

Music Education at Our Lady of the Rosary Primary school



Charanga Whole School Overview:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
1	Hey You!	Rhythm In The Way We Walk and The Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
5	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
6	I'll Be There	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Me! <i>Learn to sing nursery rhymes and action songs:</i></p> <p>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</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the</p>	<p>My Stories <i>Learn to sing nursery rhymes and action songs:</i></p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated</p>	<p>Everyone <i>Learn to sing nursery rhymes and action songs:</i></p> <p>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</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music</p>	<p>Our World <i>Learn to sing nursery rhymes and action songs:</i></p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of</p>	<p>Big Bear Funk <i>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</i></p> <p>Musical learning focus: 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</p>	<p>Reflect, Rewind and Replay <i>Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</i></p> <p>Musical learning focus: 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</p>

<p>interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Share and perform the learning that has taken place</p>	<p>Share and perform the learning that has taken place</p>
---	--	---	--	--	--

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Hey You!</p> <p>Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.</p>	<p>Rhythm In The Way We Walk and The Banana Rap</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music</p>	<p>In The Groove</p> <p>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 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.</p>	<p>Round and Round</p> <p>All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Your Imagination</p> <p>Focus on songs based on your imagination:</p> <p>Your Imagination by Joanna Mangona and Pete Readman Supercalifragilisticex pialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees</p>	<p>Reflect, Rewind and Replay</p> <p>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.</p>

		<p>through games and singing.</p>	<p>In the Listen and Appraise section of this unit you will also listen to a well known song in that week's style.</p>		<p>Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</p>	<p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
--	--	-----------------------------------	--	--	--	---

2	<p>Hands, Feet, Heart</p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to</p>	<p>Ho Ho Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>I Wanna Play In A Band</p> <p>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.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will</p>	<p>Zootime</p> <p>A Reggae Song for Children by Joanna Mangona. This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music</p>	<p>Friendship Song</p> <p>Listen and Appraise the Friendship Song and other songs about friendship: Friendship Song by Joanna Mangona and Pete Readman Count On Me by Bruno Mars We Go Together (from Grease soundtrack)</p>	<p>Reflect, Rewind and Replay</p> <p>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</p>
---	--	---	--	---	---	---

	<p>music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>		<p>listen and appraise classic rock songs.</p>	<p>(pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>You Give A Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p>	<p>beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
--	---	--	--	---	---	---

3	<p>Let Your Spirit Fly</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc),</p>	<p>Glockenspiel Stage 1</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p>	<p>Three Little Birds</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of</p>	<p>The Dragon Song</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song . Using your imagination and working together as a class, create your own</p>	<p>Bringing Us Together</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together -a Disco song about friendship, peace, hope and unity</p>	<p>Reflect, Rewind and Replay</p> <p>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</p>
---	--	--	--	---	---	--

	<p>singing and playing instruments are all linked.</p>	<p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p>	<p>music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p>	<p>performance of this song</p>	<p>context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
--	--	---	--	---------------------------------	--

4	<p>Mamma Mia</p> <p>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. Mamma Mia by Abba</p>	<p>Glockenspiel Stage 2</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of</p>	<p>Stop!</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused</p>	<p>Lean On Me</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music</p>	<p>Blackbird</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around</p>
---	---	--	---	---	--	---

	<p>Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba</p>	<p>music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p>	<p>around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p>	<p>Other songs by The Beatles which will be a focus are: Blackbird by The Beatles 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 The Beatles</p>	<p>revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
--	---	--	--	--	---	--

5	<p>Livin' On a Prayer</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an</p>	<p>Classroom Jazz 1</p> <p>This is a six-week Unit of Work. All the learning is focused</p>	<p>Make You Feel My Love</p> <p>This is a six-week Unit of Work. All the learning is focused around one song:</p>	<p>The Fresh Prince Of Bel Air</p> <p>Old School Hip Hop by Will Smith. This is a six-week Unit of Work. All the learning is</p>	<p>Dancing In The Street</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the</p>
---	--	--	--	---	--	--

	<p>integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>around two tunes and improvising: Three Note Bossa and Five Note Swing</p>	<p>Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballads.</p>	<p>focused around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Street by Martha And The Vandellas - a Motown song from the 1960s.</p>	<p>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.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
6	<p>I'll Be There</p> <p>All the learning in this unit is focused around one song: I'll Be There</p>	<p>Classroom Jazz 2</p> <p>This is a six week Unit of Work that builds on previous learning.</p>	<p>A New Year Carol</p> <p>A Friday Afternoons Song by Benjamin</p>	<p>Happy</p> <p>This is a six-week Unit of Work. All the</p>	<p>You've Got A Friend</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the</p>

	<p>by The Jackson 5 - a Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.</p>	<p>Britten This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>	<p>learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>around one song: You've Got A Friend - a song about friendship by Carole King.</p>	<p>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.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
--	---	---	---	---	---	--

Music – Programme of Study

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

The national curriculum for music aims are:

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

The national curriculum end of key stage objectives are to:

- 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.

Key Stage 2

The national curriculum end of key stage objectives are to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Music- End of year expectations Nursery

Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.
Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.
Expressive Arts and Design	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.

Music – End of year expectations- Reception

Composing	<ul style="list-style-type: none">• To begin to use his/her body to make sounds e.g. clapping.• To begin use his/her voice to do: humming and whispers.• Discuss changes and patterns as a piece of music develops e.g. faster, slower, higher.
Performing	<ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs and rhymes with others.• Try to move in time with the music.• Begin to use some percussion instruments.• Using props to bring songs to life.
Listening and Context	<ul style="list-style-type: none">• To begin to identify a beat.• Listen to the music with increased attention to sounds.

Communication and language	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.
Physical development	<ul style="list-style-type: none">• Combine different movements with ease and fluency.

Expressive arts and design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Music: Key Stage 1

		Singing	Playing an instrument	Listening and appreciate	Create own music
		<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1	<ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music 	
Year 2	<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • make connections between notations and musical sounds 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points 	

Music: Key Stage 2

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases
Year 4	<ul style="list-style-type: none"> sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has
Year 5	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently.
Year 6	<ul style="list-style-type: none"> sing in harmony confidently and accurately perform parts from memory take the lead in a performance 	<ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> accurately recall a part of the music listened to

Music: Key Stage 2

	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> • recognise the work of at least one famous composer
Year 4	<ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> • identify and describe the different purposes of music 	<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5	<ul style="list-style-type: none"> • use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences
Year 6	<ul style="list-style-type: none"> • analyse features within different pieces of music 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time

