

St Silas – Long Term Music Plan 2021-22

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Reception</u>	<u>Charan ga</u>	<p style="text-align: center;"><u>Me!</u></p> <p>The children will learn and sing popular nursery rhymes and action songs. They will listen to different styles of music, take their first steps in improvisation and begin to discover how the interrelated dimensions of music effect the mood of the music.</p>	<p style="text-align: center;"><u>Everyone!</u></p> <p>Different styles of music will be listened to and discussed. They will continue to learn and sing popular nursery rhymes and action songs. The children will perform improvisations and will learn music to play within a song.</p>	<p style="text-align: center;"><u>Big Bear Funk</u></p> <p>Children will be listening and appraising funk music in this unit. They will be re-enforcing the work completed already this year on the interrelated dimensions of music. The children will sing, improvise and play instruments, learning the names of some of the more common percussion instruments used in the classroom.</p>
	<u>Mrs Dunphy</u>	<p style="text-align: center;"><u>Changes</u></p> <p>An introduction to myself and music lessons, incorporating songs and music games that focus on both the changes around them in Autumn and changes in music (start/stop, fast/slow, high/low). The main focus is to get children enjoying music, feeling the pulse and maximising participation.</p>	<p style="text-align: center;"><u>Minibeasts</u></p> <p>Minibeast songs will form the basis of this unit of work. We will sing songs that encourage children to sing on their own, should they wish to. We will use scarves and shaky eggs to express ourselves and show our understanding of music opposites.</p>	<p style="text-align: center;"><u>Once Upon a Time</u></p> <p>This unit will use traditional tales, such as The Three Billy Goats Gruff, Jack and the Beanstalk and Goldilocks, to teach musical skills this term. The children will build on the knowledge already acquired this year with pitch matching within a small range, using their thinking voice and opposites such as fast/slow, high/low.</p>

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1/2</u>	<u>Cha ran ga</u>	<p style="text-align: center;"><u>Hey You!</u></p> <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p style="text-align: center;"><u>Hands, Feet, Heart</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p style="text-align: center;"><u>In The Groove</u></p> <p>In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This song has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week, the children will listen and learn a different style of In The Groove.</p>
	<u>Mrs Dun phy</u>	<p style="text-align: center;"><u>Feel The Beat</u></p> <p>On returning to school after the summer holiday, the children will be working on finding the pulse of a piece of music, mainly using their bodies. Whilst looking at this, they will revise music opposites and how we can create those sounds ourselves...stop/start, high/low, fast/slow.</p>	<p style="text-align: center;"><u>We're Going on A Bear Hunt</u></p> <p>A unit of work that will begin with telling the well known story, 'We're Going On a Bear Hunt'. The children will choose different tuned and un-tuned percussion instruments to represent the different landscapes described in the story to produce a musical story. They will produce graphic scores to represent this. This will be combined with rhythm work and songs such as 'Teddy Bear Rock and Roll'.</p>	<p style="text-align: center;"><u>Under the Sea</u></p> <p>We will be moving below the Earth's surface for this unit of work. Fishy songs will form the basis of our work, where we will be looking at using our voices expressively and creatively. The children will listen to music associated with the theme and express and justify their own opinions. The children will compose their own sea based ostinatos to use as a basis for improvisation and composition.</p>

