

Music Long Term Plan 2014-15

EYFS:

Within our music scheme in early years we will be looking at a variety of music genres as well as using instruments and learning to sing different songs.

By the end of the year children should be able to; build a repertoire of songs and dances, explore the sounds of musical instruments, compose and experiment with the ways that sounds and instruments can be changed and represent their own ideas and feelings through music and gesture.

During the first autumn term the children have learnt and consolidated a variety of nursery rhymes, explored finding the pulse using the popular song 'Happy' by Pharrell Williams, listened and responded to music by the carpenters, begun to explore pitch and practised copying rhythms.

As well as a weekly music session we also sing well known nursery rhymes and counting songs daily in addition to our phonic songs for the sounds we are learning in phase 2 and 3.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Exploring Sounds (Learning to identify and play a range of instruments)	Exploring Duration & the Christmas Performance	Exploring Pulse and Rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre, Tempo and Dynamics
Year 2	In this unit children are learning about South African music. Particularly children will learn about Nelson	Christmas performance	In this unit children learn basic instrumental skills by playing tunes in various styles. They	Children look at the rock style of music and learn teamwork and working together.	Children will learn the style of Reggae, looking at animals and poetry in a historical context.	Western classical music, children will think about the history of music in context

	<p>Mandela as a famous and influential person in our lifetimes.</p> <ul style="list-style-type: none"> ● How to listen with understanding and direction ● Recognising styles of music and their style indicators ● Developing a context for the history of music ● Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Learning through repetition and games about the interrelated dimensions of music ● Sing the song with understanding and musicality 		<p>are introduced to the language of music, theory and composition.</p> <p>Applying the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions</p> <ul style="list-style-type: none"> ● Using correct musical vocabulary linked to the music and general musical vocabulary correctly <ul style="list-style-type: none"> ○ Learning through repetition about the interrelated dimensions of music ● Sing the song/rap with understanding and musicality ● Work together in a band/ensemble ● Play beginner instrumental parts ● Form a basic understanding of notation ● Form a basic understanding of 	<p>They look at The Beatles in particular.</p> <p>Build on previous learning</p> <ul style="list-style-type: none"> ● How to listen with understanding and direction ● Recognising styles of music and their style indicators ● Developing a context for the history of music ● Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Learning through repetition and games about the interrelated dimensions of music 	<p>Build on previous learning</p> <ul style="list-style-type: none"> ● How to listen with understanding and direction ● Recognising styles of music and their style indicators ● Developing a context for the history of music ● Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Learning through repetition and games about the interrelated dimensions of music ● Sing the song with understanding and musicality 	<p>and consolidate the language of music.</p> <p>How to listen with understanding and direction</p> <ul style="list-style-type: none"> ● Recognising styles of music and their style indicators ● Developing a context and understanding of the history of music ● Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. ● Form a basic understanding of theory, the language of music ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Learning through repetition and games
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	<ul style="list-style-type: none"> • Work together in a band/ensemble • Play instrumental parts with increasing confidence and progression • Begin to improvise with creativity and understanding • Begin to compose simple melodies with understanding 		<p>theory, the language of music</p> <ul style="list-style-type: none"> • Begin to improvise with creativity and understanding • Begin to compose with creativity and understanding 	<ul style="list-style-type: none"> • Sing the song with understanding and musicality • Work together in a band/ensemble • Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though • Begin to improvise with creativity and understanding • Begin to compose simple melodies with understanding 	<ul style="list-style-type: none"> • Work together in a band/ensemble • Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though • Begin to improvise with creativity and understanding • Begin to compose simple melodies with understanding 	<p>about the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Sing the songs with understanding and musicality • Work together in a band/ensemble • Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though • Begin to improvise with creativity and understanding • Begin to compose simple melodies with understanding
Year 3		<p style="text-align: center;">Recorders Children will:</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. <ul style="list-style-type: none"> • Read and play notes (A, B, C, D, E, F, and G). • Play and perform with increasing accuracy, fluency, control and expression. • Understand and use musical terms and notations, such as; crotchet, quavers and minims. 				

