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| **C:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpgC:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpg**Federation of Abbey Schools  Music Long Term Plan | | | | | | | | | |
|  | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | | Summer 2 |
| EYFS | **Exploring Sound:**   * To explore using their voices to make a variety of sounds * To explore using their bodies to make a variety of sounds * To explore using instruments to make a variety of sounds * To use instruments to make sounds from the environment * To listen to sounds in nature and try to recreate them | | | **Music and Movement:**   * To learn why songs have actions * To explore the beat through body movement * To learn to recognise and react to different tempos in music * To learn to express different pitch and tempo in music through dance * To perform movement songs | **Musical Stories:**   * To move to music, changing their movements to reflect dynamics, tempo, pitch etc. * To use instruments to represent characters * To use actions to tell a story to music * To use instruments to represent actions * To write, compose, practise their own musical story * To perform their musical story | | **Big Band:**   * To learn about different musical instruments * To learn about the four different groups of musical instruments * To follow a beat using an untuned instrument * To experiment with playing untuned and tuned instruments * To select appropriate instruments to represent different parts of a song | | |
| Y1 | **Pulse and Rhythm (All about me):**   * Clap the rhythm of their name. * Clap in time to music. * Sing the overall shape of a melody. * Play in time to music. * Copy and create rhythms based on word patterns. * Play on the pulse. | | | **Musical Vocabulary (Under the Sea):**   * Make movements that are appropriate to the pulse and tempo of a piece of music. * Choose instruments with appropriate timbre to represent sparkling fishes. * Respond to dynamic changes in a piece of music. * Create pitches and rhythms. * Perform a layer of the music within an overall piece. * Define all the musical terms from this unit. | | **Timbre and Rhythmic Patterns (Fairytales):**   * Chant the well-known phrase, “I’ll huff…” * Make changes to their voices to represent a character. * Choose a suitable sound to represent a specific point in a story. * Play a rhythmic pattern along with their spoken words. * Identify and hold up the correct sign to correspond to some music. * Play/chant along with the elements of a story with prompting from the teacher. | **Pitch and Tempo (Superheroes):**   * Explain what pitch means. * Identify whether a note is higher or lower. * Create a pattern using two pitches, then play or sing it. * Explain what tempo means. * Identify simple tempo changes in music. * Perform a pattern that gradually gets faster (accelerando). * Contribute to a group composition and performance by creating, selecting, combining and performing sounds. * Suggest improvements to their work. | | |
| Y2 | **West African Call and Response Song (Animals):**   * Use tempo, dynamics and timbre in their piece. * Play in time with their group. * Use instruments appropriately. * Successfully sing back the melody line in time and at the correct pitch. * Play either a call and/or response role in time with another pupil. * Perform their composition. | | | **Orchestral Instruments (Traditional Western Stories):**   * Make plausible descriptions of the music. * Identify a few instruments and the sounds of different sections of the orchestra. * Explain what is happening in the music using language relating to emotion. * Create a piece of music with some appropriate tempo, dynamic and timbre changes. * Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. * Perform confidently using appropriate instrumental sounds. | | **Musical Me:**   * Clap the rhythm of their name. * Sing the melody accurately while playing their instrument in time. * Show a range of emotions using their voices. * Describe the dynamics and timbre of their pieces. * Play a known melody from letter notation in the right order, if not with the right rhythms. * Play a new melody from letter notation in the right order, if not in time. * Invent a melody, write it down and play it back. * Select instruments with different timbres. * Compose and perform a piece using different dynamic levels. | **Myths and Legends:**   * Create rhythms and arrange them in a particular order or structure. * Identify the structure of a piece of music and write it down. * Describe whether a musical texture is thick or thin. * Explore ways of writing down different textural layers. * Follow a given structure for a composition. * Write a structure score accurately. * Compose music with several layers. * Perform their composition accurately, following the structure score. | | |
| Y3 | Recorders 3T  (Showcase for parents) | | | Recorders 3W  (Showcase for parents) | | | Recorders 3CR  (Showcase for parents) | | |
| **Ballads:**   * Identify the key features of a ballad. * Perform a ballad using actions. * Sing in time and in tune with a song and incorporate actions. * Retell a summary of an animation’s story. * Write a verse with rhyming words which tell part of a story. * Perform their lyrics fluently and with actions. | | **Developing Singing Technique (Vikings):**   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create a composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performance. | **Pentatonic Melodies and Composition (Chinese New Year):**   * Match their movements to the music, explaining why they chose these movements. * Accurately notate and play a pentatonic melody. * Play their part in a composition confidently. * Work as a group to perform a piece of music. | | **Traditional Instruments and Improvisation (India):**   * Verbalise feelings about music and identify likes and dislikes. * Read musical notation and play the correct notes of the rag. * Improvise along to a drone and tal. * Play a rag and a tal accurately alongside a drone. * Sing accurately from musical notation and lyrics. * Sing and play in time with others with some degree of accuracy and awareness of each other’s parts. |  |  | |
