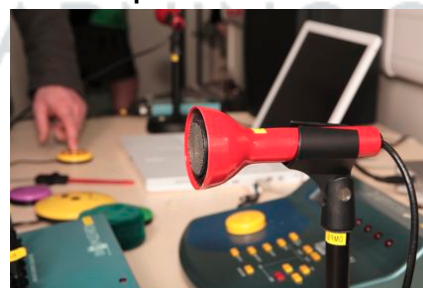


| | | Cycle 1 (2019 – 2020) | Cycle 2 (2020 - 2021) | Cycle 3 (2021 – 2022) | Cycle 4 (2022 – 2023) |
|--------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Autumn | 1 | Adventure | Recycled Orchestra | Journeys | Water |
| | 2 | Victorian Music | Exploring our Voice | Our Local History | Anglo-Saxon Settlers |
| Spring | 1 | Exploring Rhythm | United Kingdom | Our World | South America |
| | 2 | Ancient Greece | Ancient Egypt | Vikings | Roman Empire |
| Summer | 1 | Lancashire | Animals & their Homes | Weather | The Elements |
| | 2 | Machine Music | Exploring Composition | Wartime Britain | London (1600s) |

*Music lessons in the autumn term may involve rehearsals for the primary Christmas productions. *



MEDIUM-TERM PLANNING

Aspiration for Life

Differentiated, aspirational targets dependent on pupil needs.

Language for Life

Explicit teaching / exposure to new and know vocabulary

Learning for Life

Opportunities to develop cross curricular skills e.g. drama

KS2 MUSIC CYCLE TWO (2020 – 2021)

INTENT: To instill in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents of our outstanding students possess, promote Tor View in the wider community and develop confidence and self-esteem within our students.

| RECYCLED ORCHESTRA | EXPLORING OUR VOICE | UNITED KINGDOM | ANCIENT EGYPT | ANIMALS & THEIR HOMES | EXPLORING COMPOSITION |
|---|--|--|--|--|---|
| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| SKILL FOCUS: GROUP PERFORMANCE IMPROVISATION | SKILL FOCUS: CREATIVITY LISTENING | SKILL FOCUS: COMPOSITION INDIVIDUAL PERFORMANCE | SKILL FOCUS: APPRAISAL & EVALUATION | SKILL FOCUS: COMPOSITION GROUP PERFORMANCE | SKILL FOCUS: LISTENING CREATIVITY |
| ELEMENT FOCUS: PULSE DYNAMICS | ELEMENT FOCUS: PITCH | ELEMENT FOCUS: TEMPO | ELEMENT FOCUS: RHYTHM | ELEMENT FOCUS: DURATION | ELEMENT FOCUS: TEMPO TEXTURE |
| SUGGESTED AREAS OF STUDY SUGGESTED PIECES OF MUSIC | | | | | |
| <p>What does 'recycled' mean? What is 'junk / trash?'</p> <p>Watch, Listen & Appraise: Examples of junk bands: https://rb.gy/aku5du https://rb.gy/qrwtcu Stomp Performances</p> <p>Brainstorm - ideas for pieces of junk, found in School, that can be used to make recycled instruments e.g. wipe tubs, tins, bottles, tissue boxes etc.</p> <p>How to find suitable junk to play / how to think creatively about making interesting sounds: https://rb.gy/nhi6g5 https://rb.gy/nmcf4h</p> <p>"JUNK HUNT"</p> <p>Experiment with junk using drum sticks. Which items sound best? Items not usable? Can different sounds be made with the same item, e.g. banging the lid, edge, sides?</p> <p>Design, create & decorate recycled instruments, e.g. Tissue / match box guitars, shakers, maracas, drums (from cans / tins) etc. Individual Performance – consider dynamics (loud & quiet).</p> <p>Group Performance - Create a recycled drum kit that can be played by several students.</p> | <p>Vocal Warm Ups: Silly Sounds Tongue Twisters Breathing Exercises Animal Noises Sounds in the Environment (cars, birds etc.) https://rb.gy/eagy2a https://rb.gy/duz27e</p> <p>"It's Time to Copy Me"</p> <p>Switches for non-verbal students.</p> <p>Loop Pedal – Record sounds & voices, creating a loop effect.</p> <p>Tor View Radio: Understand & record different areas of radio content using audacity programme, e.g.: School News / Events Sports News Current Events Weather Reports Game Film Book Reviews Game Show Quiz</p> <p>Beatboxing: https://rb.gy/ihonps Bitesize instructional video: https://rb.gy/lxukjs https://rb.gy/bxzzlp Practice three different drum sounds on microphone: Bass – 'B' Hi Hat – 'T' Snare – 'K'</p> <p>Group Performance - Beat box composition.</p> | <p>Traditional Folk Music of the British Isles</p> <p>Scarborough Fair</p> <p>Morris Dancing</p> <p>Riverdance</p> <p>Traditional Instruments: Fiddle Melodeon Accordion Pipes Tabor Flute Harp Bodhrán Bagpipes</p> <p>Celtic Music of Ireland</p> <p>Ceili – Irish folk social dancing</p> <p>Famous British patriotic songs: God save the Queen Rule Britannia Land of Hope & Glory Jerusalem I Vow to Thee, My Country</p> | <p>Create a Hieroglyphic or Pyramid musical score – learners to match each symbol to a specific sound or instrument.</p> <p>Egyptian Dance: Music and Movement 'Walk like an Egyptian' https://www.youtube.com/watch?v=iacS9EnsepM</p> <p>Research Egyptian Gods: Write and perform a chant to a certain God in small groups. Use key words such as "all powerful / great / ruler / worship / honour.</p> <p>Consider each God and what they are 'famous' for. Match instruments to each God, e.g. Ra was the Sun God and Shu was the God of air – which instruments would best represent these Gods?</p> <p>Create a soundscape of the Egyptian desert.</p> <p>Bone Clappers</p> <p>Egyptian Instruments – Research and create our own.</p> | <p>Creating 'sound habitats'</p> <p>Rainforest: Rain sticks Thunder drums Rain Pitter Patter – Wave drums, shakers, tambourines, finger tips Cymbals for thunder claps Microphone for wind </p> <p>Seashore / Ocean: Water drums Rain Sticks Whale, seals & dolphin sounds Water spray and fans for sensory element Listening to Seashells Creating wave sounds.</p> <p>Jungle: Jungle drums Tarzan noises Monkeys Humming, buzzing, chirping Frogs</p> <p>The Carnival of the Animals</p> <p>Peter and the Wolf</p> <p>Creating and copying animal noises using a microphone.</p> | <p>Boom Whackers: Composing beats using colours. Match the boom whacker to the corresponding colour. Count the beat using a 4/4 time signature; "1, 2, 3, 4, 1, 2, 3, 4", etc.</p>  <p>Increase the difficulty by layering different beats on top of each another. Include 'rests' in the beat.</p>   <p>Body Percussion: Use 4/4 time signature. Choose different types of body percussion for each beat, e.g. Beat 1 – Stomp. Beat 2 – Stomp, Beat 3 – Rest, Beat 4 – Clap.</p> <p>Have two groups perform different compositions at the same time.</p> <p>Creating Beats using words: https://www.bbc.co.uk/bitesize/topics/zcbkjc6/articles/z2mqw6f</p> <p>Composing using Technology: https://musiclab.chromeexperiments.com/Experiments https://www.incredibox.com/demos/ Ipads – Launchpad</p> |

