



## Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p> <p><b>Warm up activity:</b></p> <ol style="list-style-type: none"> <li>Listening to music from all periods - discussing emotion, instrument, timbre, etc.</li> <li>Share the rhythm - lap percussion - listening, copying and changing.</li> </ol> <p><b>Themes:</b> Listen - warm up listening activity, hearing and evaluating each other's performances.</p> <p><b>Rhythm - as detailed</b></p> <p><b>Creative - making unique rhythms.</b></p> <p><b>Using Voices - Singing assembly, class assembly, imitating note and melody using voices,</b></p>	<p><b>TOPIC - Sing and Clap</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Making sounds with hands.</li> <li>- Loud and soft, fast and slow</li> <li>- Using voices - long and short, loud and soft.</li> <li>- Singing words and singing noises.</li> </ul> <p><b>Key knowledge</b></p> <p>Sound VS Music - what is the difference?</p> <p>Good listening - how to we listen - how to we talk about music?</p> <p>Loud and fast - what feeling?</p> <p>Quiet and slow - what feeling?</p>	<p><b>TOPIC - Sing, Clap and Play</b></p> <p><b>Key skills</b></p> <p>Making percussive with hands. Using instruments to make the same rhythms.</p> <ul style="list-style-type: none"> <li>- Resonding to a conductor - loud / soft, fast / slow</li> <li>- Using voices in unison - singing together.</li> <li>- Pitching our voices - high notes and low notes.</li> </ul> <p><b>Key knowledge</b></p> <p>How to make high note, how to make a low note - what is the difference - sing voices and instruments.</p> <p>How to imitate rhythms in 4/4. Counting the</p>	<p><b>TOPIC - First instruments - percussion</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Playing basic rhythms using 1 - 4 beats</li> <li>- Imitating tempo, beat and rhythm.</li> <li>- Responding to a conductor - starting and stopping, loud and soft.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- Names of instruments: claves, tambourine, triangle, etc.</li> <li>- Understanding note length - long / short</li> <li>- Understanding dynamics - loud / soft</li> <li>- How to hold and play percussion instruments correctly - e.g. hanging triangle.</li> </ul>	<p><b>TOPIC - First instruments - melody</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Where and how to hit the glockenspiel / xylophone.</li> <li>- Playing rhythm and melody - 1 / 2 / 3 hits on each note.</li> <li>- Playing fast and slow / loud and soft.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- Name of instruments - pronunciation.</li> <li>- Understanding C major scale - one octave.</li> <li>- High and low notes - short and long respectively.</li> <li>- Listening and repeating rhythm and melody &amp; movements of a conductor.</li> </ul>	<p><b>TOPIC - Melody plus Percussion</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Playing a rhythm, on tuned and untuned instruments alike: using question and answer.</li> <li>- Listening to music - identifying known instruments.</li> <li>- Practicing and playing in small groups - coordinated in unison.</li> <li>- Vocalising Rhythms.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- Identifying instruments with correct names independently.</li> <li>Listening and repeating rhythm and melody &amp; more advanced movements of a conductor.</li> <li>Use of specific notes e.g. C E and G.</li> </ul>	<p><b>TOPIC - Melody &amp; Percussion Together</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Playing rhythm and melody combined - playing a known rhythm, using different notes.</li> <li>- Listening to music - identifying tuned instruments.</li> <li>- Performing in small groups - coordinated, in unison.</li> <li>- Reading musical symbols.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- Identifying instruments with correct names independently.</li> <li>- Playing the C major scale - one hit on each note, starting and stopping at C.</li> <li>- Listening and repeating rhythm and</li> </ul>

