions of music are used by composers to create different moods and effects *Understand the cultural and social meaning of lyrics *Appreciate harmonies, drone and ostinato *Explore ways the way in which sounds are combined towards certain effects *Understand the relationship between lyrics and melody
Year 4 – Greater Depth		
<ul style="list-style-type: none"> *Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> *Can they explore and use sets of pitches, e.g. 4 or 5 note scales? *Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> *Can they identify how a change in timbre can change the effect of a piece of music?



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Skills		
Year 5		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Can they sing and use their understanding of meaning to add expression? *Can they perform 'by ear' and from simple notations? *Can they improvise within a group using melodic and rhythmic phrases? *Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? *Can they maintain their part whilst others are performing their part? 	<ul style="list-style-type: none"> *Can they begin to use standard notation? *Can they use their notations to record groups of pitches (chords)? *Can they choose the most appropriate tempo for a piece of music? *Can they use technology to compose music which meets a specific criterion? 	<ul style="list-style-type: none"> *Can they describe, compare and evaluate music using musical vocabulary? *Can they suggest improvements to their own or others' work? *Can they choose the most appropriate tempo for a piece of music? *Can they identify and begin to evaluate the features within different pieces of music? *Can they contrast the work of established composers and show preferences? *Identify cyclic patterns – verse and chorus, coda *Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music *Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect
Year 5 – Greater Depth		
<ul style="list-style-type: none"> *Can they use pitches simultaneously to produce harmony by building up simple chords? *Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> *Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> *Can they explain how tempo changes the character of music? *Can they identify where a gradual change in dynamics has helped to shape a phrase of music?



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Skills		
Year 6		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> *Can they begin to sing a harmony part? *Can they begin to perform using notations? *Can they take the lead in a performance? *Can they take on a solo part? *Can they provide rhythmic support? *Can they perform parts from memory? 	<ul style="list-style-type: none"> *Do they recognise that different forms of notation serve different purposes? *Can they combine groups of beats? *Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<ul style="list-style-type: none"> *Can they refine and improve their work? *Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? *Can they compare and contrast the impact that different composers from different times will have had on the people of the time? *Can they analyse features within different pieces of music? *Evaluate differences in live and recorded performances *Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion
Year 6 – Greater Depth		
<ul style="list-style-type: none"> *Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> *Can they show how a small change of tempo can make a piece of music more effective? *Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> *Can they appraise the introductions, interludes and endings for songs and compositions they have created?



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Charanga Overview EYFS (using original Scheme A)		
Term	Unit	Objectives
1	Me! Learn to sing nursery rhymes and action 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	*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 & voices *Share and perform the learning that has taken place
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs	
3	My Stories Learn to sing nursery rhymes and action songs: - I'm A Little Teapot - The Grand Old Duke Of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song	
4	Everyone! Learn to sing nursery rhymes and action songs: - 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	
5	Our World Learn to sing nursery rhymes and action songs: - Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels On The Bus - The Hokey Cokey Plus: EYFS/KS1 Music: Andy Day Raps - BBC Teach	
6	Big Bear Funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6	



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Charanga Overview Year 1 (using original Scheme A)		
Term	Unit	Objectives
1	Hey, You! Activities based around a modern song written in an old school style for children to learn about the differences between the interrelated dimensions of music	*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.
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs	
3	Rhythm in the Way We Walk Activities based around a song written in Reggae style and one in Hip Hope style.	
4	In the Groove Activities based around a song written to teach children about different musical styles	
5	Round and Round Activities based around a song written in a Bossa Nova Latin style	
6	Your Imagination Activities based around a song about using your imagination	



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Charanga Overview Year 2 (using original Scheme A)		
Term	Unit	Objectives
1	Hands, Feet, Heart Celebrating and learning about South African music.	*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.
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs Finding rhythm & tempo	
3	I wanna play in a band Activities based around a rock song for children.	
4	Zootime Activities based around a Reggae song.	
5	Friendship Song Activities based around a song about friendship.	
6	Reflect, Rewind, Replay Consolidating the learning that has happened throughout the year	



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Charanga Overview Year 3 (using original Scheme A)		
Term	Unit	Objectives
1	Let Your Spirit Fly All the learning is focused around one song: Let Your Spirit Fly	*To know five songs from memory and who sang them or wrote them. *To choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics - what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song *To confidently identify and move to the pulse. *To think about what the words of a song mean. *To take it in turn to discuss how the song makes them feel. *Listen carefully and respectfully to other people's thoughts about the music.
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs	
3	Three Little Birds All the learning is focused around one song: Three Little Birds	
4	The Dragon Song This is a song about kindness, respect, friendship, acceptance and happiness	
5	Rocking Romans (not a Charanga Unit) https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk	
6	Bringing Us Together This is a Disco song about friendship, peace, hope and unity	



