

<p>Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms</p> <p>EYFS Activities and Games for Teaches BBC Teach – Bring the Noise</p> <p>Teddy Bears’ Picnic Song You Tube</p> <p>Sing the song and encourage exploration of tiny detail, from the various actions of the bears to the mini beasts going about their daily life See planning idea + poster</p> <p>Goldilocks and the Three Bears Activity – sing with actions Goldilocks and the Three Bears</p> <p>Read a story. Chn choose their instrument for a character and each time the character is mentioned in the story, they play their instrument.</p>		<p>NCLC: Experiment with, create, select and combine sounds using the inter-related dimensions of music – within composition. LO: To create own words to a song. Chn to use own key words to create song using different vocal effects You tube</p> <p>Use the voice to create effects linked to chewing sweets, mmmm, ttt, fizz, hiss, pop, crescendo and diminuendo moving the body as they use their voice; a class ensemble or group work; creating a musical work with their own graphic notation the class can understand and follow</p> <p>Listening Focus NCLC: listen with concentration and understanding to a range of high-quality live and recorded music. LO: Listen to soundtrack and discuss. Listen to the soundtrack to BFG and discuss.</p> <p>BLM Links - Dahl visited Narobi visit – appraise some traditional or modern music from Kenya.</p>	<p>improvise Ostinato Graphic score Tuned percussion Diminuendo crescendo</p>	<p>Creating Focus NCLC: Improvise and compose music for a range of purposes using inter-related dimensions of music. NCLC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NCLC: Listen with attention to detail and recall sounds with increasing memory LO: To compose a simple song/piece of music Chn to compose a simple song/piece of music to play in the background of the café (parent engagement)</p> <p>Listening and notation Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLC: Use and understand music notation NCLC: Develop and understanding of the history of music. LO: Listen and compare two film soundtracks. Listen to and compare the soundtracks from the original 1951 Disney film You Tube and the 2010 film You Tube. Research the composers Oliver Wallace and Danny Elfman and other music they have composed.</p> <p>BLM Links - What is our community? Research some of the musical sounds and the nationalities we represent.</p> <p>The Romans</p> <p>CHARANGA Unit Celt and Romans – Freestyle KS2 Topics</p> <p>Suggested planning ideas BBC Teach – Rocking Romans BBC Teach – Roman Songs</p> <p>WCET (Y4)</p> <p>Performing Focus NCLC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To perform using a mix of voices and instruments, and body percussion. Learn and perform some of the songs from BBC Teach – Roman Songs</p> <p>Creating Focus NCLC: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: To compose a simple fanfare Use ‘signals’ from BBC Teach chn to create a fanfare.</p> <p>Listening and notation Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NCLC: Use and understand music notation LO: To listen and respond emotively to music. Chn to listen to Hans Zimmer’s ‘Gladiator’ soundtrack and discuss how the music creates mood. Would Romans have had the same instruments as today? Adjectives to describe what they think is happening alongside the music. What does it sound like? How is the mood created? Which instrument make you think this?</p> <p>BLM Link – find an orchestral performance of ‘The Gladiator’ to include black people.</p>	<p>Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats)</p> <p>Y4 Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Staff/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato</p> <p>Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Notation</p> <p>Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats)</p> <p>Y4 Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Staff/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato legato</p>	<p>Research the pentatonic scale and present your findings in ppt, word processed or poster. See resources on TES here</p> <p>Creating Focus NCLC: improvise and compose music for a range of purposes using inter-related dimensions of music LO: to create a piece of music as a class. Create a piece of music for the Parent Celebration Festival (to play in the background) Consider structure and using repeated phases.</p> <p>Listening and notation Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers LO: Listen, understand and evaluate traditional songs from Ancient Cultures. Listen, understand and evaluate traditional songs from Ancient cultures.</p> <p>BLM Links – Research Eastern composers – past and present. Eg. Ravi Shanker uses a sitar https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm</p>	<p>Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Staff/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop sequence</p>
