



Music Long Term Curriculum Plan 2021-2022

MUSIC at a glance at Eastfield Primary School					
EYFS	<p>The children will learn songs and rhymes through the teaching of English and Maths and will cover objectives through the teaching of music and within the continuous provision where the children will have access to both adult-led and child-initiated activities. Children will clap short, rhythmic patterns, make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre) and choose sounds to represent different things (the thunder, sea etc...). The children will be given the opportunities to create their own music and songs, or improvise a song around one they know. Children will be encouraged to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound maker.</p> <p>The children will perform a Christmas Nativity in the autumn term, a class sing song to their parents and local nurseries in the summer term and watch a live theatre performance, listen to Hull Music Service perform and watch other children present their class/ year group performances throughout the year. This will give them the opportunity to watch and talk about live dance and performance art, expressing their feelings and responses.</p>				
EYFS	<p>Charanga: Me! Learn to sing nursery rhymes and action songs. In this unit children will be listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. They will learn about pulse, rhythm and pitch.</p>	<p>Christmas performance All children from EYFS will be involved in learning and performing a 30-minute presentation which includes singing, acting, movement and dance. Children will perform their Christmas play to the school and parents.</p>	<p>Charanga: Everyone! – listening to music from China and music for dragon dancing. Charanga- Learn to sing nursery rhymes and action songs focusing on music from. around the world. In this unit children will be listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. They will learn about pulse, rhythm and pitch.</p>	<p>Charanga- Big Bear Funk - A Transition Unit: 1. Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.</p>	<p>End of term bug performance All children in EYFS will be involved in learning and performing a 15-minute presentation which includes singing, movement and instruments. Children will perform their performance to parents and the local preschools.</p>



<p>Year 1</p>	<p>Animals: Classical music, dynamics and tempo Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo</p>	<p>Christmas performance: singing and performing All children from year 1 will be involved in learning and performing a 30-minute presentation which includes singing, optional instrumental parts, acting, movement and dance. Children will perform their Christmas play to parents.</p>	<p>Charanga: In the Groove – Children will be listening an appraising songs in different styles of music. The unit covers styles such as, Blues, Baroque, Latin, Bhangra, Folk and Funk In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The pupils will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit the pupils will also listen to a well-known song in that week's style.</p>	<p>Music Express: What's the score? Pupils will build on the 'Animals' unit, using percussion instruments to create sounds. They will recognize different ways sounds are made and changed and to name and know how to play, a variety of classroom instruments. Pupils will use a simple score to match notation with sound and that different symbols can identify how an instrument should be played.</p>	<p>By the Sea: Vocal and body sounds. Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments</p>
<p>Year 2</p>	<p>On this island: British songs and sounds - Folk Music Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would sound like and then use this to create their own soundscapes.</p>	<p>Music Express: Feel the Pulse This unit develops the children's ability to recognize the difference between pulse and rhythm and to perform with a sense of pulse.</p>	<p>Charanga – Jane Sebba's recorder course Pupils will learn from the beginning how to play the recorder using 3 notes learned over the course. They will learn how to hold the recorder properly, understand the main parts of the musical score and its related vocabulary. They will apply their knowledge of rhythm to play long and short sounds and will learn the names of different length notes.</p>	<p>End of year performance – Jack and the Beanstalk (links/journey from year 1 story songs/rhyme) All children from Y2 involved in learning and performing a presentation which includes singing, optional instrumental parts, acting, movement and dance to be performed to parents.</p>	



<p>Year 3</p>	<p>Charanga: Glockenspiel Stage 1</p> <p>This unit introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>Charanga: Three little Birds – Reggae Music</p> <p>All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements 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 other Reggae songs.</p>	<p>Creating compositions in response to an animation</p> <p>Theme: Mountains. In this topic, pupils learn to tell stories through music. They begin this by first listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They then go on to create their own original compositions to match an animation, building up layers of texture.</p>	<p>Create and sing opera (Carmen) Wider Opportunities</p> <p>Developed by the Royal Opera House, this programme allows pupils to create their own accessible version of Carmen using specially arranged extracts from the opera. They will learn about the main characters and plot of the opera, find out what it is like to be an opera singer and how music can be used to tell a story.</p>
<p>Year 4</p>	<p>Wider Opportunities – learning to play stringed instrument</p> <p>Children will revise their understanding of pitch, tempo, dynamics, duration and tempo through song. They will use this knowledge to compose simple sequences of sounds and record using graphic notation as a score. They will then start to learn about the basic instrumental care and handling and learn about the 4 strings of the instrument.</p>	<p>Wider Opportunities – learning to play stringed instrument</p> <p>Pupils will listen to a variety of music and identify rhythmic and melodic patterns. They will build on their singing skills by singing in unison, in rounds and in parts, from memory with accuracy of pitch. Pupils will begin to use the bow to play notes more confidently and use repeated down bows.</p>	<p>Wider Opportunities – learning to play stringed instrument</p> <p>Final performance at Hull City Hall.</p> <p>Pupils will create a compositional sequence of sounds in writing as a graphic score, they will play in unison and in simple parts and will experiment some different sound effects that can be made with a stringed instrument. They will learn about the other instrument families and prepare for a large scale performance for a real audience.</p>	



