



Long Itchington C of E Academy - Music Long Term Plan

Intention:

At Long Itchington C of E Academy, music is an important part of our school life and the children are encouraged to sing to express themselves to support our values as a Church of England school. Alongside our love for singing, the children will learn skills of composition and musical notation during their time here through a progressive and structured sequence of learning. We are well supported by specialist musicians to enable children to develop their musical interests and we encourage enjoyment and creativity in the music curriculum.

How we teach music at Long Itchington C of E Academy:

We use Charanga Musical School from Reception to Year 6. Across a unit the children will experience listening, understanding, composing, improvising and singing/instrumental performance. In Charanga, there are **additional materials** available in the **Freestyle, Sing and SEND** sections on the website. Within the unit of work, there are **'scheme support documents'** which have helpful **vocabulary** and **explanations of the styles of music**.

In **Key Stage 2** we have one unit based on the **BBC Ten Pieces work**. This is so that children have an opportunity to appreciate and understand a wide range of high quality and recorded music from different traditions and from great composers and musicians. These follow a level of chronology so that children can learn about how music has changed through the years.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Me!</p> <p>I can listen to different styles of music.</p> <p>I can join in with familiar nursery rhymes or action songs.</p> <p>I am confident to try new activities.</p>	<p>School Focus unit –</p> <p>singing and performing</p> <p>I can use my voice expressively by singing songs.</p> <p>I can practise and perform songs.</p>	<p>Everyone!</p> <p>I can respond to different styles of music using facial expressions and body movement.</p> <p>I can share and perform a song in a group.</p>	<p>Our World</p> <p>I can sing to myself and make up simple songs.</p> <p>I can sing songs and experiment with ways of changing them.</p> <p>I can tap out simple repeated rhythms.</p>	<p>Big Bear Funk</p> <p>I can represent my own ideas, thoughts and feelings through music and dance.</p> <p>I can make up my own rhythms.</p> <p>I can use musical instruments to make or copy a rhythm.</p>	<p>Reflect, Rewind and Relax</p> <p>Consolidating learning from previous units.</p> <p>I can simply discuss the History of a piece of music.</p>
Year 1	<p>Hey You (Old School Hip Hop)</p> <p>I can recognise and name instruments that I hear in the main song.</p> <p>I have listened to hip hop style music. I find the pulse of the main song.</p> <p>I can march in time with the pulse and be an animal finding the pulse.</p>	<p>School Focus unit -</p> <p>singing and performing</p> <p>I can use my voice expressively by singing songs.</p> <p>I can practise and perform songs.</p>	<p>In the Groove (Blues/Baroque)</p> <p>I can recognise that one track can be played in different styles.</p> <p>I can make up my own rhythms.</p> <p>I can sing in all the different styles in a group, in time.</p> <p>I can play an instrument using one or two notes. I can add some dance</p>	<p>Round and Round (Latin/Jazz)</p> <p>I can recognise Latin Boss Nova styles and can identify some of the sounds and instruments I hear.</p> <p>I can describe music using musical terms like tempo and dynamics.</p> <p>I know that vocal warm ups are important to protect my voice.</p>	<p>Your Imagination (Pop)</p> <p>I can talk with my friends about how the music I hear makes me feel.</p> <p>I pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas.</p> <p>I do my best to sing in tune and in time with others.</p> <p>I take care to play classroom instruments properly.</p>	<p>Reflect, Rewind and Relax (Classical)</p> <p>I can recognise classical music and talk about how it is different to other genres.</p> <p>I can remember songs and instruments and sounds from earlier in the year.</p>

