

# Music

## WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



## **Intent Statement**

Our aim at Wreningham VC Primary School is to encourage the children to feel they are musical and to develop a life-long love of music. Children will learn that music is a universal language which unifies people from all cultures and nationalities. Our curriculum introduces children to music from around the world and across generations, teaching them to respect and appreciate the music of all traditions and communities. We will develop the children's musical literacy, giving them the vocabulary and listening skills to appreciate and discuss music, thus supporting them to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today.

## **Implementation**

We use a selection of platforms to give all children across the school the opportunity to listen to and appraise a wide range of music. Each half term's learning will be made up of the three elements of singing, rhythm and composing. Singing is an integral part of school life (celebrations, visits to the church, performances and the choir) and the intention is for the children to learn one song each half term and to use elements of the song when exploring rhythm and when composing. The scheme 'Charanga' is used as a resource for teaching alongside a range of other resources.

We ensure our Music Curriculum is progressive, building on and embedding current skills. We focus on progression of knowledge and skills in the different musical components and teach core vocabulary. The music used for listening and appraisal has been carefully selected to provide a range of musical genres covering music from different cultures and spanning hundreds of years.

All children across the school have access to a range of percussion instruments and tuned instruments (glockenspiels) which will be used in lessons. Music will be taught in a dedicated space with key vocabulary permanently displayed and resources are easily accessed. Lessons will be taught by an HLTA (a music specialist), alongside the class teacher. The aim of this approach is to use the strengths of staff, to upskill the teachers and to provide a flexible way of working with mixed-aged classes.

Through this provision, children can apply their understanding of creating notes to different instruments and practise reading basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feed their understanding when listening, playing, or analysing music. The children also take part in weekly singing assemblies, year group productions, performances, Harvest Festival and Nativities. There is a weekly lunchtime choir which is open to all ages. All children are given the opportunity to learn to play the piano or guitar through private tuition in school.

## Impact

Children will develop a love of a wide variety of music. They will discuss aspects of music such as genre, tempo, pitch and structure. They will understand the context of music eg the importance of songs in WW2. They will be able to place composers on a timeline and see music in its historical context.

Children will be able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can sing, feel a pulse, add rhythms and create melodies in a group, and use technology to compose. They will have a secure understanding and knowledge of music and skill set which they can further develop in the future.

Our Music curriculum will foster a love and enthusiasm for the subject amongst our children so that they continue to enjoy and embrace music in their lives.

### National Curriculum Age Related Statutory Coverage

Early Years Foundation Stage	Key Stage 1	Key Stage 2
<p>Music is part of the Expressive Arts and Design strand of learning. Music is included in Communication and Language, Physical Development and Being Imaginative and Expressive.</p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Combine different movements with ease and fluency</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Early Learning Goal:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>		
<b>Music Vocabulary Map</b>		
<b>EYFS</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<ul style="list-style-type: none"> <li>• chant</li> <li>• fast</li> <li>• follow</li> <li>• high</li> <li>• instrument</li> <li>• instrument names</li> <li>• low</li> <li>• loud</li> <li>• quiet</li> <li>• repeat</li> <li>• rhythm</li> <li>• sing</li> <li>• slow</li> <li>• song</li> <li>• sounds</li> </ul>	<p>Year 1 – as EYFS plus:</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• cymbal</li> <li>• drum</li> <li>• high</li> <li>• instrument names</li> <li>• listen</li> <li>• loud</li> <li>• low</li> <li>• perform</li> <li>• quiet</li> <li>• shaker</li> <li>• steady beat/pulse</li> <li>• tempo</li> <li>• tune</li> <li>• voice</li> </ul> <p>Year 2 – as Year 1 plus:</p>	<p>Year 3 – as Year 2 plus:</p> <ul style="list-style-type: none"> <li>• accompaniment</li> <li>• call and response</li> <li>• duration</li> <li>• dynamics</li> <li>• lyrics</li> <li>• melodic phrase</li> <li>• melody</li> <li>• orchestration</li> <li>• round</li> <li>• scale</li> <li>• structure</li> <li>• theme</li> <li>• unison</li> </ul> <p>Year 4 – as Year 3 plus:</p> <ul style="list-style-type: none"> <li>• harmony</li> <li>• improvise</li> <li>• leaping</li> </ul>

