



# Castleside Primary School

## Music Long Term Planning

### Rationale for Music Planning:

EYFS planning is based on the Early Years Foundation Stage curriculum and is repeated annually. In EYFS, Music is linked with all areas of learning but especially Expressive Arts and Design, Communication and Language and Personal, Social and Emotional Development. The Music curriculum is planned for mixed-age classes across KS1 and KS2 on a two-year cycle to ensure full coverage of the national curriculum. In 2020/2021, most classes are following Cycle A with Year 5+6 following cycle B to ensure there was no repeat coverage due to a previous change in class structure. Music topics link with history / RE / topic work wherever possible and both male and female composers / musicians from varying cultural backgrounds are chosen to reflect and promote equality and diversity.

Golden Threads running through the Music curriculum include pulse, rhythm, notation, active listening, composing, singing and performing.

<p><b>EYFS</b></p>	<p>Taught across the year and explored through continuous provision: Children move their bodies to sounds and music that they can hear. They join in with rhymes and action songs and begin to build a repertoire of songs and dances- singing songs to themselves and making up simple songs of their own. They explore sounds that can be created using untuned and tuned percussion instruments. They create sounds by banging, shaking, tapping or blowing, listening and responding to rhythmic patterns. They create movements in response to music, expressing their feelings and creating responses through music. Objectives are matched to the Durham Primary Music Progress Map.</p>		
	<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Year 1 / 2 Cycle A</b></p> <p><b>Class 2 (‘20 - ‘21)</b></p> <p>Y1: Y1 objectives</p> <p>Y2: Y2 objectives</p>	<p><u>Trains and Mining</u></p> <p><b>Singing and Responding to Music</b></p> <p>Using my body to keep the beat (pulse and rhythm) - circle / action dances and rounds. Respond to changes in tempo. Stories and descriptive ideas eg. using sounds to represent trains / mining. Songs and chants - 3 or 4 beats in a bar.</p> <p>matching words and rhythms, using basic rhythmic notation cards to make simple rhythmic ostinatos - crotchets, quavers, minims,</p> <p>Christmas music - Nativity songs</p>	<p><u>UK and Around the World</u></p> <p><b>Playing Instruments</b></p> <p>Sorting percussion instruments by material and sound quality/timbre. Creating and performing patterns and sequences of sound based on a theme. Looking at basic notation.</p> <p><b>Listening and Responding to music</b></p> <p>Listening and responding to music, reflection sheets - pictures, words, basic musical terms and orchestral instruments. Identifying features in music by famous composers.</p>	<p><u>Do as Cycle B (not covered due to Covid pandemic)</u></p> <p><u>Roald Dahl</u> <u>Experimenting with Sounds</u> <u>Using voices to speak, chant and sing with expression, with / without accompaniment. Songs and creating sounds linked with Roald Dahl stories eg. Witches, factory sounds for Wonka's chocolate factory.</u></p> <p><b>Compose and Perform</b></p> <p>Using tuned percussion to compose — order sounds to create a beginning, middle and ending. Responding to high / low pitch sounds eg. Jack going up the beanstalk, using a single line <u>stave.</u></p>

<p><b>Year 1 / 2 Cycle B</b></p> <p><b>Class 2 '19 - '20</b></p> <p>Y1: Y1 objectives</p> <p>Y2: Y2 objectives</p>	<p style="text-align: center;"><b><u>Around the World</u></b></p> <p><b>Listening, Singing and Responding to Music</b> Listening and reflecting on a variety of music from around the world, reflection sheets - pictures, words, basic musical terms. Create music based on this - use basic rhythmic notation. Repeat and perform rhythmic patterns.</p> <p>Learning songs and rhymes from around the world (including rounds), pentatonic melodies, creating accompaniments using un-tuned percussion and rhythmic notation cards (crotchets, quavers, minims). Christmas music – Nativity songs.</p>	<p style="text-align: center;"><b><u>Fire Fire! / Weather</u></b></p> <p><b>Experimenting with Sound</b> Vocal and body percussion, choosing and combining percussion instruments to represent fire - choosing sounds for effect. Playing and singing together with control and expression - learning songs (including rounds) and listening to music linked with fire. Stravinsky firebird (BBC 10 Pieces)</p> <p style="text-align: center;"><b>Composing and Performing</b></p> <p>Recording musical ideas using a single line staff (2-3 notes) to compose, using simple rhythmic notation (crotchets, quavers, minims). Performing songs in front of an audience linked with the weather.</p>	<p style="text-align: center;"><b><u>Seaside and Plants</u></b></p> <p><b>Singing and playing instruments</b> Following simple notation about when to play an instrument and adding simple improvisations. Singing and playing songs linked with the seaside and Grace Darling - 3 or 4 beats in a bar.</p> <p>Learning songs about plants and the sea. Singing with phrasing and expression, dynamic / tempo changes while keeping to the pulse.</p>
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We match lesson objectives to the national curriculum objectives for KS1 below:

