



Trimley St Mary - Music Long Term Plan



		during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;	during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;
Year One	<u>Knowing Me, Knowing You - What makes me who I am?</u> Hey You (How pulse, rhythm & pitch work together) Rhythm in the way we walk / The Banana Rap (Pulse, rhythm, pitch, rapping, dancing and singing)	<u>Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop?</u> In The Groove (How to be in the groove with different styles of music) Round and Round (Pulse, rhythm & pitch in different styles of music)	<u>Oh, We do like to be beside the Seaside - What makes our beach a special place?</u> Your imagination - (Using your imagination) Reflect, Rewind and Replay -(The history and language of music)
<u>National Curriculum Links</u>	use their voices expressively and creatively by singing songs and speaking chants and rhymes 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 listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes 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.
Year Two	<u>London Calling - Why is London the capital city of the United Kingdom?</u> Hands, Feet, Heart (South African Music) Ho, Ho, Ho (Festivals and Christmas) (Pulse, Rhythm and Pitch)	<u>Medieval Mayhem - Would you rather live in your house or a castle?</u> I Wanna Play in a Band (Playing together in a band) Zootime (Reggae and animals) (Pulse, Rhythm and Pitch)	<u>The Enchanted Wood - Why are woodlands important?</u> Friendship Song (A song about being friends) Reflect, Rewind and Replay (The history and language of music)
<u>National Curriculum Links</u>	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes

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<u>Year Three/Four</u> <u>Cycle 1</u>	<u>Enchanting Egyptians - Why did the Egyptians stop building pyramids?</u> <u>Year 3</u> Let Your Spirit Fly Keyboards What does pitch mean? <u>Year 4</u> Clarinets How do we set up a clarinet? What is a stave?	<u>Revoltng Romans - What did the Romans ever do for us?</u> <u>Year 3</u> Three Little Birds The Dragon Song How can we change the dynamics? <u>Year 4</u> Clarinets What does music notation look like?	<u>Healthy Heroes - How do we know if we're healthy?</u> <u>Year 3</u> Bringing Us Together Reflect, Rewind and Replay What does tempo mean? <u>Year 4</u> Clarinets How does the tempo affect a piece of music?
<u>National curriculum links</u>	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</i> <i>Develop an understanding of the history of music.</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</i> <i>Develop an understanding of the history of music.</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</i> <i>Develop an understanding of the history of music.</i>
<u>Year Three/Four</u> <u>Cycle 2</u>	<u>Stones and Bones - Could we survive in the Stone Age?</u> <u>Year 3</u> Let Your Spirit Fly Keyboards What does pitch mean? <u>Year 4</u> Clarinets How do we set up a clarinet? What is a stave?	<u>Remarkable Rainforests - Will there still be Rainforests when we grow up?</u> <u>Year 3</u> Three Little Birds The Dragon Song How can we change the dynamics? <u>Year 4</u> Clarinets What does music notation look like?	<u>Our Place on Earth - What makes our place on Earth special?</u> <u>Year 3</u> Bringing Us Together Reflect, Rewind and Replay What does tempo mean? <u>Year 4</u> Clarinets How does the tempo affect a piece of music?

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<p><u>Year Five/Six</u> <u>Cycle 1</u></p>	<p><u>Journey to the Poles</u> Who were the first humans to discover Antarctica? What was Shackleton's journey like? How did Shackleton get to Antarctica? Using GarageBand on iPad or keyboards to compose a piece of music. (Focus on rhythm)</p>	<p><u>Travelling Through Time</u> When did the Anglo Saxons settle in Britain? Where did they come from? What evidence is there in modern Britain that the Anglo Saxons lived here? Who were the Greek gods? How have the Ancient Greeks affected modern life? Play and perform in solo and ensemble contexts selecting the correct level of control, accuracy and expression.</p>	<p><u>Journey to The Americas</u> What is life like in the Americas? Who are the Mayans? What effects have they had on our lives? Learn to perform, compose, transcribe and describe music.</p>
<p><u>National Curriculum Links</u></p>	<p>Improvise and compose music using the inter-related dimensions of music separately and in combination. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Use and understand the basics of the staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>

<p><i>Year Five/Six</i></p> <p><i>Cycle 2</i></p>	<p><i>Disaster Zones</i></p> <p><i>What years did major natural disasters happen?</i></p> <p><i>Have we had any local natural disasters?</i></p> <p><i>How have disaster hit countries recovered?</i></p> <p><i>Compose and perform a range of melodic songs.</i></p> <p><i>Perform from memory a song with accurate control, pitch and tune.</i></p>	<p><i>Intergalactic Explorers</i></p> <p><i>Which countries were involved in the Space Race?</i></p> <p><i>When did humans first reach the moon?</i></p> <p><i>When did the first woman enter space?</i></p> <p><i>Transcribe and devise non-standard symbols to indicate when to play.</i></p> <p><i>Describe music using correct terminology including duration, timbre pitch, beat and tempo etc.</i></p>	<p><i>The War Room</i></p> <p><i>How did the world wars start?</i></p> <p><i>When did they start?</i></p> <p><i>Who was involved?</i></p> <p><i>How were people affected?</i></p> <p><i>Learn to perform, compose, transcribe and describe music.</i></p> <p><i>Singing in a wide variety of situations using accurate pitch and tone.</i></p>
<p><i>National Curriculum Links</i></p>	<p><i>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</i></p> <p><i>Improvise and compose music using the inter-related dimensions of music separately and in combination.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p><i>Use and understand the basics of the staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p><i>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</i></p> <p><i>Improvise and compose music using the inter-related dimensions of music separately and in combination.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p>