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| KEY MUSICAL VOCABULARY | | | | | |
|---|--|---|---|--|--|
| <p>Recycled Recycle</p> <p>Junk Dynamics</p> <p>Loud Quiet</p> <p>Re-use Recycled Instrument</p> <p>Drum Kit</p> <p>Design Create</p> <p>Different uses Multiple purposes</p> <p>Junk Hunt</p> <p>Performance (Group / Individual).</p> | <p>Radio Broadcast</p> <p>BBC Podcasting Recording</p> <p>Microphone Jingle</p> <p>Voiceover Content</p> <p>News Events</p> <p>Sport Weather</p> <p>Reviews Quiz</p> <p>Audacity Planning</p> <p>Script Sound</p> <p>Vocal Warm Up</p> <p>Copy Loop Pedal</p> <p>Beat Box</p> <p>Bass Hi Hat Snare</p> | <p>English Irish</p> <p>Scottish Welsh</p> <p>Celtic British</p> <p>Patriotic Folk</p> <p>Traditional Instrument</p> <p>Fiddle Melodeon</p> <p>Accordion Pipes</p> <p>Tabor Flute</p> <p>Harp Bodhrán</p> <p>Bagpipes</p> | <p>Egypt Hieroglyphic</p> <p>Pyramid God</p> <p>Rhythmic Chant Score</p> <p>Symbol Soundscape</p> <p>Egyptian Dance Bone</p> <p>Clapper</p> | <p>Soundscape Habitat</p> <p>Environment Animal</p> <p>Weather Rainforest</p> <p>Seashore Ocean</p> <p>Jungle Woodland</p> <p>Desert Microphone</p> | <p>Compose Beat</p> <p>Steady Pulse</p> <p>Boom Whacker Layer</p> <p>Texture Improvise</p> <p>Technology</p> |
| IMPLEMENTATION | | | | | |
| <p>Week 1: Research – what is recycled music? Watch examples & discuss.</p> <p>Week 2: Brainstorm possible uses of junk around school. Junk Hunt.</p> <p>Week 3 & 4: Design, create & decorate a recycled instrument. Individual performance.</p> <p>Week 5 & 6: Design and create a giant, recycled drum kit. Group Performance.</p> <p>Week 7: Assessment.</p> | <p>Week 1: Silly Sounds – Animal noises, sound effects, nonsense noises, tongue twisters.</p> <p>Week 2: It's time to copy me.</p> <p>Week 3 & 4: Tor View Radio.</p> <p>Week 4 & 5: Beat Boxing & Group Performance.</p> <p>Week 6: Karaoke.</p> <p>Week 7: Assessment.</p> | <p>Week 1: English Folk music.</p> <p>Week 2: Traditional British patriotic songs.</p> <p>Week 3: Irish Celtic music & riverdance / ceili.</p> <p>Week 4: Scottish Folk music & bagpipes.</p> <p>Week 5 & 6: Design, create & decorate a traditional instrument using recycled products.</p> <p>Week 7: Assessment.</p> | <p>Week 1: Create and perform an Egyptian chant to the Gods.</p> <p>Week 2 & 3: Compose a Hieroglyphic or Pyramid musical score.</p> <p>Week 4: Matching Gods to sounds.</p> <p>Week 5: Egyptian Dance.</p> <p>Week 6: Egyptian Soundscapes.</p> <p>Week 7: Assessment.</p> | <p>Week 1: Vocal warm ups & animal noises. "Time to copy me."</p> <p>Week 2: Carnival of the animals.</p> <p>Week 3: Peter & the Wolf.</p> <p>Week 4: Sound Habitat – Ocean.</p> <p>Week 5: Sound Habitat – Rainforest.</p> <p>Week 6: Sound Habitat – Jungle.</p> <p>Week 7: Assessment.</p> | <p>Week 1: Composing beats using words.</p> <p>Week 2 & 3: Composing beats using body percussion.</p> <p>Week 4 & 5: Composing beats using boom whackers.</p> <p>Week 6: Composing beats using technology.</p> <p>Week 7: Assessment.</p> |