






Abbey Academies Trust Music Long Term Planning

In collaboration with Lincolnshire Music Service



|           | Marvellous Musicians<br>History & Context of Music<br>   | Term 1   | Term 2   | Term 3  | Term 4   | Term 5  | Term 6   |   |   |  |  |  |  |
|-----------|---|--|--|---|--|---|--|---|---|--|--|--|--|
| RECEPTION | <p><b>Cbeebies album</b><br/> <a href="https://www.youtube.com/watch?v=URbfO66JyY4&amp;list=OLAK5uy_nv0FqkCh-m7Yi_eXhmNp5TL1Uqlw5U4bA">https://www.youtube.com/watch?v=URbfO66JyY4&amp;list=OLAK5uy_nv0FqkCh-m7Yi_eXhmNp5TL1Uqlw5U4bA</a></p> | <p><b>Big Idea: Performing, Listening &amp; Appraisal</b><br/>                     Developing Vocal Skills</p>   |  | <p><b>Big Idea: Composing, Listening &amp; Appraisal</b><br/>                     Performing, reading and manipulating simple graphic scores</p>  |  | <p><b>Big Idea: Composing, Listening, Appraising &amp; Performing</b><br/>                     Introduction to programme music &amp; exploring instruments of the orchestra.</p>  |  |   |   |  |  |  |  |
|           |   | <p><b>Musical Express units for EYFS</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>   |  | <p><b>Musical Express units for EYFS</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>  |  | <p><b>Musical Express units for EYFS</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>  |  |   |   |  |  |  |  |
|           |   | <p><i>Special People: Beat/Pulse and Tempo</i><br/>                     Making relationships; self-confidence and self-awareness; managing feelings and behaviour</p>  | <p><i>Going Places: Singing [pitch - high and low]</i><br/>                     Listening and attention; understanding; speaking</p>               | <p><i>Moving Patterns: Structure</i><br/>                     Numbers; shape, space and measure</p>   | <p><i>Working world: Graphic Scores &amp; Texture</i><br/>                     People and communities; the world; technology</p>   | <p><i>Growth and change: Exploring Dynamics [loud and quiet]</i><br/>                     Moving and handling; health and self-care</p>   | <p><i>Stories and sounds: Structure and Instruments</i><br/>                     Reading; Writing</p>  |   |   |  |  |  |  |
| YEAR 1    |    | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Composing, Listening &amp; Appraisal</b><br/>                     Performing, reading and manipulating simple graphic scores</p>  |  | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Composing, Listening, Appraising &amp; Performing</b><br/>                     Introduction to programme music &amp; exploring instruments of the orchestra.</p>   |  | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Performing, Listening &amp; Appraisal</b><br/>                     Developing Vocal Skills</p>   |  |   |   |  |  |  |  |
|           |   | <p><b>Musical Express units for Year 1</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>   |  | <p><b>Musical Express units for Year 1</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>  |  | <p><b>Musical Express units for Year 1</b><br/>                     (Non-specialist delivery) <a href="#">Click here</a></p>  |  |   |   |  |  |  |  |
|           |   | <p><b>Number: Beat/pulse and Tempo (3 lessons)</b><br/>                     Developing a sense of a steady beat with body percussion</p>   | <p><b>Machines: Beat/Pulse (3 lessons)</b><br/>                     Exploring beat through movement &amp; body percussion and changes in tempo</p> | <p><b>Pattern: Beat/Pulse (3 lessons)</b><br/>                     Developing understanding of metre (groups of steady beats) through counting, body percussion &amp; readying scores</p>   | <p><b>Our Bodies: Beat/Pulse (3 lessons)</b><br/>                     Responding with their bodies to a steady beat and rhythm in music. Combining rhythm patterns with a steady beat, using body percussion</p> | <p><b>Storytime: Exploring Sounds (3 lessons)</b><br/>                     Using music to tell a story</p>  | <p><b>Weather: Exploring Sounds (3 lessons)</b><br/>                     Using voices &amp; movement to explore ways of describing the weather</p> | <p><b>Seasons: Pitch (3 lessons)</b><br/>                     Developing vocabulary and understanding of changes in pitch</p> | <p><b>Our School: Exploring Sounds (3 lessons)</b><br/>                     Exploring sounds found in the school environment. Using IT (if possible) to record sounds/ideas</p> | <p><b>Ourselves: Exploring Sounds (3 lessons)</b><br/>                     Exploring ways of using their voice expressively, developing singing &amp; performance skills</p> | <p><b>Animals: Pitch (3 lessons)</b><br/>                     Developing an understanding of pitch through movement and voice, creating chant sounds &amp; sequences</p> | <p><b>Travel: Performance (3 lessons)</b><br/>                     Developing performance skills and learning songs about travel and transport from around the world</p> | <p><b>Water: Pitch (3 lessons)</b><br/>                     Using voices &amp; movement to explore changes in pitch. Developing a performance with different vocal pitch shapes.</p> |
| YEAR 2    |   | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Listening, Composing &amp; Performing</b><br/>                     Understanding pulse and basic rhythmic notation. Producing and performing rhythmic patterns as part of a whole class composition and performance piece</p> |  | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Performing, Listening &amp; Appraisal</b><br/>                     Refining listening &amp; appraisal skills to understand music from other cultures. Developing ways of effectively using the voice, through tribal chants &amp; layering vocal sounds in an a cappella form.</p> |  | <p>LMS PPA Curriculum Delivery<br/> <b>Big Idea: Listening, Appraisal &amp; Composition</b><br/>                     Exploring film music &amp; composing/arranging musical themes for characters in film (The Lion King), using GarageBand on iPads.</p> |  |   |   |  |  |  |  |
|           |   | <p><b>Musical Express units for Year 2</b></p>   |  | <p><b>Musical Express units for Year 2</b></p>  |  | <p><b>Musical Express units for Year 2</b></p>  |  |   |   |  |  |  |  |