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Charanga Overview Year 4 (using original Scheme A)		
Term	Unit	Objectives
1	The Anglo Saxons (not a Charanga Unit) KS2 Music: The Anglo-Saxons - BBC Teach	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs	*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
3	Mamma Mia As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
4	Stop! A song/rap about bullying	*develop an understanding of the history of music.
5	Lean on me The unit features Soul and Gospel music and a theme of helping each other.	
6	Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles – a song about civil rights	



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Charanga Overview Year 5		
Term	Unit	Objectives
1	Year 5 will be receiving the Music Plus lessons this year and will be learning the ukulele, taught by a peripatetic teacher from Make Time for Music. There will be 30 hour long sessions taught, 5 across each of the 6 terms	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2		*improvise and compose music for a range of purposes using the interrelated dimensions of music
3		*listen with attention to detail and recall sounds with increasing aural memory
4		*use and understand staff and other musical notations
5		*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6		



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Charanga Overview Year 6 (using original Scheme A)		
Term	Unit	Objectives
1	Happy An integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked through the song 'Happy'.	*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 interrelated 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
2	Harcourt Christmas Unit Learning the melody and to join in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs Using tuned instruments (bells) to play along with the choruses in songs	
3	Classroom Jazz 1/2 (From Year 5 & Year 6 – 2 terms in one) A six-week Unit of Work that focuses on improvising with a Latin American groove and a Blues style	
4	You've Got a Friend An integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked through the song 'You've Got a Friend'.	
5	Music and Me Focuses on inspirational women working in music and is part of Brighter Sound's pioneering gender equality initiative Both Sides Now .	
6	Year 6 Musical Production - TBC	



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Period				1140 O Euchari (Hildegard)		
Renaissance Period		1551 Ronde and Basse Dance Bergeret from La Mourisque (Susato) 1575 O Nata Lux (Tallis)		1560 If Ye Love Me (Tallis)	1587 Jubilate Deo (Gabrieli)	
Baroque Period	1720 1st movement from Brandenburg Concerto No. 5 (J. S. Bach) 1738 Badinerie from Orchestral Suite No. 2 in B minor (J. S. Bach) 1748 La Rejouissance from Music for the Royal Fireworks (Handel)	1731 Air on a G String from Orchestral Suite No. 3 in D (J. S. Bach) 1749 Arrival of the Queen of Sheba (Handel)	1605 Earl of Essex's Galliard (Dowland) 1630 Miserere (Allegri) 1664 Che Si Può Fare (Barbara Strozzi) 1680 Canon in D (Pachelbel) 1717 Hornpipe from Water Music (Handel) 1725 Winter from The Four Seasons (Vivaldi) 1741 Hallelujah from Messiah (Handel)	1676 Rondeau from Abdelazar (Purcell) 1690 Largo from Concerto Grosso in G minor (Christmas Concerto) (Corelli) 1717 Prelude from Cello Suite No. 1 in G (J. S. Bach) 1717 Adagio from Oboe Concerto in C minor (Marcello) 1727 Zadok the Priest from Coronation Anthems (Handel) 1736 Chaconne (Rameau) 1741 Siciliana from The Goldberg Variations (J.S. Bach) 1745 The National Anthem – God Save the Queen	1630 Beatus Vir (Monteverdi) 1677 Dido's Lament from Dido and Aeneas (Purcell) 1690 Largo from Concerto Grosso in G minor (Christmas Concerto) (Corelli) 1724 Part 1: Chorale from St John Passion (J. S. Bach)	1610 Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi) 1730 3rd movement from Violin Concerto in E major (J. S. Bach)
Classical Period	1783 Rondo alla Turca (Mozart) 1785 Ah! Vous dirais-je, Maman (Mozart) 1791 2nd movement from Surprise Symphony No. 94 in G major (Haydn) 1811 3rd movement from Clarinet Concerto No. 1 in F minor (Weber) 1824 Overture from William Tell (Rossini)	1808 4th movement from Symphony No. 6 'Pastorale' (Beethoven) 1818 Marche Militaire (Schubert) 1827 Clog Dance from La Fille Mal Gardée (Hérold)	1794 3rd movement from Sonata in F major Op. 33, No. 2 (Clementi) 1796 Trumpet Concerto in E flat (Haydn) 1802 1st movement from Piano Sonata No. 14 'Moonlight' (Beethoven) 1823 Overture from Semiramide (Rossini)	1781 Finale: Presto from Quartet in E flat major Op. 33, 'Russian' (Haydn) 1808 4th movement from Symphony No. 5 (Beethoven) 1810 Für Elise (Beethoven) 1819 Piano Quintet in A major, 'The Trout' (Schubert)	1762 Dance of the Blessed Spirits from Orfeo and Euridice (Gluck) 1779 1st movement from Symphony No.1 (Chevalier de Saint-Georges) 1788 1st movement from Symphony No. 40 in G minor (Mozart) 1791 Papageno's Song from The Magic Flute (Mozart)	1786 3rd movement from Horn Concerto No. 4 (Mozart) 1791 2nd movement from Clarinet Concerto in A major (Mozart) 1803 Overture from Zemira (José Mauricio Nunes Garcia) 1824 1st movement String Quartet No. 14 in D minor 'Death and the Maiden' (Schubert) 1826 Mazurkas Op. 24 (Chopin)