<p>Walk the Plank</p> <p>Development Statements Exploring and using media and materials Enjoys joining in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed</p> <p>Begins to build a repertoire of songs and dances Explores the different sounds of instruments</p> <p>Development Statements Being Imaginative Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms</p> <p>EYFS Activities and Games for Teaches BBC Teach – Bring the Noise</p> <p>Use the <i>pulse</i> as a way to walk the plank.</p>	<p>Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song</p>						

Summer 2

			<p>The Four Seasons by Vivaldi (Summer) You Tube</p> <p>BLM Links – Gospel song tradition.</p>	<p>that could be used in association. In pairs, chn to create a short sentence to phrase. See planning here</p> <p>Listening and notation Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLC: Use and understand music notation LO: To listen to a piece of Egyptian inspired music and form relating questions Listen to a piece of Egyptian inspired music. Chn to write down questions about the piece that they would ask a partner. Eg. What instruments do you think are playing? What do you like/dislike about the music? What would Egyptian music have been composed for?</p> <p>Additional Ideas Exploring Dynamics through Pyramids Exploring Texture & Egyptian Rhythms Exploring Dynamics Musical Symbols Exploring Dynamics & Textural Pyramids Exploring the Harmonic Minor Scale Class Performance & Exploring Egyptian-inspired Music</p>	<p>Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato legato</p>	<p>Listening and notation Focus NCLC: Use and understand musical notation. LO: Be able to follow simple sheet music for a song or instrumental piece. Chn to follow simple sheet music. Identify when the music changes pitch as well as dynamics etc. Use Viking Rock or the song from the pdf above or another of your choice.</p>	<p>Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop sequence</p>
Summer 1	<p>Let's Play</p> <p>Development Statements Exploring and using media and materials Enjoys joining in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed</p> <p>Begins to build a repertoire of songs and dances Explores the different sounds of instruments</p> <p>Development Statements Being Imaginative Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms</p> <p>Dinosaurs Ideas and planning Compose a class 'spy' theme using instruments and ICT.</p>	<p>Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song</p> <p>Inside Out CHARANGA Unit Your Imagination (Y1)</p> <p>Performing Focus NCLC: use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: Perform a songs in front of an audience. Chn to perform a song from the film 'Inside Out' https://www.youtube.com/watch?v=N24Ja3opZRo And/or Perform their composition to accompany the film Or sing the healthy song You tube</p> <p>Creating Focus NCLC: experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments. LO: To create a piece of music to a film. Choose a clip from the film 'Inside Out' and show it without the sound. Chn to use tuned and untuned instruments to create a piece of music of their own, in groups or as a class.</p> <p>Listening Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers LO: Listen to the 'Flower Duet' and respond by moving. Chn to grow from a seed to a plant/flower. Discuss to the piece of music. (linked to science) you tube</p>	<p>Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise</p> <p>Ostinato Graphic score Tuned percussion</p>	<p>Nottingham CHARANGA Unit Bringing Us Together (Y3)</p> <p>WCET (Y4)</p> <p>Performing Focus NCLC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To begin to follow a conductor. Choose one pupil to be a conductor. Decide on some hand signals to use to demonstrate start, stop, carry on, louder, quieter and so on. Chn perform a song or a composition of their own.</p> <p>Creating Focus - LOTC NCLC: Listen with attention to detail and recall sounds with increasing aural memory LO: To collect hometown sounds from a soundwalk to create a soundscape. Chn to go on a walk near school (ideally in a sound-rich environment). Chn to keep a record of the sounds they hear. They will need about 5. Back in the classroom write all of the different sounds collected. Describe the sounds – long, short, high, low, loud, quiet etc. Challenge each group to find a ay of representing their chosen sound using either their voices, instruments or ICT. BBC Ten Pieces Planning</p> <p>Listening and notation Focus NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLC: Use and understand music notation LO: To listen with concentration to inspire imagination. Listen to BBC Ten pieces 'No Place Like' by Kerry Andrew</p> <p>BBC Ten Pieces Did you like the film? Did you notice the different types of 'singing'? What was your favourite? Can you make a quick list of the different types of place/home/things within the home that you saw and heard about?