<p>Year 5</p>	<p>Charanga: The Fresh Prince of Bel-Air: Hip hop This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Hip hop workshop by Beats Bus.</p>	<p>Blues 12 bar blues and the blues scale. Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of blues music and its importance and purpose. They can also get to grips with the 12 bar blues and the blues scale, and combine these to create an improvised piece with a familiar, repetitive backing</p>	<p>Charanga: Glockenspiel Stage 2 This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. Start to use the scores provided in this unit.</p>	<p>Pop Compare interrelated dimensions of music in Elton John’s ‘Rocket Man’ and Bowie’s ‘Space Oddity’. Compose journey through space using graphic notation.</p>	<p>Film composers/ soundtracks How does music affect emotion? John Williams/ John Barry Henry Mancini (relatable to children’s knowledge of film e.g., star wars, jaws, pink panther, James bond). Use purple mash to compose emotional themes i.e., suspense, sadness, excitement etc. Iconic notation/scenes Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>
<p>Year 6</p>	<p>WW2 music – look at music as propaganda, Run Rabbit Run / White Cliffs of Dover / We’ll Meet Again – sentimental connections Children will develop greater accuracy in pitch and control. They will identify pitches within an octave when singing and use knowledge of pitch to develop confidence when singing in parts. Perform to parents for VE Day celebration.</p>	<p>Charanga: Music & identity (Music and Me) Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative <u>Both Sides Now</u>. Pupils will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. Pupils will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. songwriters/performers -Aretha Franklin, Lauren Hill modern comparison, Carole King – songwriter</p>	<p>Advanced rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p>Presentation Unit for Yr 6 The Greatest Showman – listening and appraising, singing, acting, dancing – performance to parents Children are introduced to the concept of musical theatre and learn about its history including how it has changed over time. They will develop their understanding of the role of different songs within a production and they will learn how to identify character songs and action songs. Children will create their own scene for a musical as a group including, singing, acting and dancing. Pupils will decide on their roles and begin rehearsing, ending with performing their musical to a wider audience.</p>	



Breadth of musical areas

Singing
 Listening
 Composing
 Musicianship

Music at a Glance – Year 1				
<p><u>Animals</u> Focus on PULSE -dynamic and tempo</p>	<p><u>Christmas Performance</u> Sing songs from memory with accuracy in pitch and perform to a wider audience</p>	<p><u>In the Groove</u> Listen and appraise blues, baroque, latin, bhangra, folk and funk music</p>	<p><u>What’s the Score</u> Focus on PITCH – using untuned instruments to replicate sounds</p>	<p><u>By the Sea</u> Creating sequences of sounds and recording sounds using graphic notation</p>
Music at a Glance – Year 2				
<p><u>British songs and sounds</u> Listen and appraise Folk music</p>	<p><u>Feel the Pulse</u> Focus on responding to PULSE and exploring nd understanding RHYTHM</p>	<p><u>Recorder Course</u> Playing a tuned instrument, matching dot notation to at least 3 notes</p>	<p><u>Year 2 Performance</u> Singing songs from memory with a small pitch range, applying dynamics (fast/slow) to an audience</p>	

Singing
 Listening
 Composing
 Performing

Music at a Glance – Year 3			
<p><u>Glockenspiel 1</u> Develop facility in playing a tuned instrument. Introduce staff notation and begin to use reading notation. Understand the difference between types of musical notes.</p>	<p><u>Three Little Birds</u> Listen and appraise reggae music and develop knowledge and understanding of the stories, origins, traditions, history and social context of the music</p>	<p><u>Creating Compositions</u> Create compositions for a film scene with tuned and untuned instruments played in groups. Structure musical ideas in response to different stimuli</p>	<p><u>Create and Sing Carmen</u> Singing a range of unison songs from Carmen tunefully and with expression. Perform as a choir</p>
Music at a Glance – Year 4			
<p><u>Wider Opportunities</u> Learning to play a stringed instrument</p>	<p><u>Wider Opportunities</u> Learning to play a stringed instrument</p>	<p><u>Wider Opportunities</u> Learning to play a stringed instrument</p>	



Music at a Glance – Year 5				
<p><u>Hip Hop</u> Experience the Beat Bus make music live. Listen and appraise hip hop songs and create own lyrics.</p>	<p><u>Blues</u> Listen and appraise blues songs</p>	<p><u>Glockenspiel 2</u> Play melodies on tuned percussion following staff notation. Develop the skill of playing by ear.</p>	<p><u>Pop</u> Listen and appraise pop songs</p>	<p><u>Film Music</u> Understand some of the composing techniques in film music and its desired impact on the audience</p>
<p>Compose own lyrics and improvise performance using the style indicators of hip hop</p>	<p>Perform simple chordal accompaniments to backing. Develop reading notation by understanding note timings</p>		<p>Improvise over a simple groove, responding to the beat and experiment with dynamics to produce a piece of music representing space.</p>	<p>Create music to evoke a specific atmosphere, mood or environment. Capture ideas using graphic symbols.</p>
Music at a Glance – Year 6				
<p><u>WW2 songs</u> Sing WW2 songs observing rhythm, phrasing accurate pitching and appropriate style. Sing in 3 and 4 part rounds (run rabbit) and introduce a harmony</p>	<p><u>Music and Identity</u> Pupils will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years</p>	<p><u>Advanced Rhythms</u> Develop understanding of rhythm and pulse</p>	<p><u>Presentation</u> Understand the concept of musical theatre and learn about its history and how it has changed over time. Develop understanding of the role of different songs.</p>	