

## Music Long Term Plan



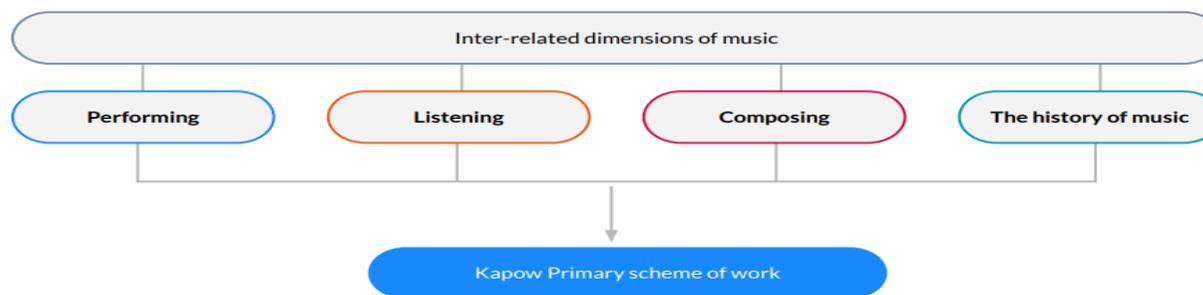
<b>Cycle A</b>	<b>Unit 1 Autumn</b>	<b>Unit 2 Spring</b>	<b>Unit 3 Spring</b>	<b>Unit 4 Summer</b>
<b>Rec/Y1</b>	Exploring sound	Music and movement	Pulse and Rhythm (Theme-All about me)	Musical Vocabulary (Theme-Under the sea)
<b>Y2/3</b>	Orchestral instruments (Theme-Traditional Stories)	Musical Me	Ballads	<u>Instrumental unit</u> (whole term) South Africa
<b>Y4/5/6</b>	Samba and carnival sounds and instruments	Composition notation (Theme -Ancient Egypt)	Blues	<u>Instrumental unit</u> (whole term) South America  Composing and performing a Leavers' Song

<b>Cycle B</b>	<b>Unit 1 Autumn</b>	<b>Unit 2 Spring</b>	<b>Unit 3 Spring</b>	<b>Unit 4 Summer</b>
<b>Rec/Y1</b>	Musical stories	Big band	Timbre and rhythmic pattern (Theme- Fairytales)	Pitch and Tempo (Theme-Superheroes)
<b>Y2/3</b>	Myths and Legends	Pentatonic melodies and composition (Chinese New Year)	Traditional instruments and improvisation	<u>Instrumental unit</u> (whole term) Caribbean
<b>Y4/5/6</b>	Adapting and transposing motifs (Theme-The Romans)	South and West Africa	Advanced rhythms	<u>Instrumental unit</u> (whole term) Indonesia

	Theme and variation- Theme-Pop Art			Composing and performing a Leavers' Song
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<b>Cycle C</b>	<b>Unit 1 Autumn</b>	<b>Unit 2 Spring</b>	<b>Unit 3 Spring</b>	<b>Unit 4 Summer</b>
<b>Y4/5/6</b>	Changes in Pitch, Dynamics and Tempo	Composition to represent the festival of colour	Baroque	<u>Instrumental unit</u> (whole term) India/America  Composing and performing a Leavers' Song

### How is the Music scheme of work organised?



### Inter-related dimensions of music

The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

The scheme has been designed as a spiral curriculum with the following key principles in mind:

It is **cyclical** so that the children return to the same knowledge and skills throughout their time in primary school. However, they cover these with **increasing depth** each time they revisit knowledge or skills. Upon returning to these skills, the pupils utilise their **prior knowledge** so they can build on previous foundations, rather than starting again.

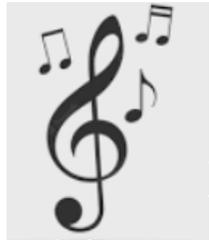
**Non-negotiables:**

- Within each unit, lessons must be taught in order as they build upon one another
- The instrumental scheme is progressive and lessons must be taught in order. These lessons are taught over the course of a term for depth, time to practise and make progress
- Please adhere to the long-term plan and music for pleasure plan which gives pupils chance to apply their skills to fun, wider musical opportunities planned for them.
- Display/Evidence music work in the classroom or on Seesaw so that children can see and share their progress and success, knowing that their hard work is valued.
- Music books should have Chapter pages and knowledge organisers as per federation non-negotiables
- Ensure you engage in the termly composer studies as a class or whole school via music assemblies and evidence the work via music appreciation pieces in your music books
- Display the inter-related dimensions of music vocabulary and definitions in your classroom as well as the unit vocabulary to reference when learning

## Music for pleasure plan

**Termly composer study**-Please use the following resource to support you to focus in on a particular composer of your choice each term. This involves listening to their music often as part of focused listening time and appraising what you hear through class discussion or creation of some art and design work or biographical work, inspired by that composer.

<https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6>



### Autumn term plan

- Children use their performing skills in the Harvest service, and Christmas carol concert/play
- Children have regular opportunities to listen to live performances involving music e.g. pantomime/theatre show/community musician

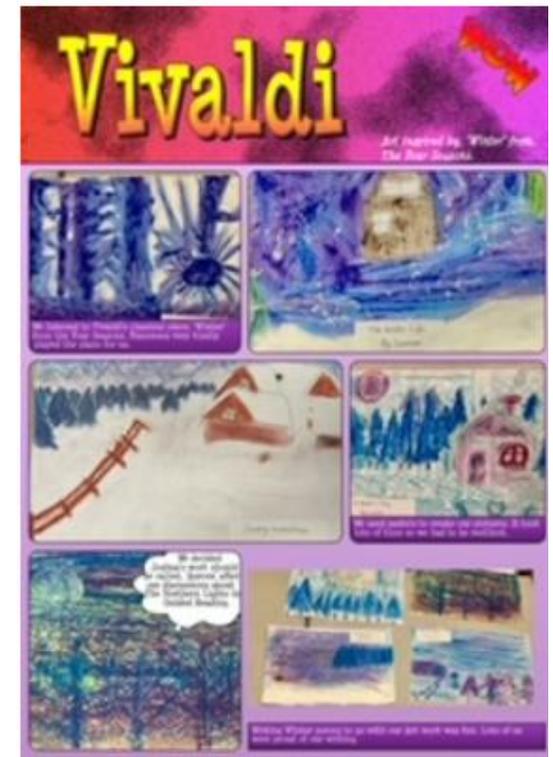


### Spring term plan

- Children use their performing skills in the Easter service and Royal Hall performance
- Children share either their class compositions or knowledge of music history work with another class in school or the federation

### Summer term plan

- Children use their performing skills in the summer production
- Summer music assembly (**Music from around the world**), using the content from the whole class instrumental lessons and solo/group volunteers- community link
- Y6 compose song for leaving



### Additional enrichment...

- School choir or music club and music assemblies
- Cross curricular opportunities to write lyrics and perform
- Offering of school music service lessons