</p> <p>BLM Links – Skaku Keneh Mason study (Nottingham black musician)</p>	<p>Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise</p> <p>Syncopation Beat Rhythm Steel Pan Drums Ostinato Graphic score Tuned percussion</p>	<p>Mexico and South America</p> <p>Covered within lessons NCLC: develop an understanding of the history of music. NCLC: Use and understand staff and other musical notations</p> <p>Performing Focus NCLC: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: Sing songs and play pieces from a variety of different countries and traditions. Chn to learn song and use instruments to play along with it. Sing Up – Maya Song</p> <p>Creating Focus NCLC: Improvise and compose music for a range of purposes using inter-related dimensions of music. NCLC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. LO: To compose a simple soundtrack Choose and watch a clip from the film Coco in silence. Chn to compose a piece of music with Spanish/Mexican ideas.</p> <p>Listening and notation Focus NCLC: listen with attention to detail and recall sounds with increasing aural memory NCLC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians NCLC: develop an understanding of the history of music LO: To create a piece of art inspired by music Listen to Heitor Villa-Lobos – <i>Bachianas brasileiras No. 2, The Little Train of the Caipira</i> (finale) BBC Ten Pieces Or another piece of your choosing linked to Mexico or South America</p>	<p>Lyrics Improvise</p> <p>Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop sequence</p>
Summer 2	<p>Down at the bottom of the garden</p> <p>Development Statements Exploring and using media and materials Enjoys joining in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed</p> <p>Begins to build a repertoire of songs and dances Explores the different sounds of instruments</p> <p>Development Statements Being Imaginative Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms</p> <p>EYFS Activities and Games for Teaches BBC Teach – Bring the Noise</p> <p>Caterpillar Rap</p> <p>Twinkl Caterpillar song</p> <p>Flight of the Bumble Bee – Rimsky Korsakov You Tube</p> <p>Chn listen to classical pieces of music inspired by butterflies. Chn to respond through movement. Inspiration!</p> <p>Planning Hamilton Trust</p> <p>Use Larks Ascending at BBC Ten Pieces to form a plan BBC Ten Pieces</p> <p>Activity Ideas</p>	<p>Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song</p> <p>Caribbean Carnival CHARANGA Unit I Wanna play in a Band (Yr 2)</p> <p>Calypso Music Where does Calypso music come from? What was the main influence of this style of music?</p> <p>Performing Focus NCLC: use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: To perform a calypso to an audience. Chn to learn and sing a selection of songs from the culture. Suggested songs Yellow Bird Brown Girl in the Ring The Rivers of Babylon Island in the Sun Kingston Town Jamaica Farewell</p> <p>Creating Focus NCLC: experiment with, create, select and combine sounds using the inter-related dimensions of music. NCLC: Play tuned and untuned instruments LO: To create a piece of music using elements of he calypso style. Chn to use elements of the calypso style to create a piece of music.</p> <p>Listening Focus NCLC: Listen with concentration and understanding to a range of high-quality live and recorded music. LO: To distinguish between pieces of music from different times, places and traditions. Listen to different songs (suggested in the performing focus). Ask a variety of questions based on the songs. What instruments can they hear? Can they talk about the inter-related dimensions of music?</p> <p>BLM Link – Calypso Music – study Bob Marley's music</p>	<p>Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise</p> <p>Syncopation Beat Rhythm Steel Pan Drums Ostinato Graphic score Tuned percussion</p>	<p>Did you like the film? Did you notice the different types of 'singing'? What was your favourite? Can you make a quick list of the different types of place/home/things within the home that you saw and heard about?</p> <p>BLM Links – Skaku Keneh Mason study (Nottingham black musician)</p>	<p>Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato legato</p>	<p>BLM Links – Collection of Music El Condor Pasa created by Daniel Robles as a summary of Peruvian musical history.</p>	