	<ul style="list-style-type: none"> <li>• accompany</li> <li>• body percussion</li> <li>• chime bar</li> <li>• chord</li> <li>• claves</li> <li>• compose</li> <li>• orchestra</li> <li>• percussion</li> <li>• pitch</li> <li>• pulse</li> <li>• structure</li> <li>• tempo</li> <li>• texture</li> <li>• tuned percussion</li> <li>• untuned percussion volume</li> </ul>	<p>Year 5 – as Year 4 plus:</p> <ul style="list-style-type: none"> <li>• accent</li> <li>• bass</li> <li>• metre</li> <li>• notation</li> <li>• texture</li> <li>• timbre</li> </ul> <p>Year 6 as Year 5 plus:</p> <ul style="list-style-type: none"> <li>• diction</li> <li>• interval</li> <li>• syncopation</li> </ul>
<b>Skills Map - EYFS</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<p>Children:</p> <ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• experiment with creating sounds with different instruments</li> <li>• sing a range of songs and rhymes</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• make a range of sounds with their voice</li> <li>• make a range of sounds with instruments</li> <li>• represent sounds pictorially</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• say if they like or dislike a piece of music</li> <li>• identify and name environmental sounds</li> <li>• begin to describe sounds (loud, quiet, low, fast)</li> <li>• begin to express how music makes them feel</li> </ul>
<b>EYFS – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• perform a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• begin to sequence sounds to create a rhythm or beat</li> <li>• begin to repeat short rhythmic and melodic patterns</li> <li>• Begin to read pictorial representations of music eg music story maps</li> </ul>	<ul style="list-style-type: none"> <li>• Identify reasons why they like one piece of music more than another</li> </ul>

<b>Skills Map - Year 1</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• use instruments to perform a simple piece</li> <li>• respond to musical indications about when to play or sing</li> <li>• respond musically with increasing accuracy to a call eg high/low, loud/soft, fast/slow and keep a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• make a range of sounds with their voice</li> <li>• make a range of sounds with instruments</li> <li>• identify changes in sounds</li> <li>• tell the difference between long and short sounds</li> <li>• represent sounds pictorially</li> <li>• make a sequence of sounds for a purpose</li> <li>• repeat short rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• respond to different moods of music in different ways</li> <li>• form an opinion about a piece of music and express how they feel</li> <li>• recognise repeated patterns</li> <li>• tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</li> <li>• hear the pulse in a piece of music</li> <li>• describe how sounds are made and changed</li> <li>• begin to associate sounds they hear with instruments</li> </ul>
<b>Year 1 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• perform a rhythm to a steady pulse</li> <li>• sing songs as an ensemble following the melody well</li> </ul>	<ul style="list-style-type: none"> <li>• give a reason for choosing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• identify what different sounds could represent and give a reason why</li> <li>• identify texture – listening for more than one sound at the same time</li> <li>• identify musical structure in a piece of music eg verse, chorus</li> </ul>
<b>Skills Map – Year 2</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• follow the melody using their voice or an instrument</li> <li>• perform in an ensemble with instructions from the leader eg hand signals to indicate pitch and duration of notes</li> <li>• play rhythmic patterns on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and end</li> <li>• represent sounds pictorially with increasing relevance</li> <li>• choose sounds to achieve an effect link with computing</li> </ul>	<ul style="list-style-type: none"> <li>• identify particular features when listening to music</li> <li>• independently identify the pulse in a piece of music and tap along</li> <li>• listen carefully to recall short rhythmic patterns</li> </ul>

