



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

MUSIC : CURRICULUM : LONG TERM PLAN



	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y1	<p>Hey You!</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Recognise and name two or more instruments they hear, e.g. male vocal, bass guitar, drums, decks. <p>Singing and Performing/Composition and Improvisation</p> <ul style="list-style-type: none"> Find the pulse. Clap rhythms: copying back rhythms they hear, clap their own rhythms over the track. Sing & rap in time to the music. Play instrumental parts accurately and in time as part of the performance. Play the note 'C'. Compose a simple melody using simple rhythms, using the notes 'C' & 'D'. <p><i>PREVENT: B10 - Respect for public institutions / C2 - My community</i></p>	<p>In the Groove</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising</p> <ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. Identify different music styles by listening to 'In The Groove' Move to the pulse of "In The Groove!" <p>Singing & Performing, Composition and Improvisation</p> <ul style="list-style-type: none"> Find the pulse, by marching or copying actions. Clap rhythms: copying back rhythms they hear, clap their own rhythms over the track Sing together and in time Play instrumental parts accurately and in time as part of the performance. Play the note 'C'. Compose a simple melody using simple rhythms, using the notes 'C' & 'D'. <p><i>PREVENT: A1 – Values / B4 – Equality / B6 – Mutual Respect / C5 – Diversity / H4 – Acceptance & Understanding</i></p>	<p>Your Imagination</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat in the song 'Your Imagination' Know that we can create rhythms from words, our names, favourite food, colours and animals. Recognise and name two or more instruments they hear, e.g. keyboard, drums, bass, a female singer. <p>Singing and Performing/Composition and Improvisation</p> <ul style="list-style-type: none"> Find the pulse, by marching or copying actions. Clap rhythms: copying back rhythms they hear, clap their own rhythms over the track. Sing together and in time, in all the different styles. Play instrumental parts accurately and in time as part of the performance. Play the note 'C'. Compose a simple melody using simple rhythms, using the notes 'C' & 'D'. <p><i>PREVENT: A8 – Showing Initiative / B3 – Freedom of Speech / C10 – Contributing Positively</i></p>
Y2	<p>Hands, Feet, Heart</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Find the pulse of Hands, Feet, Heart and understand it is the heartbeat of the music. Recognise and name some of the instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. <p>Singing and Performing</p> <ul style="list-style-type: none"> Clap rhythms (long + short sounds whilst marching to the pulse). 	<p>I Wanna Play in a Band</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about Rock music Recognise and name some of the instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. <p>Singing & Performing</p> <ul style="list-style-type: none"> March and find the pulse. 	<p>Friendship Song</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Find the pulse and know that 'Friendship Song' is about being friends. Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. <p>Singing and Performing</p> <ul style="list-style-type: none"> Sing in two parts. Play instrumental parts accurately and in time.

	<ul style="list-style-type: none"> Know that rhythm is different to the pulse. Copy and clap back rhythms. Recognise that songs sometimes have a question and answer section and a chorus. Play instrumental parts accurately and in time. Play the notes G, A & C. <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C. Compose a simple melody using simple rhythms, and use as part of the performance using C & D <p><i>PREVENT: A1: Values / A10: Contributing positively / C4: Acceptance of different cultural traditions</i></p>	<ul style="list-style-type: none"> Copy and clap back rhythms (long + short sounds whilst marching to the pulse). Sing and dance together, in time and using actions. Play instrumental parts accurately and in time. Play the notes D & C. <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note F. Compose a simple melody using simple rhythms, and use as part of the performance using F, G & A. <p><i>PREVENT: A3: respect for others / B1: British values & cultures / B3: Freedom of speech / B5: Democracy / B6: mutual respect / C5: diversity / C9: community cohesion</i></p>	<ul style="list-style-type: none"> Play the notes E & G. Clap rhythms (long & short sounds) <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C. Compose a simple melody using simple rhythms, and use as part of the performance using E & G. <p><i>PREVENT: A3 – Respect for Others / B6 – Mutual Respect / C9 – Community Cohesion</i></p>
Y3	<p>Let Your Spirit Fly</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Find the pulse while listening. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Identify the piece's structure: introduction, verse, and chorus. <p>Singing and Performing</p> <ul style="list-style-type: none"> Copy back rhythms. Play and invent rhythmic and melodic patterns. Sing in two parts. Play instrumental parts accurately and in time, as part of the performance. <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C & A. Compose a simple melody using simple rhythms, and use as part of the performance using C, D & E. <p><i>PREVENT: A1 – Values / A2 – Respect for Others / A4 – Challenging Views / B6 – Mutual Respect / B9 – Acceptance of others / C5 – Diversity / H4 – Acceptance & Understanding of different religious traditions.</i></p>	<p>Three Little Birds</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising</p> <ul style="list-style-type: none"> Find the pulse while listening. Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus and chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. <p>Singing & Performing</p> <ul style="list-style-type: none"> Copy back rhythms. Play and invent rhythmic and melodic patterns using C, sometimes with D and reading notes. Sing in unison. Play instrumental parts accurately and in time, as part of the performance. <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C & A. <p>Compose a simple melody using simple rhythms, and use as part of the performance using C, D & E.</p> <p><i>PREVENT: A1 – Values / A2 – Respect for Others / A4 – Challenging Views / B2 Rights & Responsibility / B6 – Mutual Respect / B9 – Acceptance of others / C5 – Diversity</i></p>	<p>Bringing Us Together</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> Find the pulse when listening to Bringing Us Together Identify the piece's structure, instruments/voices Explain how the words of the song tell a story about friendship, peace, hope and unity <p>Singing and Performing</p> <ul style="list-style-type: none"> Copy rhythms and invent rhythmic their own melodic patterns. Sing in two parts. Play instrumental parts accurately and in time. Play the note C by ear. <p>Composition and Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C & A. Compose a simple melody using simple rhythms, and use as part of the performance using C, A & G. <p><i>PREVENT: A1 – Values / A2 – Respect for Others / A4 – Challenging Views / B2 Rights & Responsibility / B6 – Mutual Respect / B9 – Acceptance of others / C5 – Diversity / H4 – Acceptance & Understanding of different religious traditions.</i></p>
Y4	<p>Mamma Mia!</p>	<p>Stop!</p>	<p>Blackbird</p>