- **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **Play tuned and untuned instruments musically**
- **Listen with concentration and understanding to a range of high-quality live and recorded music**
- **Experiment with, create, select and combine sounds using the inter-related dimensions of music**

**They also begin to develop their understanding of notation, including staff notation.**

These objectives are broken down into smaller strands on the Durham Primary Music Progress Map which we use to inform Medium Term and Weekly planning. This ensures development and progression of skills by stating clear objectives to be achieved in each year group.

**Please see separate document.**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Year 3 / 4 Cycle A</b> (‘20 – ‘21)</p> <p>Y3: Y3 objectives Y4: Y4 objectives</p>	<p><b>Play and Perform</b> Rhymes, raps and action songs -pulse and rhythm using untuned percussion. Introduce metre - 2,3 or 4 beats in a bar. Using topic word rhythms, reading rhythmic notation (crotchets, quavers, minims and their rests). Topic-themed songs for history / R.E.</p> <p>Playing as part of ensemble and individually to accompany Christmas music for the Nativity. Performing with untuned and tuned percussion, using varied time signatures and tempos.</p>	<p><b>Listen and Appraise</b> Variety of music - listening sheets to give personal reflections and describe music using musical terms. Learn about key composers in history - <u>Renaissance and Baroque</u> eg. Byrd, Tallis, Bach, Vivaldi (BBC Trailblazers!), Handel, Purcell (BBC 10 Pieces).</p> <p><b>Understand notation</b> Musical ladder, musical alphabet, recognising notes on a staff - beginning to understand and read standard notation. Topic (Roman / Australia) themed songs. Time signatures and metre - 2 / 3 / 4. Easter songs / music in one and two parts.</p>	<p><b>Play and Perform</b> Preparation for Big Sing Topic (Egypt / Australia) and Local songs - rounds and singing in 2 parts by finding notes that blend in 2 / 3 / 4 beat metre,</p> <p><b>Whole class instrument tuition - recorder:</b> read from staff notation and keep in time with steady pulse.</p> <p><b>Improvise and Compose</b> Improvise around given scales - M / m. Using notation to record+perform compositions (using 3-5 notes) in a small group based on local songs eg The Keel Row, Broom Besoms (crotchets, quavers minims and their rests).</p>
<p><b>Year 3 / 4 Cycle B</b> (‘19 – ‘20)</p> <p>Y3: Y3 objectives Y4: Y4 objectives</p>	<p><b>Play and Perform</b> Read and perform using given notation, write rhythmic notation and improvise using repeated patterns - 5 note C major scale. Composing melodies by ordering notation - crotchets, quavers, minims and rests. Link with R.E topic - songs and music linked with major faiths.</p> <p>Listening and comparing <b>Christmas music</b> by famous composers - Mozart, Prokofiev, Tchaikovsky, Anderson. Playing as part of an ensemble and individually to accompany Christmas music - Nativity.</p>	<p><b>Listen and Appraise</b> Variety of music - listening sheets to give personal reflections and learn about key composers in history - focus on Haydn, Mozart, Beethoven (250<sup>th</sup> anniversary since birth) - <u>Classical</u> period (BBC 10 Pieces). Recognise 2 / 3 / 4 beat metre.</p> <p><b>Play and Perform</b> Exploring sound colours. Learn songs based on major and minor scales - how these affect character of music eg. Frere Jacques / Mahler symphony 1 3<sup>rd</sup> movt. Importance of silence in music - quaver and minim rests. John Cage - 4' 33".</p>	<p><b>Play and Perform</b> Preparation for Big Sing (Sing for the Earth). Hans Zimmer (BBC Trailblazers!) and Hindu songs linked with R.E - Kis nay Banaayaa and the night of a thousand lights. Sing in 2 / 3 / 4 beat metre, melody and counter melody.