|  |
| --- |
| **C:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpgC:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpg**Federation of Abbey SchoolsMusic 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.
 |