| Y4 | **Body and tuned percussion (Rainforests):**   * Identify the structure of a piece of music. * Have an idea as to when there is one layer in a piece of music and when there are two. * Play a sequence in the correct order in time with their partner. * Have two contrasting rhythms being played together. * Have two different melodies being played together. * Have a complete piece of music with four different layers with an appropriate structure. | | | **Changes in pitch, tempo and dynamics (Rivers):**   * Sing in tune and in harmony with others, with developing breath control. * Explain how a piece of music makes them feel with some use of musical terminology. * Perform a vocal ostinato in time. * Listen to other members of their group as they perform. * Create an ostinato and represent it on paper so that they can remember it. * Create and perform a piece with a variety of ostinatos. | | **Samba and carnival sounds and instruments (South America):**   * Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. * Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. * Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). * Play their break in time with the rest of their group and play in the correct place in the piece. * Play in time and with confidence; accurately playing their break. | **Adapting and transposing motifs (Romans):**   * Learn a new song, singing in time and in tune while following the lyrics. * Identify motifs aurally and play a repeated pattern on a tuned instrument. * Create and performing a motif, notating it with reasonable accuracy. * Transpose their motif, using sharp or flat notes where necessary and change the rhythm. * Combine different versions of a musical motif and perform as a group using musical notation. | **South Africa (KS2 Instrumental Lessons):**   * To introduce the basic features of staff notation. * To recognise and play minims, creating a harmonic ostinato * To increase familiarity with staff notation, introducing semibreves * To understand that a crotchet is worth one beat and to practise playing a rhythmic ostinato * To compose and perform rhythmic patterns | |
| Y5 | **Composition/Notation (Ancient Egypt):**   * Sing in time and in tune with other people and the backing track. * Remember the lyrics to a song. * Identify the structure of a piece of music and match this to non-standard notation. * Improvise their own piece of music. * Play a melody with reasonable accuracy. * Perform with confidence and in time with others. * Compose and play a melody using stave notation. * Contribute meaningfully to the group performance and composition. * Use hieroglyphic notation to show the structure of their piece. | | | **Blues:**   * Name three key features of Blues music. * Sing in tune, using vocal expression to convey meaning. * Explain what a chord is and play the chord of C sixteen times. * Play the twelve bar blues correctly. * Play the notes of the Blues scale in the correct order, ascending and descending. * Play a selection of Blues scale notes out of order in their own improvisation. | **South and West Africa:**   * Sing using the correct pronunciation and with increasing confidence. * Play a chord with two notes, remaining in time. * Maintain their part in a performance with accuracy. * Play the more complicated rhythms in time and with rests. * Create an eight beat break and play this in the correct place. | | **Composition to represent colour (Holi Festival):**   * Suggest a colour to match a piece of music. * Create a graphic score and describe how this matches the general structure of a piece of music. * Create a vocal composition in response to a picture and justify their choices using musical terms. * Create a vocal composition in response to a colour. * Record their compositions in written form. * Work as a group to perform a piece of music. | | **South Africa (KS2 Instrumental Lessons):**   * To discover the origins of calypso music * To create and perform lyrics for a calypso song * To learn about the importance of percussion instruments in Trinidad * To recognise and perform quavers in staff notation * To improvise in a calypso style using the pentatonic scale |
| Y6 | **Advanced Rhythms:**   * Repeat rhythms accurately. * Successfully participate in rhythm games. * Feel the pulse while participating in activities, e.g. singing or chanting. * Notate rhythms accurately. * Clap the rhythm at the same time as chanting the words. * Choose rhythmic elements that add up to 8 counts. * Perform compositions demonstrating a good sense of pulse. * Perform their compositions securely with their partners. | | | **Dynamics, Pitch and Tempo (Fingal’s Cave):**   * Engage in discussion about the sounds of an orchestral piece. * Have a selection of varied vocabulary in response to what they hear. * Change dynamics and pitch, differentiating between the two. * Take the role of conductor or follow a conductor. * Change texture within their group improvisation and talk about its effect. * Create a graphic score to represent sounds. * Follow the conductor to show changes in pitch, dynamics and texture. | | **Theme and Variations (Pop Art):**   * Perform rhythms confidently either on their own or in a group. * Identify the sounds of different instruments and discuss what they sound like. * Make reasonable suggestions for which instruments can be matched to which pieces of art. * Recall the names of several instruments according to their orchestra sections. * Keep the pulse with the body percussion section and sing with control and confidence. * Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. * Draw the rhythms accurately and show a difference between each of their variations. * Showcase creativity in the finished product. | **South America (KS2 Instrumental Lessons):**   * To learn to perform rhythms accurately * To explore the history of Latin music * To create their own salsa melodies using tuned percussion instruments * To compose salsa melodies * To perform a mini carnival | **Composing and Performing a Leavers Song:**   * Identify and evaluate the musical features of a song. * Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. * Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. * Fit an existing melody over a four-chord backing track. * Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. * Record melodies using letter notation. * Perform the leavers’ song with confidence. | |