

Music

Curriculum Plan



SOUTHRIDGE FIRST SCHOOL - Music Long Term Plan

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- . perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- . learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- . understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content for Key Stage 1

Pupils should be taught to:

- . 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.

Subject content for Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- . 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 live and recorded music drawn from different traditions and from great composers and musicians
- . develop an understanding of the history of music.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

MUSIC YEAR 1

MUSIC YEAR 2

MUSIC YEAR 3

MUSIC YEAR 4

COMPOSERS & MUSICIANS

COMPOSERS & MUSICIANS

COMPOSERS & MUSICIANS

COMPOSERS & MUSICIANS

<ul style="list-style-type: none"> • Gershwin • Vaughan Williams • Aaron Copland • Prokofiev 	<ul style="list-style-type: none"> • Haydn • Mozart • Beethoven • Telemann 	<ul style="list-style-type: none"> • Verdi • Chopin • Wagner • Schubert • Tchaiovsky • Liszt 	<ul style="list-style-type: none"> • Albinoni • Purcell • Bach • Lully • Couperin • Handel
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Year 1

Autumn 1	<p>Topic: Hey you!</p> <ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <p>Musical Activities –</p> <ul style="list-style-type: none"> • Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. • Playing - start to play a classroom instrument in a group/band/ensemble. • Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.
Autumn 2	<p>Topic: Rhythm in the way we walk/ The banana rap and Christmas</p> <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above- Autumn 1) • Musical Activities: <ul style="list-style-type: none"> • Games • Singing <p>Unit specific focus: how pulse, rhythm and pitch work together. Singing and rapping.</p>
Spring 1	<p>Topic: In the Groove.</p> <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above) <p>Musical Activities -</p> <ul style="list-style-type: none"> • Games

	<ul style="list-style-type: none"> • Singing • Playing <p>Unit specific focus: Playing/singing in different styles and learning about those styles.</p>
<p style="text-align: center;">Spring 2</p>	<p>Topic: Round and round.</p> <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above) <p>Musical Activities</p> <ul style="list-style-type: none"> • Games • Singing • Playing
<p style="text-align: center;">Summer 1</p>	<p>Topic: Your imagination</p> <p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities -</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Unit specific focus: Create your own lyrics. Mixed styles and listening to songs/music about using your imagination.</p>
<p style="text-align: center;">Summer 2</p>	<p>Topic: Reflect, rewind and replay.</p> <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above) <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing • Playing

- Improvisation
- Composition
- Perform/Share

Unit specific focus: revision and deciding what to perform. Listen to Western Classical Music. The language of music.

Year 2

<p>Autumn 1</p>	<p><u>Topic – Hands, Feet, Heart</u></p> <p>Warm-up Games</p> <p>Flexible Games (optional)</p> <p>Sing the song Hands, Feet, Heart.</p> <p>Play instrumental parts.</p> <p>Play composition(s) within the song.</p>
<p>Autumn 2</p>	<p><u>Topic – Ho Ho Ho</u></p> <p>Flexible Games.</p> <p>Sing the song Ho Ho Ho.</p> <p>Play instrumental parts</p>
<p>Spring 1</p>	<p><u>Topic – I Wanna Play in a Band</u></p> <p>Warm-up Games.</p> <p>Flexible Games (optional)</p> <p>Sing the song I Wanna Play In A Band.</p>

	<p>Play instrumental parts.</p> <p>Improvise.</p> <p>Play compositions within the song and perform final piece.</p>
<p>Spring 2</p>	<p><u>Topic – Zootime</u></p> <p>Warm-up Games.</p> <p>Flexible Games (optional)</p> <p>Sing the song Zootime.</p> <p>Play instrumental parts.</p> <p>Improvise.</p> <p>Play compositions within the song and perform final piece.</p> <p><u>Wider Opportunities Recorder Course</u></p> <p>Learn the basics of how to play musically, the language of music and the first three notes; B, A, G.</p>
<p>Summer 1</p>	<p><u>Topic – Friendship Song</u></p> <p>Warm-up Games.</p> <p>Flexible Games (optional)</p> <p>Sing the song Friendship Song.</p> <p>Play instrumental parts.</p> <p>Improvise.</p> <p>Play compositions within the song and perform final piece.</p> <p><u>Wider Opportunities Recorder Course</u></p> <p>Learn the basics of how to play musically, the language of music and the first three notes; B, A, G.</p>

