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| Music ALP Long Term Plan |
| **Early Years** | Introduce children to a wide range of music. Nursey rhymes and songs. | Tap or clap out simple repeated rhythms.Sings a few familiar nursery Rhymes and move rhythmically with the music.  | Imitate movement in response to music. Explores how sounds can be changed on different instruments and using the human voice. | Creates movement in response to music. Sings to self and makes up simple songs. Make up rhythms for others to copy. | Compose sounds by banging, shaking, tapping or blowing. |
| **Reception (20 minutes a week)** | Build a repertoire of songs with actions, and explores the different sounds of instruments. | Christmas songs practice lessons. | Listening and understanding music – Benjamin Britten Young person’s guide to the Orchestra.  | Continue to build a repertoire of songs and singing skills with actions, and explore the different sounds of instruments. | Experiment using percussion instruments to create loud and soft sounds, and build on the idea of pulse. | Draw Graphics that are based on famous pieces of music like Vaughn Williams the Lark Ascending. |
| **Year 1 (20 minutes a week)** | Singing, accurately following the melody of songs that have actions. | Christmas songs practice lessons. | Composition – Make long and short sounds, using dynamic and recreating sounds from the environment. | Use symbols to represent sounds for pupils composition. | Listen with concentration to key pieces by Beethoven, Mozart, The Beatles, and Louis Armstrong. | Continue to develop singing with a focus on accuracy. |
| **Year 2 (20 minutes a week)** | Exploring pulse and rhythm. Using rhythm games in different lessons like maths to learn number patterns. | Christmas songs practice lessons. | Exploring duration – Using different length beats with clapping. | Exploring pitch – Develop understanding of how different instrument change pitch. | Continue to develop singing with a focus on accuracy. | Exploring timbre, tempo and dynamics. Use music games that change the pace of the music and build up dynamics. |
| **Year 3 (1 hour a week)** | Unit 1 -The Planet Suite – Using Graphic Scores – Listening and appraising - How can musical sound represent the planets of the our Solar System? | Unit 2 - Play it Again - Rhythm and notation – What do the note symbols mean and how do musicians use them to make different rhythms? | Unit 3 - The Carnival of Animals and Peter and the Wolf – Listening and Appraisal – How is the orchestra used to represent different animals? | Unit 4 - Ipad Orchestra and Leitmotifs – What makes a good leitmotif and how have they been used in film music? | Unit 5 - Playing in Rounds –Glockenspiels and Singing - How can music texture become more complex through using a round with simple melodies? |
| **Year 4 (1 hour a week)** | Unit 1- Graphic scores – Using symbolism to record music. Are there some pictures and symbols that are better for representing music? Link to Anglo Saxon Runes | Unit 2 - Pentatonic music and Ancient musical traditions (Use Ipads for world instruments) Glockenspiels and Singing What makes some world music sound the way it does?  | Unit 3 - Gamelan – Glockenspiels Why are group work skills important when playing the Gamelan? Link to Hinduism | Unit 3 - Rhythm and Soul – New Orleans traditions – Playing the blues on Keyboard Rhythm and notation How did the music from New Orleans change music in the 20th Century? Link to Road trip USA  | Unit 5 - Composition Writing jingles for adverts. What makes a catchy Jingle? Link to Sustainable Sandwiches | Unit 6 - Magic Music – Stravinsky, Modest Mussorgsky. Keyboard Skills How can music make a scene or mood sound mystical and magical? |
| **Year 5 (1 hour a week)** | Unit 1 - Plain Chant and Green sleeves on Keyboard Have the fundamentals of rhythm and pitch really changed since the medieval period? Link to Crime and Punishment | Unit 2 - Keyboard Skills What makes good use of practice time? | Unit 3 - Canon – Ipads How can you make chords and how can you make chord sequences sound interesting? | Unit 4 - Bob Marley, David Bowie – Ukulele What makes David Bowie and Bob Marley Iconic artists? | Unit 5 - Samba Music – Rhythm and notation Why is Samba music appropriate for Carnivals and festivals? |
| **Year 6 (1 hour a week)** | Unit 1 - Composition – Frozen Kingdom Glockenspiels How can you use Ostinatos to create a scene of a frozen kingdom? | Unit 2 - Justice Music: William Wilberforce, American Spirituals Keyboard Skills Why was the abolition of the slave trade a significant point in history for music? | Unit 3 - Rock n Roll the 50’s– Ukulele and Singing How important was the teenage revolution for music in the 1950’s. | Unit 4 - Keyboard Skills development What makes a good performance? | Unit 5 - Pop Song Writing –Ipads and Singing What kind of thoughts does a victim of a bully have? |