<p>Composers Children will:</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. • Develop an understanding of the history of music. • Improvise and compose music for a range of purposes. 	Hall of the Mountain King		Horn Concerto		Zadok the Priest	
Year 4	<p><u>Mamma Mia</u></p> <ul style="list-style-type: none"> • Recognising styles of music and their style indicators • Developing a context for the history of music • Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. • Using correct musical vocabulary linked to the song and general musical vocabulary correctly • Learning through repetition and games 	<p><u>Five Gold Rings</u></p> <p>Build on previous learning</p> <ul style="list-style-type: none"> • How to listen with understanding and direction • Recognising styles of music and their style indicators • Developing a context for the history of music • Applying the interrelated dimensions of music in this context e.g. finding the pulse building to extended dimensions • Using correct musical vocabulary linked to the song and general musical 	<p><u>Glockenspiels</u></p> <p>How to listen with understanding and direction</p> <ul style="list-style-type: none"> • Applying the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions • Using correct musical vocabulary linked to the music and general musical vocabulary correctly • Learning through repetition about the interrelated dimensions of music • Work together in a band/ensemble 	<p><u>Cuckoo</u></p> <p>How to listen with understanding and direction</p> <ul style="list-style-type: none"> • Recognising styles of music and their style indicators • Developing a context for the history of music - Benjamin Britten and his life • Applying the interrelated dimensions of music in this context e.g. finding the pulse building to extended dimensions • Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<p><u>Lean On Me</u></p> <ul style="list-style-type: none"> • Recognising styles of music and their style indicators • Developing a context for the history of music • Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. • Using correct musical vocabulary linked to the song and general musical vocabulary correctly • Learning through repetition and games 	<p><u>Reflect, Rewind, Replay</u></p> <p>How to listen with understanding and direction</p> <ul style="list-style-type: none"> • Recognising styles of music and their style indicators • Developing a context and understanding of the history of music • Applying the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc. • A basic understanding of