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Romantic Period	<p>1842 Scherzo from A Midsummer Night's Dream (Mendelssohn)</p> <p>1863 Symphony in C minor (Alice Mary Smith)</p> <p>1886 En Bateau from Petite Suite (Debussy) 1887 Pavane (Fauré)</p> <p>1892 Trepak from The Nutcracker (Tchaikovsky)</p> <p>1899 Flight of the Bumblebee (Rimsky-Korsakov)</p>	<p>1830 Hebrides Overture (Mendelssohn)</p> <p>1866 By the Beautiful Danube (Johann Strauss II)</p> <p>1872 Farandole from L'Arlesienne Suite No. 2 (Bizet)</p> <p>1875 In the Hall of the Mountain King from Peer Gynt Suite No. 1 (Grieg)</p> <p>1879 Os Justi (Bruckner)</p> <p>1883 Flower Duet from Lakmé (Delibes)</p> <p>1886 Carnival of the Animals (Saint-Saëns)</p> <p>1888 Gymnopédie No. 3 (Satie)</p> <p>1891 Evening Prayer from Hansel and Gretel (Humperdinck) 1891 Chicago, Grand valse à l'Américaine (Edmond Dédé)</p> <p>1896 Also Sprach Zarathustra (Richard Strauss)</p> <p>1899 Maple Leaf Rag (Joplin)</p>	<p>1837 Overture from Ruslan and Lyudmila (Glinka)</p> <p>1867 Night on a Bare Mountain (Mussorgsky)</p> <p>1874 Danse Macabre (Saint-Saëns)</p> <p>1878 Slavonic Dance No. 8 (Dvořák)</p> <p>1888 2nd movement from Scheherazade (Rimsky-Korsakov)</p> <p>1893 Largo from Symphony No. 9 (Dvořák)</p> <p>1893 Berceuse from Dolly Suite (Fauré)</p> <p>1893 Liberty Bell (Sousa)</p> <p>1896 The Sorcerer's Apprentice (Dukas)</p> <p>1897 South African National Anthem Nkosi Sikelel' iAfrika (various artists)</p>	<p>1836 Eisenbahn-Lust Waltz (Railway Delight Waltz) (Johann Strauss I)</p> <p>1840 Travelling Song (The Train Song) (Glinka)</p> <p>1844 Le Chemin de Fer (Alkan)</p> <p>1846 Le Chant des Chemins de Fer (Berlioz)</p> <p>1848 Soldier's March (Schumann)</p> <p>1868 1st movement from Piano Concerto in A minor (Grieg) 1870 Ballet Music from Coppélia (Delibes)</p> <p>1874 Má Vlast (Smetana)</p> <p>1878 Sultana (Chiquinha Gonzaga)</p> <p>1879 Toccata from Organ Symphony No. 5 (Widor)</p> <p>1880 Academic Festival Overture (Brahms)</p> <p>1891 Prélude à l'après-midi d'un faune (Debussy)</p> <p>1892 Pizzicato Polka (Johann Strauss II)</p> <p>1893 Romance for Violin and Piano Op. 23 (Amy Beach)</p> <p>1894 Humoresque No. 7 (Dvořák)</p> <p>1896 To a Wild Rose (MacDowell)</p>	<p>1834 Fantasy Impromptu Op. 66 (Chopin)</p> <p>1839 1st movement from Piano Quintet No. 1 in A minor Op. 30 (Farrenc)</p> <p>1846 1st movement from Piano Trio Op. 11 (Fanny Mendelssohn)</p> <p>1853 Andante Molto from Romance for Violin and Piano (Clara Schumann)</p> <p>1872 Carillon from L'Arlesienne Suite No. 1 (Bizet)</p> <p>1874 Dies Irae from Requiem (Verdi)</p> <p>1884 1st movement from The Holberg Suite (Grieg)</p>	<p>1838 Raindrop Prelude Op. 28, No. 15 (Chopin) 1838 Kinderszenen (Schumann)</p> <p>1858 Cancan from Orphée aux enfers (Offenbach)</p> <p>1858 Hungarian Dance No. 5 (Brahms)</p> <p>1874 Baba Yaga from Pictures at an Exhibition (Mussorgsky)</p> <p>1875 Toreador Song from Carmen (Bizet)</p> <p>1880 1812 Overture (Tchaikovsky)</p> <p>1881 Barcarolle from The Tales of Hoffmann (Offenbach)</p> <p>1892 String Quartet in G minor Op. 10 (Debussy)</p> <p>1893 2nd movement from String Quartet in F major (Ravel)</p>
