

MUSIC LONG TERM PLAN 2023 4

Music LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>YR Kodaly Singing Games</p> <p>Instrument: VOICE</p>	<p>Prepare Pulse/Beat Build up a repertoire of songs and rhymes. Experience different voice types – singing/ speaking/ thinking voice.</p>	Nativity	<p>Present Pulse/Beat Experience the beat through actions in known songs and rhymes.</p>	<p>Practise the Pulse/Beat Experience dynamics – lullabies, piano and forte.</p>	<p>Practise the Pulse/Beat Experience pitch physically – high and low.</p>	<p>Practise the Pulse/Beat Prepare Rhythm Build up a repertoire of songs and rhymes to prepare for rhythm.</p>
<p>Year 1 Kodaly Singing Games</p> <p>Instrument: Untuned Percussion</p>	<p>Prepare ta te-te Aural discovery – is there a place in the song/rhyme where there is more than 1 clap on the beat? Where is it? How many claps? Are they even/uneven? Visual discovery – introduction to stick notation Introduce the rhythm names – ta and te-te</p>	Nativity	<p>Practise ta te-te Clap and say the rhythm names Reading and writing rhythm patterns Recognise known rhyme from stick notation Clap an ostinato whilst singing a familiar song Flashcard reading Compose own 4 beat rhythm to a given form structure Prepare so mi Visual Representation – use pictures (then noteheads) to represent high/ low notes on the stave. Introduce the singing names and hand signs and the stave.</p>	<p>Practise so mi Sing known songs with solfa and hand signs. Prepare ta rest Understand there are some beats with no singing sound - Which beats have no singing sound? Visual representation of where the beats have no sound</p>	<p>Practise ta rest Reading and writing rhythm patterns Recognise known rhyme from stick notation Clap an ostinato whilst singing a familiar song Flashcard reading Compose own 4 beat rhythm to a given form structure Build repertoire for la Solo sing in call-and-response games.</p>	<p>Prepare la Aural discovery – is there a new pitch? Where is it? Is it higher or lower than so? Is it a step or a skip? Give it a singing name and hand sign Place the new pitch on the tone ladder and on the stave.</p>

<p>Year 2 Sing Up</p> <p>Instrument: Tuned Percussion (Glocks) in small groups (not whole class ensemble teaching)</p>	<p>Tony Chestnut Improvise rhythms along to a backing track using the note C or G.</p> <p>Play the song's melody on a tuned percussion instrument.</p> <p>Sing with good diction to emphasise word play. Listen to, recognise and play echoing phrases by ear.</p>	<p>Nativity</p>	<p>Grandma Rap Compose 4-beat patterns. Chant rhythmically and perform in unison and in a round.</p> <p>Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Learn a clapping game to <i>Hi Lo Chicka Lo</i> Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers)</p>	<p>Orawa Structure short, musical ideas to form a larger piece. Perform composed pieces for an audience (rest of year group) Listen with attention to detail and recall sounds and patterns. Swing-a-long with Shostakovich Create action patterns in 2- and 3-time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. Move freely and creatively to music using a prop.</p>	<p>Composing Music Inspired by Birdsong Invent simple patterns using voices, body percussion and then instruments. Follow signals given by a conductor/ leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments. Charlie Chaplin Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.</p>	<p>Tanczymy labada Compose rhythm patterns to accompany the song Sing confidently in another language and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</p>
<p>Year 3 Sing Up</p> <p>Instrument: Ukulele</p>	<p>I've Been to Harlem Compose a pentatonic ostinato Sing a call-and-response song in groups, holding long notes Play melodic and rhythmic accompaniments to a song Listen and identify where notes in the</p>	<p>Play Ukulele 1 <i>Latin Dance</i></p> <p>Use Sing Up tutorials to introduce ukulele and playing techniques.</p>	<p>Play Ukulele 2 Use ukulaliens playalongs and justinguitar to learn and practise songs for Spring Bonanza. <i>Fly with the Stars</i> Improvise on-the-spot phrases using mi-re-do over a one-chord groove. Listen and copy back stepwise phrases using</p>	<p>Play Ukulele 2 <i>Fly with the Stars</i> Compose rising and falling question-and-answer phrases using mi-re-do. Play a part on a ukulele as part of a whole class performance. Spring Bonanza Performance</p>	<p>Sound Symmetry Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>Just 3 Notes Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read and follow a 'score'. Compose music, structuring short ideas into a bigger piece. Notate, read and follow a 'score'.</p>