<ul style="list-style-type: none"> <li>• sing/clap a pulse increasing or decreasing in tempo</li> <li>• have control when playing instruments</li> <li>• perform musical patterns keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• begin to compose short melodic patterns using two or three notes eg voice/tuned instruments</li> <li>• create short rhythmic patterns – sequences of long and short sounds</li> <li>• control and instrument to create an intended effect</li> <li>• create their own symbols to represent sounds</li> <li>• choose sounds to create an effect on the listener</li> </ul>	<ul style="list-style-type: none"> <li>• begin to recognise changes in timbre and pitch</li> <li>• recognise and name different instruments by sight</li> <li>• begin to evaluate and improve their own work and give reasons</li> <li>• listen to simple inter-related dimensions of music</li> <li>• verbally recall what they have heard with simple vocabulary eg loud, soft, high, low, fast, slow</li> <li>• say what they like and dislike</li> </ul>
<b>Year 2 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>• understand the importance of a warm up</li> <li>• Sing/play rhythmic patterns contrasting dynamics and keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>• use simple structures eg repetition and order in a piece of music</li> <li>• begin to understand that phrases are where we take a breath in a song</li> </ul>	<ul style="list-style-type: none"> <li>• tell whether a change eg pitch, tempo is gradual or sudden and describe its effect</li> </ul>
<b>Skills Map – Year 3</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>• sing songs from memory with increasing expression, accuracy and fluency</li> <li>• maintain a simple part within an ensemble</li> <li>• modulate and control their voice when singing and pronounce their words clearly</li> <li>• play notes on tunes and un-tunes instruments with increasing clarity and accuracy</li> <li>• improvise, including call and response, within a group using their voice</li> <li>• collaborate to create a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• create repeated patterns using a range of instruments</li> <li>• combine different sounds to create a specific mood or feeling</li> <li>• understand how the use of tempo can provide contrast within a piece of music</li> <li>• begin to read and write notation</li> <li>• effectively choose, order, combine and control sounds to create different textures</li> <li>• use silent beats for effect</li> <li>• combine different inter-related dimensions of music eg fast/slow, high/low, loud/soft in their composition</li> </ul>	<ul style="list-style-type: none"> <li>• describe music using appraising vocabulary</li> <li>• begin to compare different kinds of music</li> <li>• recognise differences between music of different times and cultures</li> <li>• use musical words eg pitch, duration, dynamics, tempo to describe and give their opinion on a piece of music</li> <li>• know music can be played or listened to for a variety of purposes – including different cultures and periods in history</li> <li>• recognise a range of instruments by ear</li> <li>• internalise the pulse in a piece of music</li> </ul>

		<ul style="list-style-type: none"> <li>identify the features within a piece of music</li> </ul>
<b>Year 3 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>create accompaniments for melodies</li> <li>compose a simple piece of music that they can recall and use again</li> <li>understand metre in 4 beats; then 3 beats</li> </ul>	<ul style="list-style-type: none"> <li>recognise changes in sounds that move incrementally and more dramatically</li> <li>compare repetition, contrast and variation within a piece of music</li> </ul>
<b>Skills Map – Year 4</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>perform a simple part of an ensemble rhythmically</li> <li>sing songs from memory with increasing expression, accuracy and fluency</li> <li>improvise using repeated patterns with increasing accuracy and fluency</li> </ul>	<ul style="list-style-type: none"> <li>use notations to record and interpret sequences of pitches</li> <li>use notations to record compositions in a small group or on their own</li> <li>use notation in a performance</li> </ul>	<ul style="list-style-type: none"> <li>explain why silence is used in a piece of music and say what effect it has</li> <li>start to identify the character of a piece of music</li> <li>describe and identify the different purposes of music</li> <li>use musical words – pitch, duration, timbre, dynamics, tempo to describe a piece of music and composition</li> </ul>
<b>Year 4 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>use selected pitches simultaneously to produce simple harmony</li> </ul>	<ul style="list-style-type: none"> <li>explore and use sets of pitches, eg 4 or 5 notes</li> <li>show how they can use dynamics to provide contrast</li> </ul>	<ul style="list-style-type: none"> <li>identify how a change in timbre can change the effect of a piece of music</li> </ul>
<b>Skills Map – Year 5</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>sing and use their understanding of meaning to add expression</li> <li>perform ‘by ear’ and from simple notation</li> <li>improvise within a group using melodic and rhythmic phrases</li> <li>recognise and use basic structural forms eg rounds, variations, rondo form</li> </ul>	<ul style="list-style-type: none"> <li>begin to use standard notation</li> <li>choose the most appropriate tempo for a piece of music</li> <li>use technology to compose music which meets a specific criterion</li> </ul>	<ul style="list-style-type: none"> <li>describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>identify, analyse and compare features from a wide range of music</li> <li>discern and distinguish layers of sound and understand their combined effect</li> </ul>