<p><b>vocalising rhythms and melodies.</b></p> <p><b>Play &amp; Perform - as detailed</b></p>	<p>What songs do we know?</p>	<p>beats - listening then playing.</p>				<p>melody &amp; more advanced movements of a conductor.</p>
<p>Year 2</p> <p><b>Warm up activity:</b></p> <ol style="list-style-type: none"> <li>1. Listening to music from all periods - discussing emotion, instrument, timbre, etc.</li> <li>2. Share the rhythm - lap percussion - listening, copying and changing.</li> </ol> <p><b>Themes:</b></p> <p><b>Listen - warm up listening activity, hearing and evaluating each other's performances.</b></p> <p><b>Rhythm - warm up, Uke - strumming, recorders playing short notes, etc</b></p> <p><b>Creative - composing chord progressions /melodies</b></p> <p><b>Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</b></p> <p><b>Play &amp; Perform - as detailed.</b></p>	<p><b>TOPIC - Sing, Clap, Play - Part 2</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>- Making 4 sounds with hands - clap, click, slap, shoulder.</li> <li>- Loud and soft, fast and slow</li> <li>- Using voices - long and short, loud and soft.</li> <li>- Counting while playing.</li> </ul> <p>Singing while playing - putting familiar and new melodies over rhythm.</p> <p><b>Key knowledge</b></p> <p>How many beats then repeat?</p> <p>How do we copy rhythms, or copy voices?</p> <p>How to control pitch, volume, speed and rhythm.</p>	<p><b>TOPIC - Sing, Clap, Play - Part 2</b></p> <p><b>Key skills</b></p> <p>Playing rhythm and melody separately and together - in small groups.</p> <p>Co-ordinating our sounds using different instruments.</p> <p>Exploring C major scale together - which notes work better together?</p> <ul style="list-style-type: none"> <li>- Counting, singing, listening while playing / performing</li> </ul> <p><b>Key knowledge</b></p> <p>What sounds good together - what does not?</p> <p>C major scale - names of notes</p> <p>How do we copy rhythms, or copy voices?</p> <p>How to control pitch, volume, speed and rhythm.</p>	<p><b>TOPIC- Ukulele</b></p> <p><b>Key skills</b></p> <p>Correct position - correct hands, on tummy, using thumb and fingers.</p> <p>Picking each open string G, C, E, A - with thumb individually</p> <p>Counting and singing while strumming / picking.</p> <p>Playing original chord progression / note combinations.</p> <p><b>Key knowledge</b></p> <p>Names of strings</p> <p>How sound is made on ukulele</p> <p>Material and build</p> <p>String differentiation - which string is closest to the floor / ceiling.</p> <p>How to make a chord progression using known chords / melody using known notes.</p>	<p><b>TOPIC- Ukulele</b></p> <p><b>Key skills</b></p> <p>Correct position - using thumb and fingers individually and separately.</p> <p>Playing on frets 1, 2, 3</p> <p>Counting time signatures and singing while strumming and picking.</p> <p><b>Key knowledge</b></p> <p>Numbers on frets</p> <p>Right hand / left hand position</p> <p>Counting to 4</p> <p>Strumming (rhythm) and picking (melody) - what's the difference?</p>	<p><b>TOPIC - Recorders</b></p> <p>Basic melody - making sounds</p> <p><b>Key skills</b></p> <p>Left hand only</p> <p>How to blow</p> <p>How to cover holes with correct fingers and thumb</p> <p><b>Key knowledge</b></p> <p>Background info about recorder (woodwind instrument, modern flute)</p> <p>Sound is made from air moving through, holes - changing notes by covering.</p> <p>First notes in C major scale - G A B</p>	<p><b>TOPIC - Recorders</b></p> <p>Basic melody - 3 notes G A B</p> <p><b>Key skills</b></p> <p>Finger technique</p> <p>Breath control</p> <p>Playing a melody smoothly</p> <p><b>Key knowledge</b></p> <p>C major scale</p> <p>G A B high C high D</p> <p>How to read stave and play a melody from the board</p> <p>Playing different dynamics - blowing hard and soft.</p>