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|  |  | (Non-specialist delivery) <a href="#">Click here</a>   |   |  |   | (Non-specialist delivery) <a href="#">Click here</a>  |  |   |   | (Non-specialist delivery) <a href="#">Click here</a>   |   |   |  |  |
| <p><b>Our Bodies: Beat/pulse and Tempo (3 lessons)</b><br/><i>Developing a sense of a steady beat/pulse, playing rhythm pattern with body percussion</i></p> |   | <p><b>Toys: Beat/pulse and Tempo (3 lessons)</b><br/><i>Exploring pulse with a variety of sound sequences. Learning to control changing tempo</i></p>  | <p><b>Number: Beat/pulse and Tempo (3 lessons)</b><br/><i>Investigating rhythm patterns from a variety of musical periods/eras and cultures</i></p>               | <p><b>Pattern: Beat/pulse and Tempo (3 lessons)</b><br/><i>Using simple notations to play, create &amp; combine minibeast rhythms using body percussion</i></p>                          | <p><b>Ourselves: Exploring Sounds (3 lessons)</b><br/><i>Discovering ways of using the voice to describe feelings and moods</i></p>   | <p><b>Seasons: Pitch (3 lessons)</b><br/><i>Developing an understanding of pitch through songs. Becoming familiar with pitch shapes and perform various arrangements</i></p>                        | <p><b>Weather: Exploring Sounds (3 lessons)</b><br/><i>Using voices through songs and raps about weather. Composing a descriptive piece using voices</i></p> | <p><b>Travel: Performance (3 lessons)</b><br/><i>Using voices to prepare a performance of a Tanzanian game song &amp; travelling song</i></p> | <p><b>Storytime: Exploring Sounds (3 lessons)</b><br/><i>Exploring famous pieces and composers. Interpreting a storyboard with appropriate sound effects and develop their own ideas using voices and body percussion</i></p> | <p><b>Animals: Pitch (3 lessons)</b><br/><i>Identifying variations in pitch through the exploration of animal movement. Interpreting pitch line notation using voices.</i></p>               | <p><b>Our Land: Exploring Sounds (3 lessons)</b><br/><i>Exploring timbre and texture as they explore descriptive sounds. Developing listening, perform through music inspired by myths</i></p>            | <p><b>Water: Pitch (3 lessons)</b><br/><i>Singing and playing a variety of pitch shapes from scores. Creating a class composition which describes the sounds and creatures of a pond</i></p>                                |  |  |
| YEAR 3   |  | LMS PPA Curriculum Delivery  |   |  |   | LMS PPA Curriculum Delivery   |  |   |   | LMS PPA Curriculum Delivery  |   |   |  |  |
|  |   | <b>Big Idea: Listening, Composing &amp; Performing</b>   |   |  |   | <b>Big Idea: Performing, Listening &amp; Appraisal</b>  |  |   |   | <b>Big Idea: Listening, Appraisal &amp; Composition</b>  |   |   |  |  |
|  |   | Understanding pulse and basic rhythmic notation. Producing and performing rhythmic patterns as part of a whole class composition and performance piece |   |  |   | Refining listening & appraisal skills to understand music from other cultures. Developing ways of effectively using the voice, through tribal chants & layering vocal sounds in an a cappella form. |  |   |   | Exploring film music & composing/arranging musical themes for characters in film (The Lion King), using GarageBand on iPads.   |   |   |  |  |
|  |   |  <b>LMS Tutti units of work – delivered by LMS staff</b>              |   |  |   |   |  |   |   |  |   |   |  |  |