<ul style="list-style-type: none"> <li>maintain their part whilst others are performing their part</li> </ul>		<ul style="list-style-type: none"> <li>suggest improvements to their own or others' work</li> <li>contrast the work of established composers and show preferences</li> </ul>
<b>Year 5 – Greater Depth</b>		
<ul style="list-style-type: none"> <li>use pitches simultaneously to produce harmony by building up simple chords</li> <li>devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>Identify how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how tempo changes the character of music</li> <li>Identify where a gradual change in dynamics has helped to shape a phrase of music</li> </ul>
<b>Skills Map – Year 6</b>		
<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>play a harmony part</li> <li>begin to perform using notations</li> <li>take the lead in a performance</li> <li>take on a solo part</li> <li>provide rhythmic support</li> <li>perform parts from memory</li> </ul>	<ul style="list-style-type: none"> <li>recognise different forms of notation serve different purposes</li> <li>combine groups of beats</li> </ul>	<ul style="list-style-type: none"> <li>evaluate differences in live and recorded performances</li> <li>consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li> <li>refine and improve work</li> <li>compare and contrast the impact different composers from different times will have had on the people of the time</li> <li>analyse features within different pieces of music</li> </ul>
<b>Year 6 - Greater Depth</b>		
<ul style="list-style-type: none"> <li>perform a piece of music which contains two or more distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul>	<ul style="list-style-type: none"> <li>show how a small change of tempo can make a piece of music more effective</li> </ul>	<ul style="list-style-type: none"> <li>appraise the introductions, interludes and endings for the songs they have created</li> </ul>

# Music Long Term Plan

## Key Stage One – Class 2

### Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Peter and the Wolf – Prokofiev <a href="https://www.classicfm.com/discover-music/best-classical-music-kids/">https://www.classicfm.com/discover-music/best-classical-music-kids/</a>	Boom Chicka Boom - Sing for Pleasure Have you Brought your Whispering Voice? - Voices Foundation		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Week Two	Peter and the Wolf - Prokofiev	Boom Chicka Boom - Sing for Pleasure Have you Brought your Whispering Voice? - Voices Foundation		
Week Three	Peter and the Wolf - Prokofiev		Rhythm work	
Week Four	Say My Name – Destiny’s Child (90s RnB)	Oats and Beans and Barley Grow	Rhythm work	
Week Five	Mazurkas Op 24 – Chopin (Folk)	Oats and Beans and Barley Grow	Composing	
Week Six	Don’t Worry, Be Happy - Bobby McFerrin (Pop)	Oats and Beans and Barley Grow	Composing	
Autumn 2	Nativity			

