

## Music Long Term Plan 2023- 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Environment</u> <b>Composition</b> Explore songs to create accompaniments and sound pictures	<u>Sounds</u> Exploring Sounds Explore how instruments can be classified Explore timbre and structure through musical conversations.	<u>China</u> <b>Pitch</b> Explore pentatonic scale through traditional Chinese music. Explore different ways of notation pitch	<u>In the Past</u> <b>Pitch</b> Origins of pitch notation introduced Compose melodies	<u>Human Body</u> <b>Structure</b> Create word rhythms to build a skeleton dance	<u>Ancient Worlds</u> <b>Structure</b> Chanting and singing different songs structures
	<u>Buildings</u> <b>Beat</b> Explore and create rhythms	<u>Poetry</u> <b>Performing</b> Create their own expressive performances	<u>Time</u> <b>Beat</b> Develop their understanding of beat, metre and rhythm Use staff notation	<u>Communication</u> <b>Composition</b> Explore and compose sounds inspired by technology	<u>Singing French</u> <b>Pitch</b> Singing games in a different language	<u>Food and Drink</u> <b>Performance</b> Composing word rhythms and singing in a round.
Year 4	<u>Sounds</u> Exploring sounds Look at the ways sounds are produced and classified	<u>Year 4 Christmas Production</u> Singing and playing solo and ensemble pieces using voices & musical instruments	<u>Poetry</u> <b>Performance</b> Develop performances of contrasting poems creating ostinato and accompaniments	<u>Building</u> <b>Beat</b> Explore musical textures; using different structures to combine ostinati	<u>Communication</u> <b>Composition</b> Compose theme music	<u>In the Past</u> <b>Notation</b> Use notations to build performances
	<u>Ancient Worlds</u> <b>Structure</b> Explore music inspired from the Egyptians		<u>Environment</u> <b>Composition</b> Create ostinato & descriptive accompaniments following grid and staff notation	<u>Around the World</u> <b>Pitch</b> Explore ostinatos, pentatonic melodies and rhythms	<u>Time</u> <b>Beat</b> Explore rhythm and syncopation	<u>Food and Drink</u> <b>Performance</b> Use singing to celebrate!
Year 5	Quetzals Flute lessons with Surrey Arts		<u>Solar System</u> <b>Listening</b> Explore how our universe inspired composers including Claude Debussy and Gustav Holst using sound sequences and staff notation.	<u>Life Cycles</u> <b>Structure</b> Sing, perform and compose using new techniques (including staff notation) and structures through music from classic composers. & Easter Service Songs	<u>Keeping Healthy</u> <b>Beat</b> Invigorating performances using new musical techniques, including staff and grid notation.	<u>At the Movies</u> <b>Composition</b> Explore music from 1920s movies - learning techniques for creating soundtracks and film scores. Compose their own movie music
	Parrots <u>Solar System</u> <b>Listening</b> Explore how our universe inspired composers including Claude Debussy and Gustav Holst using sound sequences and staff notation.	<u>Life Cycles</u> <b>Structure</b> Sing, perform and compose using new techniques (including staff notation) and structures through music from classic composers	Flute lessons with Surrey Arts & Easter Service Songs	<u>Keeping Healthy</u> <b>Beat</b> Invigorating performances using new musical techniques, including staff and grid notation.	<u>At the Movies</u> <b>Composition</b> Explore music from 1920s movies - learning techniques for creating soundtracks and film scores. Compose their own movie music	
	Toucans <u>Solar System</u> <b>Listening</b> Explore how our universe inspired composers including Claude Debussy and Gustav Holst using sound sequences and staff notation.	<u>Life Cycles</u> <b>Structure</b> Sing, perform and compose using new techniques (including staff notation) and structures through music from classic composers	<u>Keeping Healthy</u> <b>Beat</b> Invigorating performances using new musical techniques, including staff and grid notation.	<u>At the Movies</u> <b>Composition</b> Explore music from 1920s movies - learning techniques for creating soundtracks and film scores. Compose their own movie music & Easter Service Songs	Flute lessons with Surrey Arts	
Year 6	<u>World Unite</u> Step dance performance Explore rhythm and melody in singing, movement and dance.	<u>Journeys</u> Song cycle performance Explore journeys in life through optimistic and uplifting song.	<u>Growth</u> Street dance performance Explore Ravel's Bolero through rhythmical rhyme.	<u>Roots</u> Mini musical performance Develop a complete musical performance about the effects of the slave trade on a West African Village.	<u>Class Awards</u> Awards show performance Create and perform fanfares, raps, songs and famous music in a final grand ceremony.	<u>Year 6 Production &amp; Leavers' Services</u> Singing and playing solo and ensemble pieces using voices & musical instruments

### 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.

# Musical Dimensions

<b>PULSE / BEAT</b>	Pulse and beat are often used synonymously. Both refer to the regular heartbeat of the music - the 'steady beat'
<b>PITCH</b>	Refers to the complete range of sounds in music from the lowest to the highest
<b>DURATION</b>	The word used in music to refer to the length of a sound or silence
<b>DYNAMICS</b>	The volume of the music, usually described in terms of loud/quiet
<b>TEMPO</b>	The speed of music, usually described in terms of fast/slow
<b>TIMBRE</b>	The quality of sound, e.g. squeaky. All instruments, including voices, have a particular
<b>TEXTURE</b>	Layers of sound, e.g. two layers of sound created by a melody accompanied by a drum beat
<b>STRUCTURE:</b>	Most music is underpinned by a structure, which may be as simple as beginning, middle and end
<b>NOTATION:</b>	Ways of writing music down - e.g. symbols, pictures, staff notation etc.