## Styles and Cross-curricular Links – KS1



| Year | Term     | Unit  | Styles covered<br>(Historical context)                                       | Topic and cross-curricular links  | Links to other units   |
|------|----------|---|--|---|--|
| 1    | Autumn1  | Hey You!  | Old School Hip<br>Hop  | Option to make up (compose) your own<br>rap or words to the existing rap, that<br>could link to any topic in school, graffitti<br>art, literacy, breakdancing or 80s Hip Hop<br>culture in general. Historical context of<br>musical styles.          | Fresh Prince of Bel Air - KS2 (Scheme Year 5)<br>Ee-Oh! by Benjamin Britten - KS2 (see Freestyle)  |
|      | Autumn 2 | Rhythm In The<br>Way We Walk<br>and Banana<br>Rap | Reggae, Hip Hop  | Action songs that link to the foundations of music.   | Zootime - KS1 (Scheme Year 2)<br>Three Little Birds - KS2 (Scheme Year 3)<br>Hey You! - KS1 (Scheme Year 1)<br>The Fresh Prince Of Bel Air - Hip Hop - KS2<br>(Scheme Year 5)<br>Ee-Oh! - Benjamin Britten (see Freestyle) |
|      | Spring 1 | In The Groove                                     | Blues, Latin, Folk,<br>Funk, Baroque,<br>Bhangra                             | Six different styles of music used here -<br>Blues, Latin, Folk, Funk, Baroque,<br>Bhangra that link to history, geography,<br>countries and cultures. Ourselves.<br>Historical context of musical styles.  | Tragic Story - Britten - KS2 ( see Freestyle)<br>Baroque - History of music<br>(see Reflect, Rewind and Replay units)<br>I Mun Be Married - Britten KS2 (see Freestyle)<br>Begone Dull Care! - Britten KS2 (see Freestyle) |
|      | Spring 2 | Round And<br>Round                                | Latin Bossa Nova,<br>Film music, Big<br>Band Jazz, Mash-<br>up, Latin fusion | Latin American style of music - Countries<br>from around the world. Film music.<br>Historical context of musical styles.  | In The Groove - Year 1 - KS1 (Year 1)<br>Benjamin Britten - Begone Dull Care - KS2 (see<br>Freestyle)<br>Classroom Jazz 1 and 2 - KS2 (Scheme Years 5<br>and 6)  |
|      | Summer 1 | Your<br>Imagination                               | Film,Pop, Musicals   | Using your imagination and creating your own lyrics.  | Dragon Song (Scheme Year 3)  |
|      | Summer 2 | Reflect, Rewind<br>and Replay                     | Western Classical<br>Music and your<br>choice from Year 1                    | Think about the history of music in<br>context, listen to some Western Classical<br>music and place the music from the units<br>you have worked through, in their correct<br>time and space. Consolidate the<br>foundations of the languge of music.  | All Year 1 Units   |
| 2    | Autumn1  | Hands, Feet,<br>Heart                             | South African<br>styles  | South African music and Freedom Songs.<br>Nelson Mandela as a famous and<br>influential person in our lifetimes.<br>Historical context of musical styles.   | Fishing Song - Britten - KS2 (see Freestyle)   |
|      | Autumn 2 | Но Но Но  | Christmas, Big<br>Band, Motown,<br>Elvis, Freedom<br>Songs                   | Christmas. Literacy - christmas<br>vocabulary. Historical context of musical<br>styles.   | Christmas units  |
|      | Spring 1 | l Wanna Play In<br>A Band                         | Rock   | Teamwork, working together. The<br>Beatles. Historical context of musical<br>styles.  | Livin' on a Prayer - KS2 (Scheme Year 5)<br>Don't Stop Believin' - KS2 (see Freestyle)   |
|      | Spring 2 | Zootime   | Reggae   | Animals, poetry and the historical context of musical styles.   | Three Little Birds - KS2 (Scheme Year 3)   |
|      | Summer 1 | Friendship<br>Song                                | Pop, Soul, Film,<br>Musicals   | Friendship and being kind to one another.   | Bringing Us Together (Scheme Year 3)   |
|      | Summer 2 | Reflect, Rewind<br>and Replay                     | Western Classical<br>Music and your<br>choice from Year 2                    | Think about the history of music in<br>context, listen to some Western Classical<br>music and place the music from the units<br>you have worked through, in their correct<br>time and space. Consolidate the<br>foundations of the language of music. | All Year 2 Units   |