| <b>Year 3 Autumn Term 1 – Stamp Clap Step Sing!</b><br><i>Singing with increasing accuracy of pitch and awareness of melodic shape.</i>                      |   |  | <b>Year 3 Autumn Term 2 – Magical Marches</b><br><i>Composing simple rhythmic accompaniment using ostinato, composing and performing words to go with a song.</i> |  |   | <b>Year 3 Spring Term 3 – Whose Turn Is It Now?</b><br><i>Sing songs with a recognised structure, understanding basic forms of notation and composing a story scape.</i>                            |  | <b>Year 3 Spring Term 4 – Up And Down And Back Again</b><br><i>Exploring and understanding stepwise movement in melodic pitch.</i>            |   | <b>Year 3 Summer Term 5 – Distant Mountains</b><br><i>Exploring, performing and describing specific musical features.</i>  |   | <b>Year 3 Summer Term 6 – Recycling Revolution</b><br><i>Performing to an audience &amp; developing aural recognition of specific instruments (mainly percussion).</i>  |  |  |
| <b>Musical Express units for Year 3</b>  |   |  |   |  |   | <b>Musical Express units for Year 3</b>   |  |   |   | <b>Musical Express units for Year 3</b>  |   |   |  |  |
| (Non-specialist delivery) <a href="#">Click here</a>   |   |  |   |  |   | (Non-specialist delivery) <a href="#">Click here</a>  |  |   |   | (Non-specialist delivery) <a href="#">Click here</a>   |   |   |  |  |
| <p><b>Building: Beat/pulse &amp; rhythm (3 lessons)</b><br/><i>Exploring and creating rhythms inspired by the sights and sounds of a building site</i></p>   |   |  | <p><b>Human Body: Structure (3 lessons)</b><br/><i>Body percussion used to improvise, create word rhythms and build a final skeleton dance/song</i></p>           | <p><b>Food &amp; Drink: Performance (3 lessons)</b><br/><i>A feast of chants, songs and performances. Composing word rhythms, singing a round and creating musical recipes/songs</i></p> | <p><b>Time: Beat/pulse &amp; rhythm (3 lessons)</b><br/><i>Developing a greater understanding of beat, metre &amp; rhythm. Combining rhythmic patterns and using forms of staff notation as part of a final performance</i></p> | <b>Whole Class Instrumental Tuition</b><br>Tune instruments provided by LMS   |  |   |   | <p><b>Environment: Composition (3 lessons)</b><br/><i>Exploring songs and poems about places. Creating accompaniments and sound pictures to reflect sound in their local environment</i></p> | <p><b>Sounds: Exploring Sounds (3 lessons)</b><br/><i>Investigating how sounds are produced and classified. Exploring timbre &amp; structure through conversation and from music around the world</i></p> | <p><b>Communication: Composition (3 lessons)</b><br/><i>Learning to make music inspired by technology and computing. Exploring and composing sounds for emoticons, mobile phone ringtones, computer games and apps.</i></p> | <p><b>In The Past: Pitch (3 lessons)</b><br/><i>Looking at the origins of pitch notations. Making had signals and composing three-note melodies. Learning basic dance steps and preparing for a performance.</i></p> |  |
| YEAR 4   |   | Romantic Period<br>c.1800-1910<br>Camille Saint-Saëns<br>The Carnival of the Animals<br>Danse Macabre  | <b>Big Idea: Listening, Appraisal &amp; Composition</b>   |  |   |   | <b>Big Idea: Listening, Composing &amp; Performing</b>   |   |   |  | <b>Big Idea: Performing, Listening &amp; Appraisal</b>  |   |  |  |
|  |   |  | Exploring film music & composing/arranging musical themes for characters in film (The Lion King), using GarageBand on iPads.                                      |  |   |   | Understanding pulse and basic rhythmic notation. Producing and performing rhythmic patterns as part of a whole   |   |   |  | Refining listening & appraisal skills to understand music from other cultures. Developing ways of effectively using the voice, through tribal chants & layering vocal sounds in an a cappella form.       |   |  |  |