	<p>CORE LEARNING (KNOWLEDGE & SKILL): UNIT SPECIFIC FOCUS: Pop Listening & Appraising:</p> <ul style="list-style-type: none"> To begin to recognise the basic style indicators of ABBA's music. Identify the structure of the piece 'Mamma Mia' using the vocabulary: Intro, verse, bridge and chorus. Identify the keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, and drums. Find the pulse whilst listening. <p>Singing & Performing:</p> <ul style="list-style-type: none"> Copy rhythms and invent rhythmic and melodic patterns and sing in unison. Play instrumental (glockenspiel) parts accurately and in time using the note G by ear. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition and Improvisation:</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes G, A & B. Compose a simple melody using simple rhythms, and use as part of the performance using G, A & B. <p><i>PREVENT: B1 - British Values and Culture / C9 - Community Cohesion / C10 - Contributing Positively</i></p>	<p>CORE LEARNING (KNOWLEDGE & SKILL): Listening & Appraising:</p> <ul style="list-style-type: none"> Identify and discuss the structure of the piece 'Stop!': Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices in the song Stop!: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening to the song. <p>Singing & Performing:</p> <ul style="list-style-type: none"> Copy and Invent rhythmic and melodic patterns following themes from the focus song Sing and rap in unison and in parts. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition and Improvisation:</p> <ul style="list-style-type: none"> Research bullying and compose their own rapped lyrics about bullying. Improvise in lessons and as part of a performance. <p><i>PREVENT: A9 – Identifying and Combatting Discrimination / B4 – Equality / B9 – Acceptance of Others / C9 – Community Cohesion</i></p>	<p>CORE LEARNING (KNOWLEDGE & SKILL): Listening & Appraising</p> <ul style="list-style-type: none"> Identify the themes in the song 'Blackbird' by the Beatles. Identify instruments / voices in 'Blackbird'. Identify that the words of the song 'Blackbird' tell the listener a story. <p>Singing & Performing</p> <ul style="list-style-type: none"> Copy rhythms and invent their own rhythmic and melodic patterns. Sing in unison. Play instrumental (glockenspiel) parts accurately and in time. Play the note C & G by ear. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition & Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note C & D. Compose a simple melody using simple rhythms, and use as part of the performance using C, D & E. <p><i>PREVENT: A9 – Identifying and Combatting Discrimination / B4 – Equality / B9 – Acceptance of Others / C9 – Community Cohesion</i></p>
Y5	<p>Living On A Prayer</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): Listening & Appraising:</p> <ul style="list-style-type: none"> Identify the structure of the piece 'Livin' On A Prayer' by Bon Jovi. Identify instruments / voices that are used throughout the song 'Livin' On A Prayer' (Lead vocal, electric guitar, bass guitar, drums, keyboard). Find the pulse when listening to the piece of music 'Livin' On A Prayer' <p>Singing & Performing:</p> <ul style="list-style-type: none"> Copy rhythms and pitch and sing in unison. Play glockenspiel parts accurately and in time using the notes G, A & B. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition and Improvisation:</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the note G & A. 	<p>Make You Feel My Love</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): Listening & Appraising:</p> <ul style="list-style-type: none"> Research and understand the historical context of ballads. Identify the structure of the piece 'Make You Feel My Love': verse, verse, bridge, verse, instrumental, bridge, verse. Identify instruments and voices in the focus piece and find the pulse when listening to the music. <p>Singing & Performing:</p> <ul style="list-style-type: none"> Accurately copy rhythms and pitch and sing in unison. Play glockenspiel parts accurately and in time using the notes C, D & E. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition and Improvisation:</p>	<p>Dancing in the Street</p> <p>CORE LEARNING (KNOWLEDGE & SKILL): Listening & Appraising</p> <ul style="list-style-type: none"> Identify the structure, instruments and voices of the Motown song 'Dancing In The Street'. Find the pulse when listening to the song 'Dancing In The Street' <p>Singing & Performing</p> <ul style="list-style-type: none"> Copy rhythms and pitch and sing in two parts. Play instrumental parts accurately and in time on the glockenspiel. Play the notes F & G by ear and G & A using notation on the glockenspiel. Contribute to a performance of 'Dancing In The Street' by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition & Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes D & E on the glockenspiel. <p>Compose a simple melody using simple rhythms, and use as part of the performance of 'Dancing In The Street' using C, D & E.</p>