Spring 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	When You're Smiling – Charanga (Jazz and Blues)	Hello, How Are You (Warm Up) Dr Knickerbocker – Singing Sherlock		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Week Two	Zadok the Priest – Handel (Charanga Baroque)	Hello, How Are You (Warm Up) Dr Knickerbocker – Singing Sherlock		
Week Three	Jai Ho - A.R.Rahman (Charanga Bhangra)		Rhythm work	
Week Four	Livin' La Vida Loco – Ricky Martin (Charanga Latin)		Rhythm work	
Week Five	Romance for Violin and Piano - Amy Beach (19 <sup>th</sup> Century) <a href="https://www.classicfm.com/discover-music/best-classical-music-kids/">https://www.classicfm.com/discover-music/best-classical-music-kids/</a>		Composing	
Week Six	Happy – Pharrell Williams		Composing	
Spring 2	Listening and Appraising	Performing	Composing	Outcomes
Week One	The Entertainer – Scott Joplin (Charanga Ragtime)	Ebenezer Sneezer – <a href="https://www.youtube.com/watch?v=B1Eyw7lifUM">https://www.youtube.com/watch?v=B1Eyw7lifUM</a>		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
Week Two	Libertango – Aston Piazzolla (Charanga Tango)	Ebenezer Sneezer – <a href="https://www.youtube.com/watch?v=B1Eyw7lifUM">https://www.youtube.com/watch?v=B1Eyw7lifUM</a>		
Week Three	Horn Concerto No 4 3 <sup>rd</sup> Movement- Mozart (Charanga Classical)		Rhythm work	

Week Four	The Swan from The Carnival of the Animals – Saint-Saens		Rhythm work	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Week Five	The Robots – Kraftwerk (Charanga Electric)		Composing	
Week Six	The Click Song - Miriam Makeba		Composing	
Summer 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Hedwigs Theme from Harry Potter – John Williams (Charanga Film)	Kye Kye Kule – Traditional Ghana		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Week Two	59 <sup>th</sup> Street Bridge Song (Feelin’ Groovy) – Simon and Garfunkel (Folk Rock)	Kye Kye Kule – Traditional Ghana		
Week Three	The Syncopated Clock by Leroy Anderson (Charanga 20 <sup>th</sup> Century orchestral)		Rhythm work	
Week Four	Rapper's Delight - The Sugarhill Gang (Charanga Hip Hop)		Rhythm work	
Week Five	Amazing Grace - Elvis Presley (Charanga Gospel)		Composing	
Week Six	O Fortuna from Carmina Burana - Carl Orff (Charanga Opera)		Composing	

Summer 2	Listening and Appraising	Performing	Composing	Outcomes
Week One	Runaway Blues – Ma Rainey (Blues)	Kookaburra – Marion Sinclair (Traditional Australia)		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Week Two	Banana Boat Song - Harry Belafonte (Calypso) <a href="https://www.youtube.com/watch?v=qKqOwWwOHKc">https://www.youtube.com/watch?v=qKqOwWwOHKc</a>	Kookaburra – Marion Sinclair (Traditional Australia)		
Week Three	Plink, Plank, Plunk - Leroy Anderson (Charanga 20 <sup>th</sup> Century orchestral) <a href="https://www.youtube.com/watch?v=eFsx8EPZ4pk">https://www.youtube.com/watch?v=eFsx8EPZ4pk</a> (Live)		Rhythm work	
Week Four	Stevie Wonder - Sir Duke (Charanga Funk)		Rhythm work	
Week Five	Let it Go – Indina Menzel		Composing	
Week Six	Count on me – Bruno Mars		Composing	

