Etwall Primary School Long Term Music Plan

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|  | *Autumn 1* | *Autumn 2* | *Spring 1* | *Spring 2* | *Summer 1* | *Summer 2* |
| Reception | **Celebration music**  Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas  **Music and movement**  Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music  **Musical stories**  A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.  **Exploring sound**  Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them  **Big band**  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience  These are taught throughout the year in EYFS and are taught using a mixture of Kapow and other resources. | | | | | |
| KS1  Cycle A | **Pulse and Rhythm (All About Me)**  This introductory topic includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities | **Timbre and rhythmic Patterns (Fairytales)**  Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. | **Pitch and Tempo (Superheroes)**  Everyone loves superheroes and this unit is a great way to introduce young children to pitch and tempo in a meaningful way. Learning how to identify high and low notes and to compose a simple tune, they explore some different instruments, as well as investigate how tempo changes help tell a story and make music more exciting | **Classical Music, Dynamics and Tempo (Animals)**  Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo. | **Vocal and Body Sounds (By the Sea)**  Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments. | |
| KS1  Cycle B | **Musical me**  In this topic children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody | **Dynamics, timbre, tempo and motifs (Space)**  In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs. | **On this island: British songs and sounds**  Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would sound like and then use this to create their own soundscapes. | **Orchestral instruments (Theme: Western stories)**  Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. | **African call and response song (Animals)**  Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal-based call and response rhythms | |
| Lower KS2  Cycle A | **Adapting and Transposing Motifs (Romans)**  In this topic, pupils experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers | **Ballads**  Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. | **Changes in Pitch, tempo and dynamics (Rivers)**  Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance | **Jazz**  Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion. | **Body and tuned Percussion (Rainforests)**  A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. | |
| Lower KS2  Cycle B | **Traditional instruments and improvisation (India)**  Pupils are introduced to traditional Indian music. Learning all about the rag and tal, they listen to a range of examples of music from the country, identifying traditional instruments as well as creating their own improvisations and performing as a class. | **Rock and Roll**  Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class | **Pentatonic melodies and composition**  **(Chinese New Year)**  Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces. | **Haiku, music and performance (Hanami)**  This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance | **Samba and carnival sounds and instruments**  (South America)  Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. They start by familiarising themselves with traditional sounds and instruments, before learning about syncopated rhythms and then composing their own samba breaks in groups. | |
| Upper KS2  Cycle A | **Composition notation**  **(Ancient Egypt)**  Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation. | **Theme and variations**  **(Pop Art)**  Children explore the musical concept of theme and variations and discover how rhythms can 'translate’ onto different instruments | **Dynamics, pitch and texture**  **(Fingal’s Cave)**  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. | **Songs of World War 2**  Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts | **Blues**  Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing. | |
| Upper KS2  Cycle B | **Film music**  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. | **Looping and remixing**  In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well known song before putting a dance music spin on it to create their own versions | **Composition to represent the festival of colour**  Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders. | **Advanced rhythms**  Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. | **Musical theatre**  In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions | |