

Coit Music Subject Long Term Plan 2024-2025

Musicianship delivered in the Autumn Term/Spring/Summer Term by Sheffield Music Hub teachers for Y1 3 5

F2 Y2 Y4 will use Charanga SOW and learn to play the Glockenspiels

Y6 will learn to play the Ukulele

BBC Ten Pieces website is used to supplement units for Listening and Appraising

October 23 Black History-Florence Price <https://www.bbc.co.uk/teach/ten-pieces/classical-music-florence-price-symphony-no1/z48rscw>

	A1	A2	SP1	SP2	SU1	SU2
	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>					
<p>FS Expressive Art and Design</p>	<p>ME Charanga Style: Mixed styles</p> <p>Listen and Respond Finding the pulse</p> <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers 	<p>My Stories Charanga Style: Mixed styles Songs</p> <ul style="list-style-type: none"> Roll Alabama Boogie Wonderland Don't go breaking my heart Frosty the snowman Spiderman <p>Nursery Rhymes</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock 	<p>Everyone Charanga Style: Mixed Styles Songs</p> <ul style="list-style-type: none"> We are family Thula Baba ABC My mum is amazing Conga Mozart's horn <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle 	<p>Our World Charanga Style: Mixed Styles Songs</p> <ul style="list-style-type: none"> Lovely Day Beyond the sea Mars from the planets Frog's legs and dragon's teeth Ain't no mountain high enough Singing in the rain <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep 	<p>Big Bear Funk Transition Unit Charanga Style: Mixed Styles Songs</p> <ul style="list-style-type: none"> Big Bear Funk I feel good Don't you worry about a thing My promise Superstition Pick up the pieces <p>Musical learning focus: Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Composing Music</p> <ul style="list-style-type: none"> Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place 	

	<p>Understanding Music</p> <ul style="list-style-type: none"> • Copycat rhythm games • High low games (pitch) • Singing rhymes 	<ul style="list-style-type: none"> • Not Too Difficult • The ABC Song <p>Understanding Music</p> <ul style="list-style-type: none"> • Rhythm Games Pitch • Playing Instruments tuned and untuned percussion 	<ul style="list-style-type: none"> • If You're Happy And You Know It • Head, Shoulders, Knees And Toes <p>Understanding Music</p> <ul style="list-style-type: none"> • Rhythm • Pitch • Using percussion 	<ul style="list-style-type: none"> • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p>Understanding Music</p> <ul style="list-style-type: none"> • Pitch • Rhythm • Pulse • Tempo • percussion 		
<p>Listening and Appraising</p>	<p>Hands in the air BBC Listen and Respond Rhythm</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/hands-in-the-air-lyrics/z7q78xs</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>EYFS MUSIC Sonic Explorers</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/eyfs-sonic-explorers/zhmvrnd</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Celebrate Chinese New Year</p> <p>https://www.youtube.com/watch?v=WuY_-GhO5w</p> <p>I am a robot BBC Listen and Respond Moving in time</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/i-am-a-robot-song/zkf9bdm</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly</p>	<p>Andy's Animal Raps BBC Bring the noise Rainforest Woods Polar Party Minibeasts Who lives under the sea</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-index/z6tjcg</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly</p>	<p>Yolanda's Band Jam BBC Bring the noise Rhythm Pulse Pitch Dynamics</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/music-eyfs-yolanda-brown-band-jam/zbgxwty/ferent-instruments-in-a-band</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly</p>	<p>Bring the noise (BBC) Pulse Rhythm Playing as an ensemble</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/bring-the-noise-lyrics/zrskgwx</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen and respond:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

			matching the pitch and following the melody.	matching the pitch and following the melody.	matching the pitch and following the melody.	
Performance	Harvest Festival performance	Christmas Nativity Performance Christmas with the Aliens	Performance for Y1	Performance for Y2	Performance practise for adults	Summer Performance for parents

<p>Y1 Sheffield Singing Hub Expert Teacher Aims and Objectives</p>	<p style="text-align: center;">Autumn</p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (tempo)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes</p> <p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests (flashcards)</p>	<p style="text-align: center;">Spring</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word pitch and will understand the context in which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes</p> <p>Most students will be confident in singing at pitch in unison</p> <p>Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p>	<p style="text-align: center;">Summer</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics • Structure • Tempo • Articulation • Expression <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p>
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			<p>Outcomes</p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>			
<p>Y1</p> <p>Musicianship</p> <p>Sheffield</p> <p>Music Hub</p> <p>Expert Singing</p> <p>Teacher</p>	<p>FOCUS: technical and constructive</p> <p>technical - producing and controlling sound</p> <p>technical - symbol system used to 'read' music</p> <p>constructive - interrelated dimensions of music</p> <p>constructive - basic musical form</p>		<p>FOCUS: technical, constructive, expressive</p> <p>continuing development of previous term's</p> <p>technical and constructive components</p> <p>expressive - developing quality of musical sound and awareness of</p>		<p>Focus: technical, constructive, expressive</p> <p>increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Warm Up</p> <p>activities</p> <p>Skill Builders</p> <p>Repertoire</p> <p>Builders</p>	<p>warm up activities</p> <p>Physical movement</p> <p>Fricatives</p> <p>'shh' 'huh' 'pah' 'k' 't' etc.</p> <p>Vocalised Sounds</p> <p>'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Heart rate increasing activity.</p> <p>Stretches particularly focussing on shoulders/neck/faces and tongue</p> <p>Fricatives</p> <p>Blow a balloon up</p> <p>Blow out a candle (finger)</p> <p>Vocalised Sounds</p> <p>'Cooooee' 'It's Me'</p> <p>Catch the flying buzzy bee in your hands</p> <p>Reuse any previous</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Following physical instructions using no vocalised sounds</p> <p>Fricatives/Vocalised Sounds</p> <p>Wesley Bear Story</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Games such as 'opposites'</p> <p>Fricatives/Vocalised Sounds</p> <p>Wesley Bear story - pupils to tell parts of the story</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it 2</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p>

		effective or enjoyable warm ups where appropriate				Bubble Gum Warm Up asking students to tell parts of the story
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Unison (all together)		COULD Harmony Articulation (diction) Structure Match Song (partner song) Round Crochet Quaver Rest Body Percussion Call and Response		MIGHT Kodaly Notation Legato (smooth) Staccato (spikey)	
Listening and Appraising Class and Assembly	National Pioneers Rapper Nadia Rose https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-england/zhpsscw	Little Red Riding Hood https://www.bbc.co.uk/programmes/articles/3Qq9cBQHpg6FJqTRsnqbGB6/primary-music-ks1-little-red-riding-hood-info	John Adams Short Ride in a Fast Machine https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3	Thunder JAM BBC KS1 Weather Space https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx	Thunder Jam BBC KS1 music Cities Rainforests https://www.bbc.co.uk/teach/bring-the-noise/ks1-thunder-jam/zkfkqwx	
Performance	Harvest Festival Performance	Christmas with the aliens Performance Preparation KS1	Spring showcase for children KS1 KS2	Spring Showcase for parents	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2 End of year showcase for parents/grandparents

Y2 Charanga Listening Singing Playing Instruments Improvising Composing	Glockenspiel Lessons Weeks 1-3 Hands Feet Heart Style-South African Music 6- week unit 4-6	Hands Feet Heart Style of Music Afropop Aut 2 1-3	I Wanna play in a band Style of Music- Rock	Zootime Style of Music- Reggae	Friendship Style of Music- Pop	Style of Music- Classical
Songs	<ul style="list-style-type: none"> • Hands Feet Heart • The Click Song • The Lion Sleeps Tonight • Bring him back 		<ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke on The Water by Deep Purple • Rockin' All Over The World by Status Quo Johnny B.Goode • by Chuck Berry • I Saw Her Standing There by The Beatles 	<ul style="list-style-type: none"> • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff 	<ul style="list-style-type: none"> • Count On Me by Bruno Mars • We Go Together (from the Grease soundtrack) • You Give A Little Love (from Bugsy Malone) • That's What Friends Are for by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • You've Got A Friend In Me by Randy Newman 	<ul style="list-style-type: none"> • Peer Gynt Suite: Anitras Dance by Edvard Grieg • Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach • Baroque from The Diary Of A Fly by Béla Bartók - 20th Century Fantasia On • Greensleeves by Ralph Vaughn Williams 20th century • Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - • Romantic The Robots (Die Roboter) by Kraftwerk - Contemporary