# Music Long Term Plan

## Key Stage Two – Class 3

### Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Hallelujah from Messiah – Handel (Baroque)	Si, Si, Si – Singing Sherlock (Congalese Round)		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality
Week Two	I Got You ( I Feel Good) – James Brown (Funk)	Si, Si, Si – Singing Sherlock (Congalese Round)		
Week Three	Sahela Re – Kishori Amonkar (Indian Classical)		Rhythm work	
Week Four	Symphony No. 5 – Beethoven (Classical)		Rhythm work	
Week Five	Take the ‘A’ Train - Billy Strayhorn Duke Ellington Orchestra (Jazz)		Composing	
Week Six	Bhabiye Akh Larr Gayee – Bhujhangy Group (Bhangra)		Composing	

				live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Autumn 2	Nativity			
Spring 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Night on a Bare Mountain – Mussorgsky (Romantic)	Skye Boat Song – Sing Up		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory
Week Two	Le Freak – Chic (Disco)	Skye Boat Song – Sing Up		
Week Three	Fanfarra (Cabua-Le-Le) Sergio Mendes Carlinhos Brown (Samba)		Rhythm work	
Week Four	O Euchari – Hildegard (Early)		Rhythm work	
Week Five	Wonderwall – Oasis (90s Indie)		Composing	
Week Six	Tropical Bird – Trinidad Steel Band (Calypso)		Composing	

				Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Spring 2	Listening and Appraising	Performing	Composing	Outcomes
Week One	For the Beauty of the Earth – Rutter (20 <sup>th</sup> Century)	Calypso – Junior Voiceworks		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall
Week Two	With a Little Help from my Friends – The Beatles Joe Cocker (Rock and Roll)	Calypso – Junior Voiceworks		
Week Three	U Can't Touch This - MC Hammer (Charanga Hip Hop)	Calypso – Junior Voiceworks		
Week Four	Baris – Gong Kebyyar of Peliaton (Gamelan)		Rhythm work	
Week Five	Mars from The planets – Holst (20 <sup>th</sup> Century)		Composing	
Week Six	Runaway Blues – Ma Rainey (Blues)		Composing	



				<p>sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
Summer 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Hungarian Dance No 5 – Brahms (Classical live performance BBC TEACH ten pieces)	Lost in Space – Durham Music		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using</p>
Week Two	Short Ride in a Fast Car – John Adams (Modern minimalist live performance BBC TEACH ten pieces)	Lost in Space – Durham Music		
Week Three	Entre dos aguas - Paco de Lucia (Flamenco Traditional)		Rhythm work - based on Listening piece	
Week Four	Three Little Birds – Bob Marley (Reggae)		Rhythm work	
Week Five	Taylor Swift - Mean		Composing	

Week Six	Didgeridoo Creation Song - Lewis Burns (Traditional Aboriginal)		Composing	the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Summer 2	Listening and Appraising	Performing	Composing	Outcomes
Week One	Scarborough Fair – Simon and Garfunkel (Traditional English)	Namuma – trad. Ghana <a href="https://www.youtube.com/watch?v=sPZwvhZjZDs">https://www.youtube.com/watch?v=sPZwvhZjZDs</a>		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Week Two	Minute Waltz – Chopin (Charanga Classical) Also <a href="https://www.youtube.com/watch?v=3H0SRv8QNwk">https://www.youtube.com/watch?v=3H0SRv8QNwk</a>	Namuma – trad. Ghana <a href="https://www.youtube.com/watch?v=sPZwvhZjZDs">https://www.youtube.com/watch?v=sPZwvhZjZDs</a>		
Week Three	Suspicious Minds - Elvis Presley (Charanga Rock)		Composing	

Week Four	Nessum Dorma – Pavarotti (Opera) <a href="https://youtube.com/watch?v=bqnkmxuJ9c4">https://youtube.com/watch?v=bqnkmxuJ9c4</a>		Composing	Improve and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Week Five	Superstition - Stevie Wonder (Charanga Motown)		Composing	
Week Six	Breakaway – Kelly Clarkson		Composing	

