

## Long term planning – music

National curriculum – programme of study for KS1 and KS2					
<b>KS1</b>	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.	
<b>KS2</b> (we have lower key stage 2 and upper key stage 2 is at Middle School)	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.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations	Develop an understanding of the history of music.

### Middle School coverage for years 5 & 6

How do the different instruments of the orchestra sound, what do they look like and how are they used to create music which can tell a story?	How is treble clef staff notation used in music? How can you “play” the keyboard?	How can we create music as a response to some of the stimuli associated with Ancient Egypt?	What did music sound like during The Tudor period?	How have composers used the theme of “water” to create their own descriptive music? Learn about melodic shape and dynamics exploring how these can be used to represent and describe water in various forms.	How do you play the ukulele? <i>Theory</i> <i>Performance</i> <i>Ensemble work</i> <i>Technique</i>
How do beat and rhythm work together in composing and performing music?		How do you play the ukulele? <i>Theory</i> <i>Performance</i> <i>Ensemble work</i> <i>Technique</i>	How can sound sources be used expressively and be combined to create music in response to the Weather and the Seasons?	What different stimuli do composers use when creating and composing music?	How does knowledge of the Elements of Music allow us to communicate more effectively?

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2021 /2022	<b>Charanga inspiration</b>	<b>Hands, feet heart</b> Afropop, South African. 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.	<b>Christmas performance</b> Songs and instruments for a purpose and an audience. Includes different style of songs including samba.	<b>In the Groove</b> Introducing different types of music: Blues, Baroque, Latin, Bhangra, Folk, Funk	<b>Hey You!</b> Old style Hip Hop How pulse, rhythm and pitch work together.  <b>Let Your Spirit Fly</b> RnB and other styles	<b>Rhythm in the way we walk / Banana Rap</b> Reggae Pulse, rhythm and pitch, rapping, dancing and singing  <b>Glockenspiel 1</b> Developing skills	<b>Reflect, Rewind, Replay</b> Classical music and history of music. Language of music
	<b>KS1</b>	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	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	Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality recorded music  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	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	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.
	<b>KS2</b>	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in <b>solo and</b> ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use their voices and play musical instruments with increasing accuracy, fluency, control and expression	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.  Use their voices and play musical instruments with increasing accuracy, fluency, control and expression	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions  Use their voices and play musical instruments with increasing accuracy, fluency, control and expression	Develop an understanding of the history of music.  Use their voices and play musical instruments with increasing accuracy, fluency, control and expression