

Music

Long Term Plan By Year Group

Music Yearly Plan Year 3

Autumn		Spring		Summer	
1	2	1	2	1	2
African Drumming / Rhythm taught by teacher from Norfolk Music Services					
<ul style="list-style-type: none"> • Intro to African Djembe • Body Percussion – changing and repeating actions • Following & understanding basic signals • Counting • Playing as an ensemble 	<ul style="list-style-type: none"> • Steady pulse • Rhythmic Ear Training – copying simple rhythms by ear 2/4 and 4/4 time signatures, with call and response. • Rhythm development – rhythm games • Djembe rhythm. 	<ul style="list-style-type: none"> • Notation – rhythm notation, semi-breve, minims, crotchets, quavers, semi-quavers and rests • Improvisation. • I like fish and chips. • Use tunes to keep a steady beat – rhythms become more complex. 	<ul style="list-style-type: none"> • Notation. • Sight reading of notation. • Improvisation and solos on drums. • Build up confidence as soloists and in group exercises. 	<ul style="list-style-type: none"> • Notation – continue with sight reading exercises. 	<ul style="list-style-type: none"> • Preparation for performance. • Recap repertoire. Performance as ensemble

Music Yearly Plan Year 4

Autumn		Spring		Summer	
1	2	1	2	1	2
Recorder lessons and music taught by teacher from Norfolk Music Services					
<ul style="list-style-type: none"> • Holding the recorder. • Learning B, A and G. • Use simple tunes • Vamoosh • Left and Right hand positioning. 	<ul style="list-style-type: none"> • Visual musical hands resource – helps with children being able to follow music. • Begin learning pieces like Jingle Bells with 5 notes. 	<ul style="list-style-type: none"> • Music World • Stave music and dynamics • Improvisation (on recorder) • Rhythm sticks work • Notation / finger position on recorder • - Listening and appraising 	<ul style="list-style-type: none"> • Music World • Stave music and dynamics • Improvisation (on 4 beats) • Rhythm sticks work • Notation BAGE / finger position on recorder • - Listening and appraising 	<ul style="list-style-type: none"> • Read more complex tunes • Listen to tone • Improvisation on Recorder 	<ul style="list-style-type: none"> • Performance preparation. • Work on confidence for solo parts and group work.

Music Yearly Plan Year 5

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>Introduction to instrument family.</p> <ul style="list-style-type: none"> - Learn to set up and tune/warm up instrument - Learn first few 'open' notes. - Learn to play with increasingly clearer tone. - Listening skills – listening for instruments, pulse, rhythms, 'mood' and emotive response and being able to discuss this. 	<p>Mars – Gustav Holst</p> <ul style="list-style-type: none"> - Ostinato. Repeating patterns. - Listening skills – listen to other 'planets' to see if children agree / can guess what the planet is the bringer of. - Continue learning notes on instruments and accompanying notation. - Begin writing notation on whiteboards. - Christmas ensemble – first time as Y5 orchestra. Introduce basic chord work. 	<p>Storm – Benjamin Britten</p> <ul style="list-style-type: none"> - Extend repertoire of notes to play the repeating bassline – keep referring back to this for summer concert. - Discussion moving on from Storm – how can music influence imagination. Storylines in music. Consider other 'stories' in music – listening and watching. Power of music in film/memory. 	<p>In the Hall of the Mountain King – Edvard Grieg</p> <ul style="list-style-type: none"> - Use of latin phrases- recap f, p, crescendo, diminuendo etc. + specific to instrument. Consider also tempo – adagio, presto etc. - Base this on mountain king – quiet footsteps to louder, faster work. - Begin chord work concepts. 	<p>Elgar Variations incl Nimrod</p> <ul style="list-style-type: none"> - Continue thinking about how music influences. Elgar variations written about / for various people. How does music show character. - Chord work as an orchestra – 1, 4 and 5. - Working as an ensemble / orchestra practice – working on summer performance pieces. - Notation and staff work. 	<p>Stravinsky - Firebird (After summer performance)</p> <ul style="list-style-type: none"> - Summer performance practice - Continue notation and staff work. - Listening and appraising with art. Comic strip the piece of music what do the children think the firebird is doing through the piece of music. -Extend repertoire of notes.

Music Yearly Plan Year 6

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>Delia Derbyshire (& Segun Akinola) – Doctor Who Theme</p> <p>Discuss re: equality in music! Recapping on notes learned so far, revision of staff and other notation. - Deepening listening skills.</p>	<p>A night on bare mountain - Modest Mussorgsky</p> <p>- Link to Halloween with Mussorgsky. - Beginning to extend learning to taking tunes of pieces of music. - Christmas ensemble – separate year groups. Year 6 to take bigger role with tune and complexity in chords.</p>	<p>Symphony No5 (1st movement) - Beethoven</p> <p>- Composition of own ensemble piece of music based on notation in Symphony No5. - Revisit dynamics and tempo. - Continue with written notation. Extend to other clefs if appropriate.</p>	<p>Handel – Zadok the priest. Carl Orff – O Fortuna</p> <p>-The use of and power of voice(s) as an instrument. Sung elements to lessons, rounds & harmony. -End of term – first full 2 year group ensemble – preparation for Summer concert.</p>	<p>Mambo from West Side Story. (Link also to Prokofiev and Tchaikovsky.)</p> <p>Link to Romeo and Juliet unit in Year 6. Discuss how Performance practice – draw in on all of pieces and historical work as well as any compositions</p>	<p>Performance (Music only until end June)</p>