<p>Year 3</p> <p><b>Warm up activity:</b> 1. Listening to music from all periods - discussing emotion, instrument, timbre, etc. 2. Share the rhythm - lap percussion - listening, copying and changing.</p> <p><b>Themes:</b></p> <p><b>Listen - warm up listening activity, hearing and evaluating each other's performances.</b></p> <p><b>Rhythm - playing notes, percussive or melodically</b></p> <p><b>Creative - composing melodies, using C major scale to improvise Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</b></p> <p><b>Play &amp; Perform - as stated - in performing.</b></p>	<p><b>TOPIC - Recorders</b> Basic melody - making sounds</p> <p><b>Key skills</b></p> <p>Using left hand only</p> <p>How to blow</p> <p>How to cover holes with correct fingers and thumb</p> <p>Playing fluidly and in time, in groups and solo.</p> <p><b>Key knowledge</b></p> <p>Background info about recorder (woodwind instrument, modern flute)</p> <p>Sound is made from air moving through, holes - changing notes by covering.</p> <p>Notes from C major scale - G A B C D</p>	<p><b>TOPIC - Recorders</b> Getting Creative</p> <p><b>Key skills</b></p> <p>Using known notes to make a melody.</p> <p>How to vary melodies - Long notes and short notes in various combinations.</p> <p>Which playing styles communicate which emotions?</p> <p>Playing fluidly and in time, in groups and solo.</p> <p><b>Key knowledge</b></p> <p>C major scale - names of notes and how to play them in different orders - beginning with FGAB.</p> <p>Using variety of notes and note length to engage listener.</p> <p>How to communicate emotion through creative choices.</p>	<p><b>TOPIC - Ukulele</b> Basic rhythm / 3/4 note melody on single string</p> <p><b>Key skills</b></p> <p>Rhythmic playing - strumming</p> <p>Melodic playing - picking single notes</p> <p>Correct posture and position</p> <p><b>Key knowledge</b></p> <p>Tuning of the ukulele - G C E A</p> <p>C major scale</p> <p>Reading tablature (ukulele shorthand used before the stave)</p> <p>- Use of rhythm over chords, making a duet with strumming and picking.</p>	<p><b>TOPIC - Ukulele</b> Changing chords and strumming</p> <p><b>Key skills</b></p> <p>Strumming in different rhythms - using thumb and fingers for up and down strums.</p> <p>Melodic playing - picking single notes on the G, C, E, A string.</p> <p>Moving fluidly between two chords - C Am</p> <p><b>Key knowledge</b></p> <p>Tuning and names of strings</p> <p>Knowledge of notes in C major scale</p> <p>Reading Chord Tablature - using that to play a progression.</p> <p>Playing in a time signature - 4/4</p>	<p><b>TOPIC - Playing Melody</b> - Glockenspiel / Xylophone</p> <p><b>Key skills</b></p> <p>Hitting instruments correctly - holding the beater correctly - volume and tone.</p> <p>Playing the C major scale - ascending notes and descending notes</p> <p>Varying dynamics for expression.</p> <p>Improvisation.</p> <p><b>Key knowledge</b></p> <p>Notes in the C major scale</p> <p>Sequencing notes to make a melody e.g. Twinkle Twinkle - 2 hits on each note.</p> <p>Key signatures - C major works over C major chords, not others.</p>	<p><b>TOPIC - Playing Melody</b> - Glockenspiel / Xylophone</p> <p><b>Key skills</b></p> <p>Adjusting volume and tone for expression.</p> <p>Playing specific notes from C major scale - arpeggios, chosen notes, 5ths.</p> <p>Varying speed, tempo and volume for expression.</p> <p>Improvising over chords, adapting to speed, volume, conductor's cues.</p> <p><b>Key knowledge</b></p> <p>C major scale / C major arpeggios</p> <p>Sequencing notes to make extended melodies. Composing using chosen notes.</p> <p>Improvising and expressing sentiment through composing.</p>
<p>Year 3/4</p> <p><b>Warm up activity:</b> 1. Listening to music from all periods - discussing emotion, instrument, timbre, etc.</p>	<p><b>TOPIC - Recorders</b> Basic melody - making sounds</p> <p><b>Key skills</b></p>	<p><b>TOPIC - Recorders</b> Getting Creative</p> <p><b>Key skills</b></p> <p>Using known notes to make a longer melody -</p>	<p><b>TOPIC - Ukulele</b></p> <p><b>Key Skills</b></p> <p>Basic rhythm / 4/5 note melody on two strings</p> <p>Key skills</p>	<p><b>TOPIC - Ukulele</b></p> <p><b>Key Skills</b></p> <p>Changing chords and strumming</p> <p>Key skills</p>	<p><b>TOPIC - Percussion</b></p> <p><b>Key skills</b></p> <p>Controlling dynamics - from soft to loud</p>	<p><b>TOPIC - Percussion</b></p> <p><b>Key skills</b></p> <p>Controlling dynamics - from soft and loud, fast and slow</p>