# Music Long Term Plan

## Key Stage Two – Class 4

### Cycle One

Autumn 1	Listening and Appraising	Performing	Composing	Skills
Week One	Bolero – Ravel (20 <sup>th</sup> Century)	We are the Champions – Sing Up		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improve and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations
Week Two	Hound Dog – Elvis Presley (Rock and Roll)	We are the Champions – Sing Up		
Week Three	Sea Shanties – Various (Folk)		Rhythm work	
Week Four	Hallelujah from Messiah – Handel (Baroque)		Rhythm work	
Week Five	Jai Ho from Slumdog Millionaire – AR Rahman (21 <sup>st</sup> Century)		Composing	
Week Six	Jin-Go-La-Ba (Drums of Passion) – Babat Bunda Olatunji (Drumming)		Composing	

				<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
<b>Autumn 2</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Lean On Me - ACM Gospel Choir (Charanga Gospel)			<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail</p>
Week Two	Lean on Me – Bill Withers <a href="https://www.youtube.com/watch?v=fOZ-MySzAac">https://www.youtube.com/watch?v=fOZ-MySzAac</a> (Soul) Compare			
Week Three	Jamming – Bob Marley (Charanga Reggae)		Rhythm	
Week Four	Coldplay - yellow		Rhythm	
Week Five	New York Girls - Bellowhead (Folk/Shanty) <a href="https://www.youtube.com/watch?v=bn0Ff83spQw">https://www.youtube.com/watch?v=bn0Ff83spQw</a>		Composing	
Week Six	Fight Song – Rachel Platten		Composing	

				and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
<b>Spring 1</b>	<b>Listening and Appraising</b>	<b>Performing</b>	<b>Composing</b>	<b>Skills</b>
Week One	Inkanyezi Nezazi – Ladysmith Black Mambozo (Choral)	Dona Nobis Pacem – Sing Up		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Week Two	English Folk Song Suite – Vaugh Williams (20 <sup>th</sup> Century)	Dona Nobis Pacem – Sing Up		
Week Three	Smalltown Boy – Bronski Beat (80s Synth/Pop)		Rhythm work	
Week Four	Rhapsody in Blue – Gershwin (20 <sup>th</sup> Century)		Rhythm work	
Week Five	Baby can I hold you tonight - Tracy Chapman & Pavarotti <a href="https://www.youtube.com/watch?v=7MM8_XNj76g">https://www.youtube.com/watch?v=7MM8_XNj76g</a>		Composing	
Week Six	Sam Ryder - Spaceman		Composing	

				<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
Spring 2	Listening and Appraising	Performing	Composing	Skills
Week One	Hlokoloza - Arthur Mofokate (Charanga African Kwaito)	Danny Boy – Traditional Irish		Play and perform in solo and ensemble

Week Two	Waterloo (English Version) – Abba (Charanga Pop)	Danny Boy – Traditional Irish		<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Week Three	Daft Punk – One More Time		Rhythm work	
Week Four	Summertime - Gershwin from Porgy and Bess (Billy Holiday Charanga Jazz)		Rhythm work	
Week Five	Summertime – Sidney Bechet <a href="https://www.youtube.com/watch?v=_sy_OcEXxgo">https://www.youtube.com/watch?v=_sy_OcEXxgo</a>		Composing	
Week Six	Billy Eilish – What Was I Made For		Composing	



				Develop an understanding of the history of music
Summer 1	Listening and Appraising	Performing	Composing	Outcomes
Week One	Tusk – Fleetwood Mac	Ain't Gonna Let Nobody – Sing Up		Consolidating skills learnt throughout the year, including using technology
Week Two	River Dance (excerpts) <a href="https://www.youtube.com/watch?v=w0v_pu6miJ8&amp;t=331s">https://www.youtube.com/watch?v=w0v_pu6miJ8&amp;t=331s</a>	Ain't Gonna Let Nobody – Sing Up		
Week Three	Sinnerman – Nina Simone (Jazz) excerpt		Composing	
Week Four	Pink - Trustfall		Composing	
Week Five	<b>As it was – Harry Styles</b>		Composing	
Week Six	Srgt Pepper's Lonely Hearts Club Band – The Beatles		Composing	
Summer 2	Class 4 End of Year Play			