	melody of the song go down and up		mi-re-do and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Compose rising and falling question-and-answer phrases using m-r-d.		'March' from The Nutcracker Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A) Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.	Recognise and copy rhythms and pitches C-D-E. Samba with Sergio Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music. Talk about what has been learnt about Brazil and Carnival. i.e. Samba batucada instruments and playing in call-and-response; samba schools; in Brazil music helps communities thrive; that word rhythms are an important way to earn rhythm patterns; that you can freely express yourself at a Carnival.
Year 4 Strings with RGS Instrument: Violin/cello	Care, Posture, Strumming Parts of the violin Tips for practice Handling techniques – warm up, bow hold, posture, stance Strumming open strings E A D G	Rhythm Create 4 beat rhythm patterns Use the rhythm names - Ta, ti-ti, ta-a, syn-co-pa Play music with 3 crotchets beats in a bar and 2 crotchet beats in a bar Key of C	Pitch Play music with 4 crotchet beats in a bar Slur Fingering (colours black (open), red 1, green 2, blue 3) Key of G	Metre Compound Time Play music with 6 quaver beats in a bar Use rhythm names - Syn-co-pa and tika-tika (semiquavers) Key of A	Pitch B minor Twinkle Twinkle Little Star Scale of E minor Play in a round	Duration Scale of D major Rests Semibreve

		Key of D Key of F		Play starting from different ends of the bow Spring Bonanza Performance		
Year 5 Musical Theatre Instrument: Recorder s	Recorders Care, posture, tonguing Hot Cross Buns Pineapple Punch Mr Cool Curtain Raiser Five Jive Composition	Pop Songs Dance Monkey – Tones and I Shotgun – George Ezra Happy Pharrell Williams Believer – Imagine Dragons As it Was – Harry Styles Bad Habits – Ed Sheeran	Musicals Choreography and Singing Oliver! Hairspray	Musicals Singing and Acting The Greatest Showman Charlie and the Chocolate Factory	(Characters and Scenes) Why We Sing Recognise by ear, individual instruments and voices. Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary.	(Characters and Scenes) Introduction to Songwriting 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop understanding of song writing techniques.
Year 6 Sing Up Instrument: Body Percussion – Tribal Groove	African Body Percussion: Tribal Groove Communicate messages through body percussion Y5 T3 Composing in Ternary Form Create a piece in ternary form using a pentatonic scale, and containing dynamics and tempo. Notate ideas to form a	Y5 T2 Madina tun nabi Use major chords to create a drone accompaniment and improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins. Listen and copy back simple rhythmic and melodic patterns.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time. Listen to historical recordings of big band	Dona Nobis Pacem Compose an 8-bar piece in 3-time. Sing a round in a legato style. Listen to a piece of music identifying changes in texture. Listen to music from a mass and talk about features of the music.	SATs pms Music Technology – ipad Garage Band Twinkle Variations Decipher a graphic score Play <i>Twinkle, Twinkle Little Star</i> Create variations using a wide variety of composing techniques Improvise on to of a repeating bassline.	Amu Sau Vala Tara Bal Create a rhythmic piece for drums and percussion instruments. Sing a melody with attention to phrasing. Develop knowledge and understanding of a variety of musical styles from India and talk

	<p>simple score to play from. Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p>		<p>swing and describe features of the music using music vocabulary.</p>			<p>about them using music vocabulary. Show the beat by dancing to bhangra music.</p>
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