<p>2. Share the rhythm - lap percussion - listening, copying and changing.</p> <p><b>Themes:</b> Listen - warm up listening activity, hearing and evaluating each other's performances.</p> <p>Rhythm - Uke - through strumming, percussion - through lesson plans and performances. Creative - improvisation, through composing and performing.</p> <p>Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</p> <p>Play &amp; Perform - as described.</p>	<p>Left hand / Right hand position</p> <p>Blowing techniques - to use dynamics - loud and soft.</p> <p>Body posture and finger technique - playing quick and slow, loud and soft, smooth and sharp.</p> <p><b>Key knowledge</b></p> <p>Further background info into recorder.</p> <p>Sound is made from air moving through, holes - changing notes by covering.</p> <p>Notes from C major scale - F G A B C</p>	<p>writing it down using letters (not stave)</p> <p>Vary melodies and repeating - learning to repeat identically.</p> <p>More advanced styles happy sad, excited, lonely, tired, etc.</p> <p>Playing fluidly and in time, in groups and solo.</p> <p><b>Key knowledge</b></p> <p>C major scale - names of notes and how to play them in different orders - expanding FGABCD</p> <p>Using variety fo notes and note length to engage listener.</p> <p>How to communicate emotion through creative choices.</p>	<p>Rhythmic playing - strumming with thumb and fingers</p> <p>Melodic playing - picking single notes and learning the frets.</p> <p>Correct posture and position</p> <p><b>Key knowledge</b></p> <p>Tuning and names of strings</p> <p>Knowledge of C major scale</p> <p>Reading tablature from the board - knowledge of frets 1, 2 and 3 on each string.</p> <p>- Use of rhythm over chords, making a duet with strumming and picking.</p>	<p>Strumming in different rhythms - using thumb and fingers for up and down strums.</p> <p>Melodic playing - picking single notes on the G, C, E, A string.</p> <p>Moving between four chords - C Am F G</p> <p><b>Key knowledge</b></p> <p>Tuning and names of strings</p> <p>Knowledge of notes in C major scale</p> <p>Reading Chord Tablature - using that to play a progression.</p> <p>Playing in a time signature - 4/4</p>	<p>Listening and repeating rhythms during practice and performance</p> <p>Playing in various time signatures - 2, 3 and 4.4</p> <p><b>Key knowledge</b></p> <p>Counting in various time signatures</p> <p>Using symbols to represent beats: music and otherwise.</p> <p>Note length - crotchets, quavers, semi-quavers + rests.</p>	<p>independently.</p> <p>Listening and repeating complex rhythms during practice and performance</p> <p>Moving between time signatures while playing and performing.</p> <p><b>Key knowledge</b></p> <p>Counting aloud and understanding various time signatures</p> <p>Using symbols to represent various kinds of beats and rhythms: music and otherwise.</p> <p>Note length - crotchets, quavers, semi-quavers + rests.</p>
<p>Year 4</p> <p><b>Warm up activity:</b></p> <p>1. Listening to music from all periods - discussing emotion, instrument, timbre, etc.</p> <p>2. Share the rhythm - lap percussion - listening, copying and changing.</p> <p><b>Themes:</b> Listen - warm up listening activity,</p>	<p><b>TOPIC - Recorders</b> Basic melody - making sounds</p> <p><b>Key skills</b></p> <p>Using left hand to play, right hand to support</p> <p>Blowing dynamics - loud and soft</p> <p>Correct fingers and thumb for all notes up to High D.</p>	<p><b>TOPIC - Recorders</b> Getting Creative</p> <p><b>Key skills</b></p> <p>Using known notes to make a longer melody - writing it down using letters (not stave)</p> <p>Vary melodies and repeating - learning to repeat identically.</p>	<p><b>TOPIC - Ukulele</b> Basic rhythm / full C scale note melody on three strings</p> <p><b>Key skills</b></p> <p>Rhythmic playing - strumming with thumb and fingers, using crotchets and quavers. Imitating rhythms.</p> <p>Melodic playing - picking single notes</p>	<p><b>TOPIC - Ukulele</b> Changing chords and strumming</p> <p><b>Key skills</b></p> <p>Strumming in different rhythms - using thumb and fingers for up and down strums.</p> <p>Melodic playing - picking single notes on the G, C, E, A string.</p>	<p><b>TOPIC - Percussion</b></p> <p><b>Key skills</b></p> <p>Controlling dynamics - from soft to loud</p> <p>Listening and repeating rhythms during practice and performance</p> <p>Playing in various time signatures - 2, 3 and 4.4</p>	<p><b>TOPIC - Percussion</b></p> <p><b>Key skills</b></p> <p>Controlling dynamics - from soft and loud, fast and slow independently.</p> <p>Listening and repeating complex rhythms during practice and performance</p>