<p>Listening and Appraising</p>	<p>Recognise and name two or more instruments</p> <p>Find the pulse- understand that it is the heartbeat of the music</p> <p>Clap Rhythms - long and short sounds</p> <p>Understand rhythm is different to pulse</p> <p>Copy and clap back rhythms</p> <p>Singing Recognise that songs sometimes have a question, an answer section and a chorus</p> <p>Play instrumental parts GAC see Glock section</p> <p>Bring the Noise Take You Home https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-</p>	<p>Find the pulse Freestyle finding the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Clap rhythm of name/favourite colour animal/game</p> <p>Pitch-high and low sounds</p> <p>Musical Style- understand that songs have a musical style</p> <p>Singing Sing and rap together and in time</p> <p>Rap-understand that this is a spoken word</p> <p>Bring the Noise</p> <p>When the cold wind blows</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/when-the-cold-wind-blows-song/zkw3f4j</p>	<p>Recognise and name some of the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <p>Find the pulse-march and find the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Copy and clap back rhythm</p> <p>Create own rhythms</p> <p>Singing Sing and dance together, in time and using actions</p> <p>Fire of London Theme https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <ul style="list-style-type: none"> • Patterns/Melody • Solo? • Hook? • Style? <p>Find the pulse Clap Rhythms Recognise Pitch-high and low sounds</p> <p>Singing Sing and dance together in time and using actions</p> <p>Florence Nightingale OUT OF THE ARK RESOURCE</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass female singer and a glockenspiel</p> <p>Patterns/Melody Find the pulse- decide how to find the pulse</p> <p>Clap Rhythms</p> <p>Physical Education Dancing with the elements</p> <p>https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-air/znd8qp3</p>	<p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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	the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p					
Improvisation And Composition	Create simple rhythms and simple melodies Using GLOCKS note C and D	Create simple rhythms and simple melodies Using GLOCKS note C and D	A simple melody using simple rhythms and use as part of a performance Use glocks FGA	A simple melody using simple rhythms and use as part of a performance Use glocks	A simple melody using simple rhythms and use as part of a performance Use glocks	
Performance	Harvest Festival	KS1 Christmas Performance Christmas with the Aliens Watching Christmas Pantomime Violin Quarter	Spring showcase for children KS1 KS2		Summer showcase for children KS1 KS2	End of year performance for parents

<p>Y3 Sheffield Music Hub Expert Teacher Aims and Objective s</p>	<p>Autumn Term Objectives</p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (tempo)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • duration • structure • tempo • dynamics <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Pupils will listen with attention to detail to recall sounds with increasing aural memory</p> <p>Pupils will learn to understand stave and other musical notations including:</p> <ul style="list-style-type: none"> • simple bars • crochets • quavers • rests <p>Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed.</p> <p>Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note</p> <p>Outcomes</p>	<p>Spring Term Objectives</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word pitch and will understand the context in which this word is used.</p> <p>Pupils will learn to identify and use notes happening at the same time using:</p> <ul style="list-style-type: none"> • match songs • Rounds • Kodaly Method • Simple Harmonies • Visualisations/Notation <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).</p> <p>Pupils will begin to sing songs with small and larger leaps in pitch</p> <p>Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes</p> <p>Most students will be confident in singing at pitch in unison</p> <p>Most students will be confident singing in simple match songs or rounds</p> <p>Some students might be confident in singing a simple harmony line alongside a unison song</p>	<p>Summer Term Objectives</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics (forte/piano/crescendo/diminuendo) • Structure (Verse/chorus/part 1/part 2/ bridge) • Tempo • Articulation • Expression <p>Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances</p> <p>Pupils will learn to observe phrasing, accurate pitching and appropriate style</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a</p>
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	<p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Most students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest)</p> <p>Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests #</p> <p>Some students might need support with confidently creating their own lyrics to add to a given rhythm</p>		<p>Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts</p>		<p>valuable way to develop listening skills and musical vocabulary</p> <p>Outcomes</p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>	
Y3 Musicianship Sheffield Music Hub	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>FOCUS: technical and constructive</p> <p>technical - producing and controlling sound</p> <p>technical - symbol system used to 'read' music</p> <p>constructive - interrelated dimensions of music</p> <p>constructive - basic musical form</p>		<p>FOCUS: technical, constructive, expressive</p> <p>continuing development of previous term's technical and constructive components</p> <p>expressive - developing quality of musical sound and awareness of</p>		<p>Focus: technical, constructive, expressive</p> <p>increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	
Activities and Songs	<p>warm up activities</p> <p>physical warm ups should be done to include a strong beat or backing track</p> <p>Physical movement</p> <p>Fricatives</p> <p>'shh' 'huh' 'pah' 'K' 't' etc.</p> <p>Vocalised Sounds</p> <p>'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Heart rate increasing activity</p> <p>Stretches particularly focussing on shoulders/neck/faces and tongue</p> <p>Fricatives</p> <p>Blow a balloon up</p> <p>Blow out a candle (finger)</p> <p>Vocalised Sounds</p> <p>'Coooeeee' 'It's Me'</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it 2</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up asking students to tell parts of the story</p>

		Catch the flying buzzy bee in your hands			Bubble Gum Warm Up	
Listening and Appraising	<p>Kerry Andrew No place like Home</p> <p>https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j</p>	<p>Brazil Amazon Theme Trailblazers Little Train of the Caipira Brazil x 6 lessons Heitor Lobos https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</p>	<p>Winter Theme Vivaldi Trailblazer (artwork inspiration) https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbnr4</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2qgp3</p>	<p>Mason Bates Anthology of Fantastic Zoology</p> <p>https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbf7nb</p>	<p>Troy songs linked to the story of the Trojan War x7 (5 mins max) https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs</p>	
Performance	Harvest Festival	Watching Christmas Pantomime Violin Quarter	Spring showcase for children	Spring Showcase for parents Smaller group songs Solos	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2 End of year showcase for parents/grandparents
Vocabulary	<p>SHOULD</p> <p>Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest</p>		<p>COULD</p> <p>Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose</p>		<p>MIGHT</p> <p>Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)</p>	

<p>Y4 Charanga Listening Singing Playing Instruments Improvising Composing</p>	<p>Mamma Mia</p>	<p>Glockenspiel Stage1 Glockenspiel Stage 2</p>	<p>Stop!</p>	<p>Lean on Me</p>	<p>Blackbird</p>	<p>Reflect Rewind and Replay</p>
<p>Style of Music and Theme</p>	<p>Style-Pop ABBA's Music</p>		<p>Style of Music- Grime Writing lyrics linked to a theme</p>	<p>Style of Music- Gospel Soul/Gospel Music and helping one another</p>	<p>Style of Music- Pop The Beatles, equality and civil rights</p>	<p>Style of Music- Classical The history of music consolidation</p>
<p>SONGS</p>	<ul style="list-style-type: none"> • Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You for The Music by Abba 		<ul style="list-style-type: none"> • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop the Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) 	<ul style="list-style-type: none"> • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode to Joy Symphony No 9 by Beethoven • Lean on Me by The ACM Gospel Choir 	<ul style="list-style-type: none"> • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles 	
<p>Listen and Appraise</p>	<p>Listen and Appraise Identify structure of the piece Intro verse bridge chorus Identify instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as keyboard, electric guitar, bass drum Vocal Line-how many</p>		<p>Listen and Appraise Identify the structure Intro and 6 rapped verses each with a sung chorus Identify the instruments/voices- digital/electronic sounds/turntables/synthesizers/drums Vocal Line-How many singers? Male/Female Male/Female Rapper</p>	<p>Listen and Appraise Identify the piece's structure Intro verse1 chorus verse 2 bridge chorus bridge verse 2 outro Identify the instruments/voices male vocal, backing vocal piano bass drums organ Find the pulse and identify tempo changes, changes in</p>	<p>Listen and Appraise Identify the themes: equality and civil rights Identify instruments and voices: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar percussion birdsong Reflect on the words in the song-</p>	<p>Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song</p>

	<p>singers male or female Backing accompaniment Which instruments play a solo? Hooks? Texture: thick thin or in between? Tempo? Fast/slow/in between Dynamics Arrangement of when voices/sing/play</p> <p>Copy back play invent rhythmic patterns Some reading of notes</p> <p>Singing In unison Playing Instrumental parts</p> <p>Tchaikovsky The Nutcracker https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z4y3rwx Anna Clyne Night Ferry https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4</p>		<p>Male Female backing vocals Textures : thick thin or in between? Layers-multi-layered or just $\frac{1}{2}$ Tempo Dynamics how does this vary during the songs</p> <p>Singing Rapping in unison and in parts</p> <p>Mountain Theme Grieg In the hall of the mountain king https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LlwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg</p>	<p>dynamics and texture Vocal Line-How many singers? Male/Female Male Female backing vocals Which instruments play solo? Textures : thick thin or in between? Layers-multi-layered or just $\frac{1}{2}$ Tempo Dynamics how does this vary during the songs Arrangements which voices/instruments sing /play in each section including the bridge section</p> <p>Mountain Theme Mussorgsky A Night on Bare Mountain https://www.bbc.co.uk/programmes/articles/1gKvMXSQVvgyfcv1Xjjnkr5/a-night-on-the-bare-mountain-by-modest-mussorgsky</p>	<p>what picture does it create</p> <p>Vocal lines Tempo-changes Dynamics of the song-which part is loud/quiet How do instruments and voices play throughout the song Identify riff/hook/solo Tempo Arrangement of instruments and voices</p> <p>Singing In unison</p> <p>Romans story set to music 7/8 units https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk</p>	<p>Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
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<p>Improvisation and performance</p>	<p>Compose a simple melody using simple rhythms and use it part of a performance</p>	<p><u>Glockenspiel 1</u> Improvise with DEE CEE's Blues using C and D notes Compose using the notes C D E F <u>Glockenspiel 2</u> Revise play and read the notes CDEFG Learn to play a range of tunes Compose using C D E F G</p>	<p>Compose own rapped lyrics class topic or theme that you decide as a class. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Compose a simple melody using simple rhythms and use it as part of the performance</p>	<p>Compose a simple melody using simple rhythms and use it as part of the performance</p>	
<p>Performance</p>	<p><i>Harvest Festival</i></p>	<p>Watching Christmas Pantomime Violin Quarter</p>	<p>Spring show case for children to perform to KS2 classes</p>	<p>Summer 1 Reflect Rewind and Replay Children to choose their performance song</p>	<p>Summer 2 End of year showcase for parents/grandparents</p>	

<p>Y5 Sheffield Singing Hub Expert Teacher Aims and Objectives</p>	<p>Autumn objectives</p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (tempo)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • duration • structure • tempo • dynamics <p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Pupils will listen with attention to detail to recall sounds with increasing aural memory</p> <p>Pupils will learn to understand staff and other musical notations including:</p> <ul style="list-style-type: none"> • simple bars • crochets • quavers • rests <p>Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed.</p> <p>Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note</p>	<p>Spring Objectives</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word pitch and will understand the context in which this word is used.</p> <p>Pupils will learn to identify and use notes happening at the same time using:</p> <ul style="list-style-type: none"> • match songs • Rounds • Kodaly Method • Simple Harmonies • Visualisations/Notation <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).</p> <p>Pupils will begin to sing songs with small and larger leaps in pitch</p> <p>Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes</p> <p>Most students will be confident in singing at pitch in unison</p> <p>Most students will be confident singing in simple match songs or rounds</p> <p>Some students might be confident in singing a simple harmony line alongside a unison song</p> <p>Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts</p>	<p>Summer Objectives</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics (forte/piano/crescendo/diminuendo) • Structure (Verse/chorus/part 1/part 2/bridge) • Tempo • Articulation • Expression <p>Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances</p> <p>Pupils will learn to observe phrasing, accurate pitching and appropriate style</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p>Outcomes</p>
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	<p>Outcomes</p> <p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Most students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest)</p> <p>Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests #</p> <p>Some students might need support with confidently creating their own lyrics to add to a given rhythm</p>				<p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>FOCUS: technical and constructive technical - producing and controlling sound technical - symbol system used to 'read' music constructive - interrelated dimensions of music constructive - basic musical form</p>		<p>FOCUS: technical, constructive, expressive continuing development of previous term's technical and constructive components expressive - developing quality of musical sound and awareness of</p>		<p>Focus: technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	
Activities and Songs	<p>warm up activities</p> <p>physical warmups should be done to include a strong beat or backing track</p> <p>Physical movement</p> <p>Fricatives</p> <p>'shh' 'huh' 'pah' 'k' 't' etc.</p> <p>Vocalised Sounds</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Heart rate increasing activity</p> <p>Stretches particularly focussing on shoulders/neck/faces and tongue</p> <p>Fricatives</p> <p>Blow a balloon up</p> <p>Blow out a candle (finger)</p> <p>Vocalised Sounds</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites'</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>2 Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up asking students to tell parts of the story</p>