		<ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes C & D on the glockenspiel. <p>Compose a simple melody using simple rhythms, and use as part of the performance using C, D & E.</p> <p><i>PREVENT: B1 - British Values and Culture / C9 - Community Cohesion / C10 - Contributing Positively</i></p>	<p><i>PREVENT: A3 – Respect for Others / B3 – Freedom of Speech / C4 – Acceptance and Understanding of different cultural traditions / C10 – Contributing positively</i></p>
Y6	<p>Happy</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising</p> <ul style="list-style-type: none"> Describe the style indicators of the song 'Happy' by Pharrell Williams. Describe the structure of 'Happy' and identify the instruments/voices they can hear. Talk about the musical dimensions used in 'Happy'. <p>Singing and Performing</p> <ul style="list-style-type: none"> Copy rhythms and pitch and sing in two parts. Play glockenspiel parts accurately and in time. Play the note A, G & B by ear and using notation. Contribute to a performance by singing and playing an instrument. Reflect upon a recording of their performance. <p>Composition & Improvisation</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes A & G. <p>Compose a simple melody using simple rhythms, and use as part of the performance using A, G & B.</p> <p><i>PREVENT: C5 – Diversity / C10 - Contributing Positively</i></p>	<p>You've Got A Friend</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising:</p> <ul style="list-style-type: none"> Understand the importance of Carole King as a female composer in the world of popular music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p>Singing & Performing:</p> <ul style="list-style-type: none"> Accurately copy rhythms and pitch and sing in two parts. Play instrumental (glockenspiel) parts accurately and in time. Play the note C, D, E & F and using notation. Contribute to a performance by singing, playing an instrument, improvising or composing. Reflect upon a recording of their performance. <p>Composition and Improvisation:</p> <ul style="list-style-type: none"> Improvise in lessons and as part of a performance, using the notes A & G. Compose a simple melody using simple rhythms, and use as part of the performance using A, G & E. <p><i>PREVENT: A1 – Values / B6 – Mutual Respect / C6 – Global Community / E1 – Power of the Press</i></p>	<p>Music & Me</p> <p>CORE LEARNING (KNOWLEDGE & SKILL):</p> <p>Listening & Appraising</p> <ul style="list-style-type: none"> Explore the work of some of the most influential women in music over the last 100 years including Anna Meredith, Shiva Feshereki, Eska and Afrodeutsche. Talk about musical connection with previous knowledge and understandings. Talk about why Anna Meredith, Shiva Feshereki, Eska and Afrodeutsche were chosen for this unit. <p>Creating</p> <ul style="list-style-type: none"> Talk about how they planned and wrote their composition discussing the key themes of lyrics, musical tools and their personal opinions. <p>Composition & Improvisation</p> <ul style="list-style-type: none"> Present the performance in an interesting and engaging way Reflect on the strengths and weaknesses and talk about their identity in the music and their performance. <p><i>PREVENT: A1 – Values / A3 – Respect for Others / A4 – Challenge Views / A5 – Persuasion & Influence / A7 – Stereotyping / B3 – Freedom of Speech / B6 – Mutual Respect / C5 – Diversity / C10 – Contributing Positively / E1 – Power of the Press</i></p>