<p><b>hearing and evaluating each other's performances.</b></p> <p><b>Rhythm - Uke - through strumming, percussion - through lesson plans and performances.</b></p> <p><b>Creative - through composition.</b></p> <p><b>Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</b></p> <p><b>Play &amp; Perform - as described.</b></p>	<p>Playing fluidly and in time, performing solo in front of the class.</p> <p><b>Key knowledge</b></p> <p>Background info about recorder (woodwind instrument, modern flute)</p> <p>Sound is made from air moving through, holes - changing notes by covering.</p> <p>Notes from C major scale - G A B C D</p>	<p>More advanced styles happy sad, excited, lonely, tired, etc.</p> <p>Playing fluidly and in time, in groups and solo.</p> <p><b>Key knowledge</b></p> <p>C major scale - names of notes and how to play them in different orders - expanding EFGABCD</p> <p>Using variety fo notes and note length to engage listener.</p> <p>How to communicate emotion through creative choices.</p>	<p>and learning the frets.</p> <p>Correct posture and position - hand position, using three fingers on the frets.</p> <p><b>Key knowledge</b></p> <p>Tuning and names of strings</p> <p>Knowledge of C major scale</p> <p>Reading tablature from the board - knowledge of frets 1, 2 and 3 on each string.</p> <p>- Use of rhythm over chords, making a duet with strumming and picking.</p>	<p>Moving between four chords - C Am F G</p> <p>Composing chord progressions and strumming patterns.</p> <p><b>Key knowledge</b></p> <p>Tuning and names of strings</p> <p>Knowledge of notes in the C major scale</p> <p>Reading Chord Tablature - using that to play a progression.</p> <p>Playing in a time signature - 4/4 and 6/8</p>	<p>Composing original rhythms.</p> <p><b>Key knowledge</b></p> <p>Counting in various time signatures</p> <p>Using symbols to represent beats: music and otherwise.</p> <p>Note length - crotchets, quavers, semi-quavers + rests.</p>	<p>Moving between time signatures while playing and performing.</p> <p>Composing original rhythms in various time signatures.</p> <p><b>Key knowledge</b></p> <p>Counting aloud and understanding various time signatures</p> <p>Using symbols to represent various kinds of beats and rhythms: music and otherwise.</p> <p>Note length - crotchets, quavers, semi-quavers + rests.</p>