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 3</u>	<u>Charanga</u>	<p style="text-align: center;"><u>Let Your Spirit Fly</u></p> <p>All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p style="text-align: center;"><u>Recorders (Spring 2)</u></p> <p>A continuation from Autumn 1. Mrs Dunphy to provide planning and performance material.</p>	<p style="text-align: center;"><u>Glockenspiel Stage 1</u></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p>
	<u>Mrs Dunphy</u>	<p style="text-align: center;"><u>Thrills and Spills</u></p> <p>Year 3 will use the BBC 10 Pieces performance of a 'Short Ride In A Fast Machine' to begin work on a rollercoaster theme. They will sing a partner song along the same theme and use the visual idea of a rollercoaster moving up and down to link to pitch and improvise and compose their own music.</p>	<p style="text-align: center;"><u>Recorders (Spring 1)</u></p> <p>The children will learn the basics of music reading through learning to play the recorder. They will explore both rhythm and pitch whilst learning to play and control the instrument.</p>	<p style="text-align: center;"><u>Recycle It!</u></p> <p>In this unit, the children will be continuing their notation learning of crotchet and quaver notation and learning to listen and notate 4 beat rhythms. We will be singing two songs about recycling and will therefore look at rhythms on our own homemade instruments. We will also be looking briefly at the different sounds made by striking different materials. Using warm up activities to further our notation work, we will also learn how to use the rhythm grid on Charanga to notate their rhythms.</p>
<u>Year 4</u>	<u>Charanga</u>	<p style="text-align: center;"><u>Glockenspiel Stage 1</u></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p>	<p style="text-align: center;"><u>Blackbird</u></p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p style="text-align: center;"><u>Lean On Me</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>
	<u>Mrs Dunphy</u>	<p style="text-align: center;"><u>Bamboo Tamboo</u></p> <p>Year 4 children will use Bamboo Tamboo to revise the previous years notation skills of crotchet, paired quavers and crotchet rests. We will be adding minims to their knowledge. We will use unison songs to pair with the rhythm accompaniment. The children will learn about and explore the effect of the inter-related dimensions of music on the performance as a whole. The children will also explore improvisation whilst using the Bamboo Tamboo.</p>	<p style="text-align: center;"><u>We Are Family</u></p> <p>Using 'Young Person's Guide To The Orchestra', the children will learn about families of instruments and begin to recognise the sounds that the different instruments make. They will sing songs about the instrumental families, including singing rounds and partner songs. They will continue to read rhythm notation and will begin to read pitch notation. The children will compose a soundscape based on the book 'Because'.</p>	<p style="text-align: center;"><u>Around and Around</u></p> <p>A unit focussing on singing in rounds and partner songs. We will look at canons and how we can produce these ourselves. The children will listen to Pachelbels Canon in D and then listen to various pop songs that have been based around the Canon. The children will learn to play the canon on glockenspiels and we will improvise and compose over the top to produce our own version of it.</p>

		Autumn	Spring	Summer
<u>Year 5</u>	<u>Mr Nav eKar</u>	<p style="text-align: center;">Wider Opportunities - Percussion Trinity College London Arts Award (Discover Level)</p>		
<u>Year 6</u>	<u>Charan ga</u>	<p style="text-align: center;"><u>Classroom Jazz 1</u> (year 5 on scheme) This unit is built around 2 songs; Three Note Bossa and The 5 Note Swing. The children will begin to improvise and look at the structure of a piece of music using glockenspiels.</p>	<p style="text-align: center;"><u>Fresh Prince Of Bel Air</u></p> <p>The children will listen to the Fresh Prince of Bel Air. They will learn the rap and experiment with improvising and composing.</p> <p>Year 6 will listen and appraise different music each week, including 'Me, Myself and I', 'You Can't Touch This' and 'Ready Or Not'.</p>	<p style="text-align: center;"><u>Chrome Music Lab</u> (See Mrs Dunphy for the planning) In this unit of work, we will be focussing on composition, capturing our ideas using music technology (Chrome Music Lab)</p> <p>We will begin by looking at Dr Who and how music technology was originally recorded by Delia Derbyshire. We will continue by looking at the success criteria for a fanfare and exploring triad inversions whilst composing one for a Quidditch Match (or a cross curricular reason fit for purpose)</p>
	<u>Mrs Dunphy</u>	<p style="text-align: center;"><u>My Voice Does What?!</u></p> <p>Year 6 will look at all the different ways we can use our voices to make music, including singing, shouting, whispering, yodelling, rapping and beat boxing. We will continue to build on rhythm notation and introduce pitch notation. The students will firstly improvise and then compose using both voices and classroom percussion. They will use their knowledge of rhythm and pitch notation to record their compositions.</p>	<p style="text-align: center;"><u>Girl Power</u></p> <p>A listening focussed unit of work celebrating female music making across a variety of genres, including composers, performers and conductors. We will listen to a variety of genres, comparing and contrasting what we can see and hear, using appropriate music vocabulary. The children will be encouraged to challenge gender stereotypes and develop an 'anyone can' attitude.</p> <p>We will sing songs by female artists, including simple harmony lines and discussing the effect of dynamics on the story of the song.</p>	<p style="text-align: center;"><u>Back To The Beat</u></p> <p>In this unit the children will develop their rhythmic ability by working with a variety of rhythms in different ways, including call and response, developing aural memory and improvisation. The children will develop their singing and aural skills by singing partner songs and rounds. Year 6 students will consolidate and develop their use of rhythm and pitch notation.</p>