</p> <p><b>Whole class instrument tuition - recorder:</b> reading staff notation and performing as a group in time to the pulse</p> <p><b>Improvise and Compose</b> Improvise around given scales - Indian ragas and (link with R.E) Listen to Ravi Shankar (BBC Trailblazers!) Using notation to record compositions in a small group and independently (crotchets, quavers minims and their rests).</p>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Year 5 / 6</b> <b>Cycle A</b> <b>Y5 / 6</b></p> <p>'19 - '20</p> <p>Y5: Y5 objectives</p> <p>Y6: Y6 objectives</p>	<p><b>Improvise and Compose</b> Improvise using modes - <u>early</u> music. Listen to, compose and record modal music using notation in 2/3/4 metre. Eg. dorian mode.</p> <p><b>Play and Perform</b> Listening to, Playing and singing <b>folk</b> music from simple written notation (including compound time) and composers who've used folk music eg. Vaughan Williams, smetana. Christmas music, including classical music eg. Troika. Recognising basic structural forms.</p>	<p><b>Listen and Appraise</b> Listening sheets to give personal reflections, compare and contrast, use musical terms and learn about key composers in history - focus on the <u>Romantic</u> period.eg Clara Schumann, Tchaikovsky, Chopin, Brahms (off-beat rhythms). (BBC 10 Trailblazaers!)</p> <p><b>Improvise and Compose</b> Descriptive sound effects and rhythms, creating soundscapes, reading and recording music using notation and graphic scores. Use of chords/clusters for effect - creating music for a particular purpose.</p>	<p><b>Play and Perform</b> Preparation for Big Sing. Villa-Lobos (BBC Trailblazers!) Topic and <u>local songs</u> - performing songs with off-beat rhythms, harmonies and different time signatures and tempos.</p> <p><b>Improvise and Compose</b> Create 4 bar / extended melodies using up to 8 notes in different time signatures and tempos, using staff notation. <u>Contemporary classical</u> music and composers - genre and preferences. Eg. John Williams, Anna Clyne, Steve Reich.</p>
<p><b>Year 5 / 6</b> <b>Cycle B</b></p> <p>'20-'21</p> <p>Y5: Y5 objectives</p> <p>Y6: Y6 objectives</p>	<p><b>Play and Perform</b> Topic-themed sound effects - creating and performing a musical journey from a graphic score using sounds, chords/clusters for effect.</p> <p><b>Listen and Appraise</b> Listen to <u>Jewish music</u> - appraise and describe. Learn Jewish songs linked with R.E and perform in unison / harmony using staff notation. Learn a Klezmer scale and compose a piece of music based on this.</p>	<p><b>Improvise and Compose</b> Listen to Blues music - history overview and famous musicians / composers. Florence Price, Gershwin Rhapsody in Blue (BBC Trailblazers!) Improvise and compose melodies using <u>Blues</u> scales and chords.</p> <p><b>Listen and Appraise</b> Swing and Big Band music. Recognise and perform syncopated and off-beat rhythms and describe the effect, including within Classical music eg. Bacewicz, Steve Reich (BBC Trailblazers!)</p>	<p><b>Listen and Appraise</b> Preparation for Big Sing Listening to key <u>British composers</u> through time eg. Elgar, Britten, Anna Meredith, Kerry Andrew. Analyse different features within music, showing preferences. Reflect on instrumentation, melody, metre and tempo. Preparation for Big Sing</p> <p><b>Compose and Perform</b> Preparation for Big Sing performance. Compose and perform own piece of music based on a piece by a famous composer.</p>

We match lesson objectives to the national curriculum objectives for KS2 below:

- **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
- **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
- **Listen with attention to detail and recall sounds with increasing aural memory**
- **Use and understand staff and other musical notations**
- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**
- **Develop an understanding of the history of music**

These objectives are broken down into smaller strands on the Durham Primary Music Progress Map which we use to inform Medium Term and Weekly planning. This ensures development and progression of skills by stating clear objectives to be achieved in each year group. **Please see separate document.**