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20 th Century	<p>1909 The Wasps (Vaughan Williams) 1910 Finale from The Firebird Suite (Stravinsky) 1924 Rhapsody in Blue (Gershwin) 1926 Mattachins from Capriol Suite (Warlock) 1926 Viennese Musical Clock from Háry János Suite (Kodály) 1933 4th movement from Symphony No. 1 (Florence Price) 1942 Hoe Down from Rodeo (Copland) 1953 Courtly Dances from Gloriana (Britten) 1953 2nd movement from Symphony No.10 (Shostakovich) 1957 Symphonic Dances from West Side Story (Bernstein) 1963 Rhythms of Childhood (Ella Jenkins) 1967 Colonel Hathi Elephant March from The Jungle Book (Sherman) 1967 What a Wonderful World (Louis Armstrong) 1967 I Wish I Knew How it Would Feel to be Free (Nina Simone) 1993 Stay (Eternal) 1998 Fanfare and Flourishes (James Curnow)</p>	<p>1913 St Paul's Suite (Holst) 1914 Mars from The Planets (Holst) 1927 Black and Tan Fantasy (Duke Ellington) 1928 Bolero (Ravel) 1930 1st movement from Afro-American Symphony (Still) 1936 Peter's Theme from Peter and the Wolf (Prokofiev) 1941 Fantasia (Disney, various composers) 1950 The Waltzing Cat (Leroy Anderson) 1956 Hound Dog (Elvis Presley) 1969 Raindrops Keep Falling on My Head (David & Bacharach) 1980 For the Beauty of the Earth (Rutter)</p>	<p>1911 Nocturne for Violin and Piano (Lili Boulanger) 1935 Dance of the Knights from Romeo and Juliet (Prokofiev) 1941 Sabre Dance from Gayane Suite No. 3 (Khachaturian) 1945 Four Sea Interludes from Peter Grimes (Britten) 1948 Circus Music Suite from The Red Pony (Copland) 1964 I Got You (I Feel Good) (James Brown) 1977 We Will Rock You (Queen) 1978 Le Freak (Chic) 1988 Different Trains (Steve Reich) 1996 Lux Aeterna (Elgar, arr. Cameron)</p>	<p>1901 Pomp and Circumstance March No. 1 in D (Elgar) 1902 Concertino for Flute (Chaminade) 1908 Arrival Platform Humlet (Grainger) 1913 Syrinx (Debussy) 1913 Overture from The Boatswain's Mate (Smyth) 1915 From Hanover Square North (Ives) 1917 Joc cu Bătă from Romanian Folk Dances (Bartók) 1919 1st movement from Viola Sonata (Rebecca Clarke) 1920 Dinah (Louis Armstrong) 1923 Pacific 231 (Honegger) 1930 The Little Train of the Caipira (Villa-Lobos) 1933 Troika from Lieutenant Kijé (Prokofiev) 1936 Aria for Alto Saxophone and Piano (Eugène Bozza) 1936 Night Mail (Britten) 1938 Adagio for Strings (Barber) 1939 Take the 'A' Train (Duke Ellington) 1942 Fanfare for the Common Man (Copland) 1942 Ceremony of Carols (Britten) 1943 Overture (Grażyna Bacewicz) 1945 The Young Person's Guide to the Orchestra (Britten) 1946 Lyric for Strings (Walker) 1947 Fanfare for a Great Occasion (Walton) 1948 O Waly Waly (arranged by Britten) 1951 Six Metamorphoses after</p>	<p>1900 1st movement from Piano Concerto No. 2 in C minor (Rachmaninoff) 1903 La Mer (Debussy) 1906 Symphonic Variations on an African Air (Coleridge-Taylor) 1910 La Cathédrale Engloutie (Debussy) 1910 Mother Goose Suite (Ravel) 1913 The Sacrificial Dance from The Rite of Spring (Stravinsky) 1917 Livery Stable Blues (The Original Dixieland Jazz Band) 1921 Chant from The Bandana Sketches (Clarence Cameron White) 1923 English Folk Song Suite (Vaughan Williams) 1938 Londonderry Air (Grainger) 1942 Salt Peanuts (Charlie Parker/Dizzy Gillespie) 1962 Watermelon Man (Herbie Hancock) 1963 A Hard Rain's A-Gonna Fall (Bob Dylan) 1966 Yellow Submarine (The Beatles) 1966 Shepherd's Pipe Carol (Rutter) 1968 Hushabye Mountain from Chitty Chitty Bang Bang (Sherman) 1970 Early One Morning (Britten)~ 1976 Love Really Hurts Without You (Billy Ocean) 1978 Variations on a Theme by Paganini (Andrew Lloyd Webber) 1981 Ellis Island (Meredith Monk)</p>	<p>1915 Ritual Fire Dance from El Amor Brujo (de Falla) 1918 Hava Nagila (various artists) 1928 Runaway Blues (Ma Rainey) 1934 Fantasia on Greensleeves (Vaughan Williams) 1935 O Fortuna from Carmina Burana (Orff) 1937 Introduction from The Ordering of Moses (Dett) 1939 2nd movement from Concierto de Aranjuez (Rodrigo) 1957 Round Midnight (Miles Davis) 1965 Do-Re-Mi from The Sound of Music (Hammerstein) 1966 Scarborough Fair/Canticle (Simon & Garfunkel) 1970 Early One Morning (Britten) 1974 Six Pianos (Steve Reich) 1974 Waterloo (ABBA) 1974 Libertango (Piazzolla) 1975 Theme from Jaws (John Williams) 1976 Somebody to Love (Queen) 1976 You to Me are Everything (The Real Thing) 1982 Ja Funmi (Sunny Ade) 1983 Every Breath You Take (The Police) 1989 Back to Life (Soul II Soul) 1991 Hook (Fitkin) 1999 Say My Name (Destiny's Child)</p>
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				<p>Ovid (Britten) 1958 My Baby Just Cares For Me (Nina Simone) 1959 Take Five (Dave Brubeck) 1963 The Pink Panther (Henry Mancini) 1967 With A Little Help from My Friends (The Beatles) 1978 Theme from Superman (John Williams) 1994 Javelin (Michael Torke) 1995 Wonderwall (Oasis) 1996 Theme from Mission Impossible (Lalo Schifrin)</p>	<p>1982 The Lamb (Tavener) 1984 Smalltown Boy (Bronski Beat) 1985 Time Lapse (Michael Nyman) 1985 Dirty Old Town (The Pogues) 1986 Short Ride in a Fast Machine (John Adams) 1989 Belfast Child (Simple Minds) 1991 Whiskey in the Jar (Thin Lizzy) 1993 Play Dead (Björk)</p>	
2st Century	<p>2011 Wild Man (Kate Bush) 2012 Northern Lights (Eriks Ešvalds)</p>	<p>2000 Sleep (Eric Whitacre) 2012 Night Ferry (Anna Clyne) 2013 Blaze (Diana Burrell) 2017 The Green Fuse (James B. Wilson) 2017 No Place Like (Kerry Andrew) 2017 Ave Generosa (Ola Gjeilo)</p>	<p>2003 Eliza's Aria from Wild Swans (Elena Kats-Chernin) 2015 Anthology of Fantastic Zoology (Mason Bates) 2018 Legend of the Sky (Fraser Trainer)</p>	<p>2000 2nd movement from Piano Sonata No. 2 (Dorman) 2001 Theme from Amélie (Yann Tiersen) 2004 Music of the Spheres (Philip Sparke) 2007 Fnugg (Baadsvik) 2009 Concerto for Turntables and Orchestra (Gabriel Prokofiev) 2018 The True Light (Judith Weir) 2018 Anthem (Lucy Pankhurst)</p>	<p>2000 Shine As The Light (Peter Graham) 2000 Crouching Tiger, Hidden Dragon (Tan Dun) 2000 Theme from Lord of the Rings (Howard Shore) 2000 Smells Like Teen Spirit (The Bad Plus) 2008 Jai Ho from Slumdog Millionaire (A. R. Rahman) 2012 The Snow Prelude No. 3 (Ludovico Einaudi) 2012 Shadows (Lindsey Stirling) 2013 Imaginary Garden V. Renewed at Every Glance (Hope Lee) 2014 Lingus (Snarky Puppy) 2014 Shake it Off (Taylor Swift) 2016 Human (Rag'n'Bone Man) 2017 Florence (Loyle Carner)</p>	<p>2000 Walking Away (Craig David) 2008 End Credits from The Duchess (Rachel Portman) 2015 Connect It (Anna Meredith) 2016 A Little Summer Suite (Betsy Jolas) 2017 Amar Pelos Dois (Salvador Sobral) 2019 The Sun Rose (Gavin Greenaway)</p>
Music Traditions	<p>USA Walkers (Stomp) Brazil Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown) Virgin Islands Old Time Calypso (Love City Pan Dragons) Ghana Kye Kye Kule</p>	<p>Peru Sikuriadas (Inti-Illimani) Ireland Mylecharaine's March (Barrule) Indonesia Baris (Gong Kebyar of Peliatan) England Oliver Cromwell 2 England et al The Old Woman</p>	<p>India Sahela Re (Kishori Amonkar) Ireland Be Thou my Vision (various artists) Congo Si, Si, Si (various) Japan Kaeru no uta Morocco A ram sam sam</p>	<p>Israel Bim Bam Bom (various) Russia Kalinka (various) Trinidad Tropical Bird (Trinidad Steel Band) Punjab/UK Bhabiye Akh Larr Gayee (Bhujhangy Group) England Admiral Benbow</p>	<p>USA Go Down Moses (Harlem Gospel Singers) South Africa Inkanyezi Nezazi (Ladysmith Black Mambazo) Nigeria Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)</p>	<p>Poland Oi Dana (various) South Africa Siyahamba Ghana Senwa de Dende (various) Middle East Sprinting Gazelle (Reem Kelani) England Scarborough Fair</p>