class composition and performance piece



**LMS Tutti units of work – delivered by RG**

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| <p><b>Year 4 Autumn Term 1 – Sing Tune – Play a Tune</b><br/>Sing echo and responses; so la fa names, sing 4 part rounds, a song in ternary form, more complex partner songs, access head voice.</p> | <p><b>Year 4 Autumn Term 2 – Powerful Pentatonic</b><br/>Sing a pentatonic echo song, arrange a group performance of song with pentatonic and rhythmic arrangements, sing Afro-American pentatonic songs</p> | <p><b>Year 4 Spring Term 3 – Perfect Patterns</b><br/>Sing a complex rhythmic call and response song from Namibia and a contemporary song from America, with blues notes, sing a round with 'leaping' intervals</p> | <p><b>Year 4 Spring Term 4 – Songs and Soundscapes</b><br/>Compare songs in 3/4 timing, sing 2 African songs in contrasting time signatures.</p> | <p><b>Year 4 Summer Term 5 – Sounds of the Sea</b><br/>Sing a modern shanty using contrasting dynamics, plan a performance of songs from this unit incorporating a developing knowledge of stagecraft</p> | <p><b>Year 4 Summer Term 6 – Sounds Around the House</b><br/>Sing a song based on the opening melody of Beethoven's 5th symphony with challenging anacrusis, Sing an antiphonal song a capella and perform as a round, using staccato voices to convey expression, Learn a more demanding song with a greater tessitura; arpeggiated phrases, with crescendo ...breathing at appropriate phrase ending</p> |
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| <p><b>Musical Express units for Year 4</b><br/>(Non-specialist delivery) <a href="#">Click here</a></p> | <p><b>Musical Express units for Year 4</b><br/>(Non-specialist delivery) <a href="#">Click here</a></p> | <p><b>Musical Express units for Year 4</b><br/>(Non-specialist delivery) <a href="#">Click here</a></p> |
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| <p><b>Environment: Composition (3 lessons)</b><br/>Using seasons and the environment as stimuli for making descriptive accompaniments and discovering how the environment has inspired composers throughout history</p> | <p><b>Around The World: Pitch (3 lessons)</b><br/>Exploring pentatonic melodies and syncopated rhythms, learning that the fundamental elements of music are the same all over the world</p> | <p><b>In The Past: Notation (3 lessons)</b><br/>Using a variety of notations to build performances from different periods and styles. Investigating Renaissance dance, composers such as Wagner and 20<sup>th</sup> Century Pop.</p> | <p><b>Recycling: Structure (3 lessons)</b><br/>Making their own instruments (potential DT &amp; Art curriculum project) from junk and using them to improvise, compose and play junk jazz music in a variety of different styles</p> | <p><b>Building: Beat/Pulse &amp; Rhythm (3 lessons)</b><br/>Building-themed songs to explore how music can be structured to provide different textures. Using layers and rondo structure to combine ostinati played on body percussion</p> | <p><b>Time: Beat/Pitch &amp; Rhythm (3 lessons)</b><br/>Music featuring bells and clocks to help understand rhythm and syncopation. Learning to sing and play bell patterns, listening to orchestral music and creating descriptive music</p> | <p><b>Poetry: Performance (3 lessons)</b><br/>Developing performances of continuing poems. Using voices to speak expressively and rhythmically. Discovering ways to create ostinato accompaniments to enhance their performances</p> | <p><b>Sounds: Exploring Sounds (3 lessons)</b><br/>Exploring how sounds are produced and classified. Using voices to make beatbox sounds, singing four-part songs and performing a jazzy round</p> | <p style="text-align: center;"><b>Whole Class Instrumental Tuition</b><br/><b>Tuned instruments provided by LMS</b></p> <p style="text-align: center;">Additional optional units<br/>Ancient Worlds: Structure (3 lessons)<br/>Singing Spanish: Pitch (3 lessons)<br/>Communication: Composition (3 lessons)<br/>Food &amp; Drink: Performance (3 lessons)</p> |
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Year 5