	'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.	'Cooooee' 'It's Me' Catch the flying buzzy bee in your hands	develop some new 'opposites'			
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest		COULD Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose		MIGHT Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)	
Listening and Appraising	Viking Theme Wagner BBC Ten Pieces Ride of the Valkyries https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3	Vikings Saga Songs Theme BBC https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-index/z72w8xs	Leonard Bernstein Mambo West Side Story https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7wdqhv	Gustav Holst Mars from the Planet Suite https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zf6hsrd	EARTH Theme Hans Zimmer x 6 lessons BBC Ten pieces https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382 Watch the live recording with film Learn to play a shimmer	Antonin Dvorak Largo https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z7qmhbK

	http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf				<p>Create vocal melodies</p> <p>Improvise and compose music</p> <p>Create 3 note repeating patterns and different durations</p> <p>Create motifs</p> <p>Structure sessions into a bigger shape</p> <p>Learn about dynamics</p>	
Performance	Harvest Festival	<p>Christmas Performance</p> <p>Watching Christmas Pantomime</p> <p>Violin Quarter</p>	Spring showcase for children	Spring Showcase for parents Smaller group songs Solos/Groups -f	<p>Summer 1 Reflect</p> <p>Rewind and Replay</p> <p>Children to choose their performance song</p>	<p>Summer 2</p> <p>End of year showcase for parents/grandparents</p>

<p>Y6 Music</p> <p>Learning an instrument</p> <p>Ukulele</p> <p>Including performance and composition</p>	<p><u>Autumn Spring & Summer Ukuleles.</u></p> <p>Performance Purpose: Filmed on iPads for the whole school performance</p> <p>The Y6's spend 30 weeks learning the ukulele together as a class ensemble as part of their access to wider opportunities in the field of music, as an integral part of national curriculum music lessons.</p> <p>The class will learn up to 6 chords (major and minor), plentiful repertoire and will also begin to learn how to read and play from Tablature (fret number-based stave reading). They will learn rhythm, chords and will develop ensemble musicianship skills.</p> <p>The course will conclude with a performance opportunity to allow for parental and whole school engagement.</p> <p>Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics</p> <p><u>Skills covered</u></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>
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To listen to and follow musical instructions from a leader.
 To lead a rehearsal session.
 Improvise using instruments in the context of a song to be performed.
 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

Listening and Appraising

WW1
Vaughan Williams
Lark Ascending
<https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31>

Musical History
 Who was Vaughan Williams?
Listen and Appraise
 Instruments?
 Emotions?
 Tempo?
 Dynamics?
 Textures?
 Images?

WW11 Theme
Elgar Enigma
BBC Ten pieces
<https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31>

Musical History
Who was Elgar?

Listen and Appraise
 Instruments?
 Emotions?
 Tempo?
 Dynamics?
 Textures?
 Images?

Delia Derbyshire
Trailblazer
Doctor Who
<https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p>

Musical History
 Who is Delia and why was she considered a trailblazer?

Instruments?
 Emotions?
 Tempo?
 Dynamics?
 Textures?
Images?

Ravi Shankar Hindustani x 6 lessons BBC 10 Pieces
<https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm>

Musical History
 Who was Ravi Shankar? Why was he a trailblazer?

Listen and Appraise
 Listen to a performance from a different tradition
 Learn about drones and ragas
 Learn about call and response
 Create a coda
 Build structure sections of music into a bigger piece and perform

Charanga
Happy
 Style: Pop Music with soul
 Songs

- Top of the World
- Don't worry be happy
- Walking on Sunshine
- When you're smiling
- Love will save the day

Listen and Appraise

- Tempo
- Dynamics
- Range of instruments
- Number of voices
- How are they used during the song?
- Identify a hook

Charanga:
 You've got a friend
 Style: Carole King
 music
Songs
 -One fine day
 -Up on the roof
 -Will you still love me tomorrow
 -You make me feel like a natural woman

Listen and Appraise
 Style Indicators?
 Structure of the songs?
 Identify instruments and voices
 Musical Dimensions used in the song

Playing	<p>Ukulele - Chords Children will be introduced to the ukulele including it's origins. They will learn how to correctly hold and care for the instrument. Children will learn chords through playing songs from a variety of genres.</p>		<p>Ukulele - Notation and strumming The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes. Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.</p>		<p>Ukulele - Composition and Performance The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences. They will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation. The children will also focus on performance as they prepare for the school end of year showcase.</p>	
Composition	Identify chord patterns		Make own chord patterns		Make own chord patterns	
Performance	Harvest Festival Performance	Christmas Performance Christmas Pantomime External Violin Quarter	Video Ukulele performance in class for analysis	Ukulele performance Joint Federation	Ukulele Performance for parents Y6	Y6 leaving production for the school and for parents