<p>Summer 2</p>	<p><u>Topic – Reflect, Rewind and Replay</u></p> <p>Warm-up games.</p> <p>Composition Activity.</p> <p>Rhythm Grid Work</p> <p>The Language of Music</p> <p>Rewind and Replay (Revision)</p> <p>Revisit all songs from the year.</p> <p><u>Wider Opportunities Recorder Course</u></p> <p>Learn the basics of how to play musically, the language of music and the first three notes; B, A, G.</p>
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Year 3

Autumn 1	<p>Charagnga unit 1</p> <p>Let Your Sprit Fly</p> <p>Listen and appraise</p> <p>Musical activities</p> <p>Performance</p>
Autumn 2	<p>Explore and create a group instrumental using classroom objects- linked to stone age using basic objects.</p> <p>Christmas production</p> <p>Sing simple songs from memory with accuracy of pitch- understand the importance of articulating words</p> <p>Listen carefully to attention to detail.</p> <p>Mr Slade- Violin</p>
Spring 1	<p>Charanga unit</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Three little birds</p> <p>Listen and appraise</p> <p>Musical activities</p> <p>Performance</p> <p>Mr Slade- Violin</p>
Spring 2	<p>Ukulele: The Ukulele course on Charanga aimed at key stage 2.</p> <p>Interactive resources introducing children to:</p> <ul style="list-style-type: none"> parts of ukulele notation of strings open string strumming/plucking C chord <p>Listening focus:</p> <p>Listen with attention to detail:</p> <p>to a variety of ukulele performers using a wide range of styles</p> <p>classical music from the 'Ten Pieces' collection(link with art work)</p> <p>Singing and Performance</p> <p>Singing a variety of songs, some topic linked.</p>

<p>Summer 1</p>	<p>Ukulele The Ukulele course on Charanga aimed at key stage 2. -Interactive resources introducing children to: parts of ukulele notation of strings open string strumming/plucking C chord</p> <p>Listening focus: Listen with attention to detail: to a variety of ukulele performers using a wide range of styles classical music from the 'Ten Pieces' collection(link with art work)</p> <p>Singing and Performance Singing a variety of songs, some topic linked.</p>
<p>Summer 2</p>	<p>Learning to sing, play, improvise and compose using:</p> <p>Ukulele - consolidate playing Listen and appraise variety of classical pieces.</p> <p>Children will continue to learn a variety of songs taken from: 'The Singing Strategy' -Sing Up and 'Charanga' Children will learn and perform a variety of songs linked to their topic work on WW2</p> <p>Mozart Read the story about the magic flute and listen to the operatic songs.</p>

<p>Autumn 1</p>	<p>Charanga Core music unit –</p> <p>Mamma Mia (Pop)</p> <p>ABBA are one the most successful pop bands in the history of popular music. As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p>
<p>Autumn 2</p>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><u>Great Composers - Baroque period</u></p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <p>Albinoni-Adagio in G minor</p> <p>Bach-Brandenburg Concerto No 1</p> <p>Couperin-Les Tricoteuses (The Knitters)</p> <p>Children will learn a variety of songs taken from 'Charanga'</p>
<p>Spring 1</p>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><u>Great Composers - Baroque period -Tudors, The Civil War and Revolution</u></p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <p>Handel-The arrival of the Queen of Sheba</p> <p>Children will learn a variety of songs taken from 'Charanga'</p>
<p>Spring 2</p>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p>

	<p>Lean on me - 'Charanga' unit</p>
<p>Summer 1</p>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p>Blackbird – “Charanga” unit.</p>
<p>Summer 2</p>	<p><u>Trumpet</u></p> <p>The trumpet course is aimed at key stage 2 and contains interactive resources and detailed lesson plans. This is delivered by a North Tyneside Peripatetic teacher.</p> <p><u>Great Composers - Baroque period -Tudors, The Civil War and Revolution</u></p> <p>The Great Composers topic contains classical repertoire from the Medieval Period until the turn of the 21st Century including works by some of the most famous western composers. The collection is intended to provide a range of listening examples, some well known and some less so which can be used for assemblies, to create a positive working environment or as part of your curriculum work.</p> <p>Albinoni-Adagio in G minor</p> <p>Bach-Brandenburg Concerto No 1</p> <p>Couperin-Les Tricoteuses (The Knitters)</p> <p>Handel-The arrival of the Queen of Sheba</p> <p>Purcell-Dido and Aeneas:Overture</p> <p>Lully-Armide Overture</p> <p>Children will learn a variety of songs taken from 'Charanga'.</p>