	<p>about the interrelated dimensions of music</p> <ul style="list-style-type: none"> ● Sing the song with understanding and musicality ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a sound-before-symbol approach first though ● Improvise with creativity and understanding ● Compose simple melodies with understanding 	<p>vocabulary correctly</p> <ul style="list-style-type: none"> ● Sing the song with understanding and musicality ● Work together in a band/ensemble 	<ul style="list-style-type: none"> ● Play beginner instrumental parts with more understanding ● Continue to form a basic understanding of notation ● Form a basic understanding of theory, the language of music ● Improvise with more creativity and understanding ● Compose with more creativity and understanding 	<ul style="list-style-type: none"> ● To develop creativity through expressing musical and literary ideas ● To research independently or within a group ● Learning through repetition and games about the interrelated dimensions of music ● Sing the song with understanding and musicality ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression 	<p>about the interrelated dimensions of music</p> <ul style="list-style-type: none"> ● Sing the song with understanding and musicality ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though ● Improvise with creativity and understanding ● Compose simple melodies with understanding 	<p>theory, the language of music</p> <ul style="list-style-type: none"> ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Learning through repetition and games about the interrelated dimensions of music ● Sing the songs with understanding and musicality ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though ● Improvise with more creativity and understanding ● Compose simple melodies with more understanding
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Year 5	<p>Don't Stop Believing- Rock</p> <ul style="list-style-type: none"> ● How to listen with understanding and direction ● Recognising styles of music and their style indicators ● Applying the interrelated dimensions of music in this context ● Learning through repetition and games about the interrelated dimensions of music ● Sing the song with understanding and musicality ● Work together in a band/ensemble 	<p>Five Gold Rings- Christmas</p> <ul style="list-style-type: none"> ● Recognising styles of music and their style indicators ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Sing the song with understanding and musicality ● Work together in a band/ensemble 	<p>Classroom Jazz 1- Jazz</p> <ul style="list-style-type: none"> ● Recognising styles of music and their style indicators ● Developing a context and understanding for the history of music ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression ● Improvise with creativity and understanding 	<p>Benjamin Britten — A Tragic Story Western Classical</p> <ul style="list-style-type: none"> ● Recognising styles of music and their style indicators ● Developing a context for the history of music - Benjamin Britten and his life ● Applying the interrelated dimensions of music in this context. ● To develop creativity through expressing musical and literary ideas ● To research independently or within a group 	<p>Stop!- Rap</p> <ul style="list-style-type: none"> ● Recognising styles of music and their style indicators ● Developing a context for the history of music ● Using correct musical vocabulary linked to the song and general musical vocabulary correctly. ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression ● Begin to improvise with creativity and understanding 	<p>Reflect, Rewind and Replay-</p> <ul style="list-style-type: none"> ● An understanding of theory, the language of music ● Work together in a band/ensemble ● Play instrumental parts with increasing confidence and progression perhaps use the notated scores, a confident sound-before-symbol approach first though ● Improvise with greater creativity and understanding ● Compose melodies with more understanding
Year 6	<p>Living on a Prayer</p> <p>How to listen to music.</p> <p>To sing with expression.</p> <p>.</p>	<p>Benjamin Britten – A New Year Carol</p> <p>How to listen with understanding and direction.</p> <p>To recognise the style of the music</p>	<p>Classroom Jazz 2</p> <p>To sing with expression.</p> <p>To understand the geographical origin of the music and in which era it was composed.</p>	<p>Fresh Prince of Bel Air</p> <p>To sing with expression.</p> <p>To develop creativity through improvising and composing within the song.</p>	<p>Make you Feel my Love</p> <p>To sing with expression.</p> <p>To recognise the style of the music</p>	<p>Reflect, Rewind and Replay</p> <p>To understand and use the pentatonic scale while improvising and composing.</p>

	<p>Understand musical tempo. Finding a pulse, clapping a rhythm, use of pitch.</p> <p>To play the accompanying instrumental parts</p> <p>To work together in an ensemble.</p> <p>To develop creativity through improvising and composing within the song.</p> <p>To recognise the style of the music</p> <p>To understand and use general musical vocabulary and specific vocabulary.</p> <p>To listen with attention to detail.</p>	<p>To understand the geographical origin of the music and in which era it was composed.</p> <p>Apply interrelated dimensions to music in this context...</p> <p>Develop a context for the history of music.</p> <p>Use correct musical vocabulary linked to the song.</p> <p>Develop an understanding of the history of music.</p> <p>Sing with musical understanding.</p> <p>Work together in a band.</p>	<p>To recognise the style of the music</p> <p>To play the accompanying instrumental parts</p> <p>To experience and learn how to apply key musical concepts/elements,</p> <p>To work together in an ensemble.</p> <p>To listen with attention to detail and recall sounds.</p>	<p>An understanding of theory, the language of music</p> <p>To recognise the style of the music</p> <p>Understand musical tempo. Finding a pulse, clapping a rhythm, use of pitch</p> <p>To understand and use general musical vocabulary and specific vocabulary</p>	<p>To understand the geographical origin of the music and in which era it was composed.</p> <p>To understand and use the pentatonic scale while improvising and composing.</p> <p>Understand musical tempo. Finding a pulse, clapping a rhythm, use of pitch.</p> <p>Develop an understanding of the history of music.</p>	<p>To develop creativity through improvising and composing within the song.</p> <p>An understanding of theory, the language of music</p> <p>To experience and learn how to apply key musical concepts/elements,</p> <p>To work together in an ensemble.</p> <p>To understand and use general musical vocabulary and specific vocabulary.</p> <p>To use musical notations.</p>
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