<p>Year 5</p> <p><b>Warm up activity:</b></p> <ol style="list-style-type: none"> <li>1. Listening to music from all periods - discussing emotion, instrument, timbre, etc.</li> <li>2. Share the rhythm - lap percussion - listening, copying and changing.</li> </ol> <p><b>Themes:</b></p> <p><b>Listen - warm up listening activity, hearing and evaluating each other's performances.</b></p> <p><b>Rhythm - Uke - through strumming, Drumming - through</b></p>	<p><b>TOPIC - Ukulele</b></p> <p><b>Key skills</b></p> <p>Posture, finger, hand and arm movements</p> <p>Changing between 4 chords - finger position and strumming. C Am F &amp; G</p> <p>Playing single notes - picking one string with RH thumb and fretting correctly - pressing on the string, in the fret.</p> <p><b>Key knowledge</b></p> <p>Names of strings - notes</p>	<p><b>TOPIC - Ukulele</b></p> <p><b>Key skills</b></p> <p>Posture, finger, hand and arm movements</p> <p>Changing between 4 chords while maintaining various strumming patterns.</p> <p>Playing single notes - picking one string with RH thumb and fretting correctly - pressing on the string, in the fret. Exploring C major scale.</p> <p><b>Key knowledge</b></p>	<p><b>TOPIC - African Drumming</b></p> <p><b>Key skills</b></p> <p>Varying percussive hits (palm + fingers)</p> <p>Posture and position of djembe between legs</p> <p>Listening and repeating rhythms</p> <p><b>Key knowledge</b></p> <p>4/4 time signature</p> <p>Note length - crotchets, quavers, semi-quavers,</p>	<p><b>TOPIC - African Drumming</b></p> <p><b>Key skills</b></p> <p>Big hits (palm) and small hits (fingers on rim)</p> <p>Controlling dynamics - from soft to loud, fast and slow independently.</p> <p>Listening and repeating more complex rhythms during performance</p> <p>Playing, counting and recognising various time signatures - 2, 3 and 4.4</p> <p><b>Key knowledge</b></p>	<p><b>TOPIC - Playing Melody - Glockenspiel / Xylophone</b></p> <p><b>Key skills</b></p> <p>Using C major scale for simple melodies - e.g. nursery rhymes.</p> <p>Varying speed and volume when cued by conductor.</p> <p>Improvisation using C major scale or chosen notes from scale (eg. C E and G)</p> <p><b>Key knowledge</b></p> <p>C major scale / C major arpeggios.</p>	<p><b>TOPIC - Playing Melody - Glockenspiel / Xylophone</b></p> <p><b>Key skills</b></p> <p>Using C major scale to rehearse known melodies - e.g. pop songs.</p> <p>Varying speed, dynamics and volume independently for expression and emotion.</p> <p>Improvisation and composition - relating mood, atmosphere, feeling, sensation.</p> <p><b>Key knowledge</b></p>