**Film Music (Film Score)**  
1895-present  
John Williams  
Jaws, Star Wars, Harry Potter, Superman, Jurassic Park etc.

LMS PPA Curriculum Delivery  
**Big Idea: Listening, Appraisal & Composition**  
Exploring film music & composing/arranging musical themes for characters in film (The Lion King), using GarageBand on iPads.



LMS PPA Curriculum Delivery  
**Big Idea: Listening, Composing & Performing**  
Understanding pulse and basic rhythmic notation. Producing and performing rhythmic patterns as part of a whole class composition and performance piece

LMS PPA Curriculum Delivery  
**Big Idea: Performing, Listening & Appraisal**  
Refining listening & appraisal skills to understand music from other cultures. Developing ways of effectively using the voice, through tribal chants & layering vocal sounds in an a cappella form.



**LMS Tutti units of work – delivered by LMS staff**

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| <p><b>Year 5 Autumn Term 1 – Spring Into Harmony</b><br/>Perform and compose with attention to phrasing, dynamics and accuracy of pitch.</p> | <p><b>Year 5 Autumn Term 2 – Marvellous Melodies</b><br/>Compose lyrics to match a melody and improvise using a pentatonic scale.</p> | <p><b>Year 5 Spring Term 3 – Winter Tales</b><br/>Communicate, perform and compose music for different moods.</p> | <p><b>Year 5 Spring Term 4 – Travel in Style</b><br/>Perform with a sense of style as an</p> | <p><b>Year 5 Summer Term 5 – Fabulous Fanfares</b><br/>Explore characteristics of various styles and traditions.</p> | <p><b>Year 5 Summer Term 6 – Eco Warriors</b><br/>Perform, identify and compose to an audience.</p> |
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|        |    |  |   |   | ensemble, identifying changes in timbre.  |  |  |
|        |   | <b>Musical Express units for Year 5</b><br>(Non-specialist delivery) <a href="#">Click here</a>  |   | <b>Musical Express units for Year 3</b><br>(Non-specialist delivery) <a href="#">Click here</a>   |   | <b>Musical Express units for Year 5</b><br>(Non-specialist delivery) <a href="#">Click here</a>  |  |
|        |   | <b>Solar System: Listening (6 lessons)</b><br><i>Journeying through the solar system, exploring how the universe inspired composers such as Claude Debussy, Gustav Holst, and George Crumb. Learning a song and composing pieces linked to space.</i>  | <b>At The Movies: Composition (6 lessons)</b><br><i>Exploring music from 1920s animated films to present day movies. Learning techniques for creating soundtracks and film scores and composing their own movie music</i>     | <b>Whole Class Instrumental Tuition</b><br><b>Tuned instruments provided by LMS</b>   |   | <b>Our Community: Performance (6 lessons)</b><br><i>Through the song Jerusalem, looking at changes through time. Opportunities to compose and perform music inspired by the local community, both past and present</i>   | <b>Celebration: Performance (6 lessons)</b><br><i>A celebration, preparing to perform at a class assembly, a school concert or fete</i>  |
