

Music

Long Term Scheme of Work

Phase 2 Core and Extended	Singing	Listening	Composing	Performing
Autumn Links to curriculum: Geography Antarctica and jungle History Fire of London RE Harvest Art & Design Beautifully Bold- collage and drawing	Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Call and Response Sing for joy	Listening actively & critically; mark the beat of listening pieces; localised cultural capital- understanding where we are; impact of music on listener	Create music & melodies (humming, strumming) and fashion these into short pieces; developing a reliable musical memory; recall practice inc. melodic shapes, harmonic sequences of sounds, rhythmic patterns, pitch patterns; produce sounds and motifs to symbolise something else eg. Sounds for characters in stories	Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year.
Spring Links to curriculum: Geography Cities- landmarks History Kings and Queens RE Ramadan Art & Design Mix it!- colour	Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Call and Response Following a melody Sing for joy	Listening actively & critically; mark the beat of listening pieces; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener	Create music & melodies (humming, strumming) and fashion these into short pieces; developing a reliable musical memory; recall practice inc. melodic shapes, harmonic sequences of sounds, rhythmic patterns, pitch patterns; produce sounds and motifs to symbolise something else eg. Sounds for characters in stories	Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year
Summer Links to curriculum: Geography Seaside-beach History Holidays-beach RE Making the world a better place Art & Design Wonderful World- recycling- environment	Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Singing in a round Following a melody Sing with expression Sing for joy	Listening actively & critically; mark the beat of listening pieces; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener	Create music & melodies (humming, strumming) and fashion these into short pieces; developing a reliable musical memory; recall practice inc. melodic shapes, harmonic sequences of sounds, rhythmic patterns, pitch patterns; produce sounds and motifs to symbolise something else eg. Sounds for characters in stories	Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year

Phase 3 Core and Extended	Singing	Listening	Composing	Performing
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Long Term Scheme of Work

<p style="text-align: center;">Autumn</p> <p>Links to curriculum: Geography Deserts History Early Farming RE Special Food Art & Design Pop Art- still life</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically: mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create music in response to a musical stimulus. Improvise a musical conversation. Experiment with, create, select and combine sounds. Use graphic symbols or dot notation to keep a record of composed pieces. Musical notation includes crotchet, quaver, rests</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>
<p style="text-align: center;">Spring</p> <p>Links to curriculum: Geography Cities-travel History Ancient Greeks RE Special Clothes Art & Design Animals- colour theory and pattern</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically: mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create music in response to a musical stimulus eg. a busy city Improvise a musical conversation. Experiment with, create, select and combine sounds. Use graphic symbols or dot notation to keep a record of composed pieces. Musical notation includes crotchet, quaver, rests</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>
<p style="text-align: center;">Summer</p> <p>Links to curriculum: Geography Coast and Energy History The making of America RE Signs and Symbols Art & Design Edges and Corners- 3D shape</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically: mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create music in response to a musical stimulus Improvise a musical conversation. Experiment with, create, select and combine sounds. Use graphic symbols or dot notation to keep a record of composed pieces. Musical notation includes crotchet, quaver, rests</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>

Phase 4 Core and Extended	Singing	Listening	Composing	Performing
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Music

Long Term Scheme of Work

<p>Autumn Links to curriculum: Geography Poles & Africa History Stuart Dynasty RE Sikh Art & Design Funny Faces- photo montage</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically; mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create music in response to a musical stimulus eg. an animation or cartoon Improvise a musical conversation. Experiment with, create, select and combine sounds. Use musical notation- graphic symbols, dot notation, staff notation, to keep a record of composed pieces. Use and understand staff and other musical notations. Use music technology to capture, change and combine sounds.</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>
<p>Spring Links to curriculum: Geography Homes-population History The Factory and mines RE Stories Art & Design Energetic Lines- pointillism</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically; mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create original pieces for a purpose. Improvise a musical conversation. Experiment with, create, select and combine sounds. Use musical notation- graphic symbols, dot notation, staff notation, to keep a record of composed pieces. Use and understand staff and other musical notations. Use music technology to capture, change and combine sounds.</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>
<p>Summer Links to curriculum: Geography Tourism History Crimes and Punishment RE Inspiration Art & Design Junk Art</p>	<p>Vocal warm-ups-aural exercises Breathing Posture Dynamics (loud/quiet, fast/slow) Exploring voices Chanting Following a melody Sing with expression Sing for joy</p>	<p>Listening actively & critically; mark the beat of listening pieces; attend to whole pieces of music; expand musical horizons (crucial for developing the aural understanding needed to compose); impact of music on listener, mood, meaning, movement, stories, origins, traditions, social context, history</p>	<p>Create original pieces for a purpose. Improvise a musical conversation. Experiment with, create, select and combine sounds. Use musical notation- graphic symbols, dot notation, staff notation, to keep a record of composed pieces. Use and understand staff and other musical notations. Use music technology to capture, change and combine sounds.</p>	<p>Music listened to and performed is linked and this informs composition; celebrate, share and experience music of all kinds; develop stagecraft; peer feedback; collaboration, solo and ensemble performance. Opportunities to enjoy live performance at least once a year</p>