

Long term plan for music 2018-2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p><b><u>Number:</u></b> beat, percussion, tempo using body and instruments</p>	<p><b><u>Ourselves</u></b> Creating and responding to vocal sounds and body percussion</p> <ul style="list-style-type: none"> <li>• Developing the use of vocal sounds to express feelings</li> <li>• Exploring expression in a conversation without words</li> </ul> <p>Understanding the structure of call and response songs</p>	<p><b><u>Environment</u></b> Composition and sound pictures</p>	<p><b><u>Sounds</u></b> Explore how voices can be used to make different sounds</p>	<p><b><u>L.I: Can I compose a piece of space music using cluster notes?</u></b> Music linked to Space topic in Science. Composing using graphic scores and group performances. <b>(X2 afternoons in Term 1).</b></p>	<p><b><u>Composers</u></b>  Comparing the work of composers across history</p>
Term 2	<p><b><u>Weather –</u></b> Exploring sounds, volume, body percussion, instruments, improvising, sequencing sounds, responding to music through movement.</p>	<p><b><u>The King is Born</u></b> Develop the use of vocal sounds Develop an expressive song performance with voices and actions</p>	<p><b><u>Building</u></b>  Exploring and creating rhythms and beats</p>	<p><b><u>Around the World</u></b> Exploring pentatonic melodies and pitch</p>	<p><b><u>L.I: Can I compose a piece of space music using cluster notes?</u></b> Music linked to Space topic in Science. Composing using graphic scores and group performances. <b>(X2 afternoons in Term 1).</b></p>	<p><b><u>World War 2</u></b>  Performing and adding percussion to wartime songs</p>
Term 3	<p><b><u>Seasons –</u></b> pitch, performing pitch changes, pitched and</p>	<p><b><u>Our Bodies</u></b> Recognising and responding to steady beat</p> <ul style="list-style-type: none"> <li>• Recognising and responding to a rhythm ostinato pattern</li> </ul>	<p><b><u>Sounds</u></b>  Exploring how sounds are produced</p>	<p><b><u>Ancient Worlds</u></b>  Layering sounds and exploring structure</p>	<p>Linked to Shackleton and topic Explorers. Singing skills Sea Shanties. <b>(X2 afternoons)</b></p>	<p><b><u>Growth</u></b>  - 3 beat pulse and revising rhythmic ostinato</p>

	unpitched sounds.	Recognising and responding to steady beat at different tempi <ul style="list-style-type: none"> <li>• Playing steady beats at different tempo on body, percussion and instruments</li> <li>• Singing in two parts and combining steady beats</li> </ul> Performing rhythmic movement patterns to a steady beat <ul style="list-style-type: none"> <li>• Performing rhythmic patterns on percussion</li> </ul>	and classified			Performing / improvising rhythmic and melodic ostinato
Term 4	<b><u>Machines</u></b> – beat, steady beat, sequencing sounds, tempo	<b><u>Animals</u></b> Listening to a steady beat and responding in movement <ul style="list-style-type: none"> <li>• Identifying and responding to changes in pitch, upwards and downwards</li> <li>• Performing changes in pitch using whole body movement and voice</li> </ul> Understanding and performing upwards and downwards pitch direction <ul style="list-style-type: none"> <li>• Reading pitch line Notation</li> </ul> Playing pitch lines on tuned percussion <ul style="list-style-type: none"> <li>• Combining pitch change with changes in other elements/dimensions</li> </ul>	<b><u>Poetry</u></b>  Body percussion, un-tuned instruments and performance	<b><u>In the Past</u></b>  Using musical notation	Linked to Ancient Greece – To retell the key parts of the story of Odysseus through a rap. <b>(X2 afternoons)</b>	<b><u>Roots</u></b> <ul style="list-style-type: none"> <li>- Singing a traditional Ghanaian song</li> <li>- Combining rhythm cycles in a performance piece</li> </ul> Developing a descriptive composition and performing this
Term 5	<b><u>Animals</u></b> – pitch, high and low sounds, songs with	<b><u>Water</u></b> Understanding pitch through singing, movement and note	<b><u>Ancient Worlds</u></b>	<b><u>Communication</u></b>  Composing music	Linked to all living things – life cycles – Music Express.	<b><u>Moving on</u></b> <ul style="list-style-type: none"> <li>- Singing with expression and</li> </ul>

	contrasting pitch	names <ul style="list-style-type: none"> <li>Performing a melody</li> </ul> Understanding melody through songs, movement and performing pitch shapes on tuned instruments Exploring and developing an understanding of pitch <ul style="list-style-type: none"> <li>Using musical scales, high notes and low notes in a composition</li> </ul>	Structure of music - ostinati		Don't wake the baby – Brahms' lullaby. Listen and compose using percussion instruments. <b>(X2 afternoons)</b>	sustained notes <ul style="list-style-type: none"> <li>Identifying the structure of a piece of music</li> <li>Effect of changing harmony performing</li> </ul>
Term 6	<b>Travel –</b> performing, combining voices and instruments, keeping steady beat, performing word rhythms.	<b>Travel</b> Exploring patterns of physical movement in a game song <ul style="list-style-type: none"> <li>Responding to a song with movement</li> <li>Using simple musical vocabulary to describe music</li> </ul> Combining steady beat and rhythms to accompany a song <ul style="list-style-type: none"> <li>Listening and responding to contemporary orchestral music</li> <li>Using instruments expressively</li> <li>Understanding notation</li> </ul>	<b>Singing French</b>  Exploring pitch and rounds	<b>Environment</b>  Composition – how the environment has inspired composers throughout history	Linked to Healthy Living Week (PE) – Keeping healthy – Music Express. Singing and drumming. <b>(X2 afternoons)</b>	<b>EoY production</b>