<p><b>lesson plans and performances.</b></p> <p><b>Creative - through composing / improving through guidelines.</b></p> <p><b>Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</b></p> <p><b>Play &amp; Perform - as described.</b></p>	<p>Fret numbers - higher and lower notes.</p> <p>Reading basic TAB</p> <p>- Varying speed and dynamics - strumming at correct volume.</p>	<p>Names of strings - notes on each string up to fret 3.</p> <p>Fret numbers - higher and lower notes.</p> <p>Reading TAB more accurately, writing tab.</p> <p>- Varying speed and dynamics - strumming at correct volume.</p>	<p>Dynamics - loud and soft, fast and slow, etc.</p>	<p>History and origin of djembe</p> <p>Using symbols to represent relevant beats.</p> <p>Posture, technique and arm movement.</p>	<p>Sequencing notes to make melody using syncopated rhythms - imitating familiar melodies.</p> <p>Key signatures - C major works over C major chords, not others.</p>	<p>C major scale / C major arpeggios - relationship between notes in the scale.</p> <p>Sequencing notes to make more complex melody using syncopated rhythms - imitating familiar melodies.</p> <p>Key signatures - C major works over C major chords, not others.</p>
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<p>Year 6</p> <p><b>Warm up activity:</b></p> <p>3. Listening to music from all periods - discussing emotion, instrument, timbre, etc.</p> <p>4. Share the rhythm - lap percussion - listening, copying and changing.</p> <p><b>Themes:</b> Listen - warm up listening activity, hearing and evaluating each other's performances.</p> <p>Rhythm - Uke - through strumming, Drumming - through lesson plans and performances.</p> <p>Creative - through composing / improving through guidelines.</p> <p>Using Voices - Singing assembly, class assembly, imitating note and melody using voices, vocalising rhythms and melodies.</p> <p>Play &amp; Perform - as described.</p>	<p><b>Topic: Science and Music</b></p> <p><b>Key skills</b></p> <p>1. Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.</p> <p>2. Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p> <p>3. Create music, and suggest symbols to represent sounds</p> <p><b>Key knowledge</b></p> <p>How different instruments produce different sounds</p> <p>Sound waves and measuring sound</p> <p>Musical structures</p>	<p><b>Topic: Holst the Planets</b></p> <p><b>Key skills</b></p> <p>1. Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence).</p> <p>2. Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate.</p> <p>3. Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato,</p>	<p><b>Topic: Samba Batucada</b></p> <p><b>Key skills</b></p> <p>1. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>2. Lead an independent part in a group when singing or playing.</p> <p>3.. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>4. Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>5. Suggest, follow and lead simple performance directions.</p> <p><b>Key knowledge</b></p> <p>Culture and history of Brazilian music.</p> <p>Working as a group.</p>	<p><b>Topic: Samba Reggae (Samba rhythm plus ukulele and song)</b></p> <p><b>Key skills</b></p> <p>1. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>2. Lead an independent part in a group when singing or playing.</p> <p>3.. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>4. Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>5. Suggest, follow and lead simple performance directions.</p> <p><b>Key knowledge</b></p> <p>Combining rhythmic and harmonic elements of music</p>	<p><b>Topic: Composing Rhythms</b></p> <p><b>Key skills</b></p> <p>1. Create music, and suggest symbols to represent sounds</p> <p>2. Create simple rhythmic patterns</p> <p>3. Create music that demonstrates understanding of structure and discuss the choices made.</p> <p><b>Key knowledge</b></p> <p>Rhythmic cells, polyrhythm, combing rhythmic ideas, working in a group, listening to others ideas and contributions</p>	<p><b>Topic: Version Excursion (creating a version of a song or piece)</b></p> <p><b>Key skills</b></p> <p>1. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>2. Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>3. As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p> <p>4. Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)</p> <p><b>Key knowledge</b></p>
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		drone, simple part singing etc.).  <b>Key knowledge</b>  Ostinato and repeating rhythmic patterns  Following rhythmic patterns	Leading and directing an ensemble.	Working as a musical ensemble		Musical structures, organizing a group, creating textures and timbres, how to listen and respond to music.
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Aims:

- **Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.**

*Listening activity at Intro, performance of various pieces on instrument of the term.*

- **Sing to create and compose music, learn a musical instrument, use technology appropriately**

*Creative time during lessons, on instrument of the term, technology through use of keyboards, recording on iPhone and listening back through speakers.*

**Pitch** - through melodic instruments, eg. Glockenspiels

**Duration** - singing, or wind instruments, e.g. recorder.

**Dynamics** - loud /soft discussed daily in lessons.

**Tempo** - through practice - starting slowly and building in speed

**Timbre** - through listening activities

**Texture** - “

**Structure** - through learning of song on instruments - e.g. Verse then Chorus of Twinkle Twinkle

**Appropriate musical notations** - demonstrated on board through activity.