	I can clap the rhythm of my name and copy back clap rhythms.		moves into my performance.	I listen carefully when I sing to try and stay in tune.		
Year 2	<p>Hands, Feet, Heart (South Africa)</p> <p>I know that rhythm is different to the pulse. I can play my instrument accurately and in time. I can play my instrument using notes G, A and C</p>	<p>School Focus unit -singing and performing</p> <p>I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>I wanna play in a band (Rock)</p> <p>I understand that songs have a musical style and know that this unit is about rock music. I can work together with others in my class to perform the song. I can move in time to the music using my own actions.</p>	<p>Zootime (Reggae)</p> <p>I recognise some of the style indicators of reggae music such as a slow tempo and important bass and drum groove. When I sing I pay close attention to how my sound blends with others in our ensembles and I follow directions to singing louder and quieter. I have had the chance to play some classroom instruments along with our music.</p>	<p>Friendship Song (Pop)</p> <p>I listen to music carefully and think about what it means to me. When I perform on a musical instrument I listen carefully to check I am in time with others and I start and stop when directed. Sometimes I compose a short melody (tune) to fit with our music or I improvise my own rhythm part.</p>	<p>Reflect, Rewind and Replay (Western Classical Music)</p> <p>I can recognise classical music and explain how it is different to other genres. I can remember songs, instruments and sounds from earlier.</p>
Year 3	<p>Let Your Spirit Fly (R & B)</p> <p>I have listened to and can sing a ballad in R & B style. I know that R & B songs use synthesizers and drum machines. I can demonstrate a melisma. I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound.</p>	<p>School Focus unit – singing and performing</p> <p>I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>Three Little Birds (Reggae)</p> <p>I can identify the structure of a piece of music. I can compose a simple melody using simple rhythms and use it as part of a performance. I can play instrumental parts accurately and in time as part of a performance.</p>	<p>Bringing Us Together (Disco)</p> <p>I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove. I am becoming more confident at singing and fell comfortable enough to attempt a solo (including a very short echo warm up). With the teacher’s help I learn simple melodic parts on an instrument to play along with our music.</p>	<p>BBC Ten Pieces – 17th Century composer Vivaldi ‘Winter from the Four Seasons’ https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbnrtd</p> <p>I can appreciate and understand a wide range of high quality and recorded music from different traditions and from great composers and musicians.</p>	<p>Reflect, Rewind and Replay (Western Classical Music)</p> <p>I can describe some of the features of classical music. I understand the history of the music that I am listening to. I can remember songs, instruments and sounds from earlier in the year and can play these.</p>
Year 4	<p>Mamma Mia (70’s and 80’s)</p> <p>I can recognise some style indicators of 1970’s pop music. I can describe the structure of Mamma Mia and I can compare the musical texture of</p>	<p>School Focus unit - singing and performing</p> <p>I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>Lean on Me (Gospel/Soul)</p> <p>I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18th Century. I can explain call and response style.</p>	<p>Blackbird (Pop)</p> <p>I now The Beatles became famous in the 1960’s and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and</p>	<p>BBC Ten Pieces – 19th Century composer Johannes Brahms ‘Hungarian Dance’ https://www.bbc.co.uk/teach/ten-pieces/hungarian-dance-no-5-in-g-minor-by-johannes-brahms-ks2-lesson-plans/zhkh7nb</p> <p>I can appreciate and understand a wide range of high quality and recorded music from different</p>	<p>Reflect, Rewind and Replay (Western Classical)</p> <p>I can remember songs, instruments and sounds from earlier in the year and can play and perform these. I can listen to a piece of classical musical and</p>

	<p>different parts of the song. I can feel the pulse inside me when I am singing with the class and I can move in time with the music.</p>		<p>I have improvised a simple instrumental part within our performance.</p>	<p>sounds and talk about these with others. In a song I can usually identify the chorus and verse and work out the structure. I can improvise simple vocal parts in our song.</p>	<p>traditions and from great composers and musicians.</p>	<p>understand where the piece sits in history. I can explain how classical music differs from other styles.</p>
Year 5	<p>Living on a Prayer (Rock) I can identify and discuss the structure of the main piece of music that I listen to. I can identify changes in dynamic, texture and tempo. I know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting. I can keep the internal pulse.</p>	<p>School Focus unit - singing and performing I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>The Fresh Prince of Belair (Hip Hop) I can recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse. I have tried making up my own rap and have performed with others to a rhythmic backing. I can make simple graphic score to help remember my part.</p>	<p>Dancing in the Street (Motown) I recognise Motown style and know what a brass section is. I am aware of different instruments have their own timbre and when instruments and voices combine in different ways the timbre changes. I sing clearly and confidently in a group. I understand the importance of a conductor/leader when performing.</p>	<p>BBC Ten Pieces – 20th Century Composer George Gershwin 'Rhapsody in Blue' https://www.bbc.co.uk/teach/ten-pieces/rhapsody-in-blue-by-george-gershwin-ks2-lesson-plans/zbxcy9q</p> <p>I can appreciate and understand a wide range of high quality and recorded music from different traditions and from great composers and musicians.</p>	<p>Reflect, Rewind and Replay (Western Classical) I can explain the features of classical music and describe how it is different to other styles of music. I can remember songs, instruments and sounds from earlier in the year and can play these. I understand the history of the music that I am listening to and can explain the job of a composer.</p>
Year 6	<p>Happy (Pop/Motown) I can compare songs in different styles and describe their similarities and differences using musical language. I understand how we can use musical elements to create mood. I can use graphic scores and simple notation to record my musical ideas, I can perform my role in an ensemble with awareness of the overall effect.</p>	<p>School Focus unit - singing and performing I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>A New Year Carol (Urban Gospel) I can talk about the musical dimensions used in the song. I can sing the song in its original style and the urban gospel version. I can clap some of the rhythms that are used in the song.</p>	<p>Music and Me (Rap) I can talk about the music of the featured artists and can talk about why four female artists were chosen for this unit. I can talk about how I planned and wrote my own composition in broad terms e.g. themes, lyrics chosen and why I can present the performance in an interesting and engaging way and reflect on its strengths and weaknesses.</p>	<p>BBC Ten Pieces - 21st Century composer Hans Zimmer 'The Earth' https://www.bbc.co.uk/teach/ten-pieces/earth-by-hans-zimmer-ks2-lesson-plans/zn8j47h</p> <p>I can appreciate and understand a wide range of high quality and recorded music from different traditions and from great composers and musicians.</p>	<p>Reflect, Rewind and Replay (Western Classical) I can discuss the history of the music that I am listening to. I can remember and join in with songs, instruments and sounds from earlier in the year.</p>