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	<p>Bangladesh Mo matchi (Song of the Bees)</p> <p>England My Shoes Are Made of Spanish Leather</p> <p>England Acre of Land</p>	<p>Wrapped Up in a Blanket</p> <p>USA Built my lady a fine brick house</p> <p>England A Long Time Ago</p> <p>Australia I got kicked by a kangaroo</p> <p>Bangladesh Hatti- ma tim tim (An Imaginary Bird)</p> <p>Bangladesh Charti Kula beng (Four Fat Frogs)</p> <p>England The Herring Song 2</p> <p>England Hop Hop Hop 2</p> <p>England et al Sally Jumped Over the Stars</p>	<p>Bangladesh Now charia de (A Boatman's Song)</p> <p>Pakistan Drummer's Reel (Dhol Foundation)</p> <p>England Adieu, Sweet Lovely Nancy</p>	<p>Ghana Namuma</p> <p>England Wassail Song</p> <p>Ireland She Moved Through the Fair</p>	<p>Wales Hela'r Dryw (Hunting the Wren)</p> <p>England Leave Her, Johnny, Leave Her!</p> <p>Ireland Danny Boy</p> <p>Caribbean Four White Horses</p> <p>Uganda Dipidu</p> <p>England Camborne Hill (various)</p> <p>England Hopping Down in Kent</p>	<p>(Martin Carthy)</p> <p>Scotland Grand Etang/Hull's Reel (Alasdair Fraser & Natalie Haas)</p> <p>Indonesia Rangsang (Gamelan Wayang Sasak)</p> <p>England The Codbanging Song</p> <p>England Bonny Pit Laddie</p> <p>England Daddy Fox 6 Wales Suo Gan</p> <p>Hungary The Gnat</p> <p>Brazil Asa Branca</p>
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See document '2022-23 Music a Day Calendar' for specific song choices to play each day, selected from different music genres