| Year 6 | <b>BBC 10 Pieces: Primary Resources - KS2/2<sup>nd</sup> Level</b><br><br>Discover the world of orchestral, digital, and alternative music from a variety of great composers. Visit BBC 10 Pieces below:<br><a href="https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6">https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</a> | <i>LMS PPA Curriculum Delivery</i><br><b>Big Idea: Performing, Listening &amp; Appraisal</b><br>Developing understanding of rhythms from around the world. Using techniques such as Call & Response, Improvisation, Texture & Structure. Culminating in performing as part of a whole class percussion ensemble. [Delivered through PPA lessons or WCIT project] |   | <i>LMS PPA Curriculum Delivery</i><br><b>Big Idea: Performing, Listening &amp; Appraisal</b><br>Exploring music performance through the use and development of voice, characterisation, style, expression and understanding other countries and cultures.                                     |   | <i>LMS PPA Curriculum Delivery</i><br><b>Big Idea: Composing, Performing, Listening &amp; Appraisal</b><br>Embracing creativity of building ideas and sharing these with others. Looking for inspiration from the music of others and preparing content for an end of year performance to an audience. |  |
|        |    | <b>LMS Tutti units of work – delivered by LMS staff</b>  |   |   |   |  |  |
|        |   | <b>Year 6 Autumn Term 1 – Cannon Fire</b><br><i>Perform notation from a score and compose using musical devices.</i>   | <b>Year 6 Autumn Term 2 – Stars</b><br><i>Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions</i>  | <b>Year 6 Spring Term 3 – Blues</b><br><i>Perform with syncopated rhythms and the style of the Blues.</i>   | <b>Year 6 Spring Term 4 – The Need For Speed</b><br><i>Perform with a variety of tempi, exploring and improvising varying musical structures.</i>   | <b>Year 6 Summer Term 5 – Movie Moods</b><br><i>Identify, experiment and compose for different moods and emotions.</i>   | <b>Year 6 Summer Term 6 – Count On Me</b><br><i>Develop performance skills to communicate meaning and mood to an audience.</i>   |
|        |   | <b>Musical Express units for Year 6</b><br>(Non-specialist delivery) <a href="#">Click here</a>  |   | <b>Musical Express units for Year 6</b><br>(Non-specialist delivery) <a href="#">Click here</a>   |   | <b>Musical Express units for Year 6</b><br>(Non-specialist delivery) <a href="#">Click here</a>  |  |
|        |   | <b>World Unity: Step dance performance (6 lessons)</b><br><i>Exploring rhythm and melody in singing, movement and dance. Learning about beat, syncopation, pitch, and harmony. Celebrating the universal language of music</i>   | <b>Journeys: Song Cycle Performance (6 lessons)</b><br><i>Challenging journeys in life resonating through a selection of songs with thoughts about change, transition, optimism and uplift through song cycle performance</i> | <b>Growth: Street Dance Performance (6 lessons)</b><br><i>Using the setting of 'The Street' for busking and flash mobs. Exploring Ravel's Bolero through rhythmic mine, learning songs with instrumental accompaniments and creating a dance to build into a thrilling street performance</i> | <b>Roots: Mini Musical Performance (6 lessons)</b><br><i>A complete musical performance about the effects of the slave trade on a West African village. Integrated music featuring traditional Ghanaian songs and percussion rhythms.</i> | <b>Class Awards: Awards show performance (6 lessons)</b><br><i>Celebrating pupils' achievements at the end of primary school with a musical awards show customised for the class. Presenting individual awards along with fanfares, rap, song and famous music in a final grand ceremony.</i>          | <b>Moving On: Leavers' Assembly Performance (6 lessons)</b><br><i>Two songs, one looking back, one looking forward, and a musical device for linking them to provide a moving celebration of the pupils' happy memories and their hopes for the future</i> |