



# Churchside Federation Long Term Planning

## Subject: Music



|  | Journeys   | This is me   | Night at the Museum  | Changes   | Kings and Queens   | Passport to the world   |
|--|--|--|--|---|--|---|
| Suggested learning questions / teaching ideas. | <p>How has the music I like changed over time?</p> <p>Pick a genre of music to do a dive into and see how it has changed/new branches have developed from it over time.</p> <p>Composing music to accompany a story or video montage of a journey (can be seen in various movies).</p> <p>What sounds are quintessentially related to a certain country?</p> <p>Follow a journey of a piece of music as it is played and watch how musical notation reflects the sounds.</p> | <p>What types of music do/don't I like?</p> <p>How does music make me feel?</p> <p>How do different genres of music make me feel? How do they elicit this?</p> <p>What kinds of instrument do I like? What is it about these that I like?</p> <p>Designing a new instrument (D.T. links).</p> <p>Creating and composing pieces of music to accompany writing or artwork (Art and English links).</p> <p>Creating music using digital media.</p> <p>Compose short songs or raps about themselves or things they like.</p> <p>Recording created songs using musical notation or symbols (written on stave or digitally).</p> | <p>What different instruments have existed throughout history?</p> <p>Why have some instruments lasted through time and others haven't? (Science link on durability of materials/wooden instruments compared to metal bases).</p> <p>How has music changed throughout history?</p> <p>What different instruments were considered to be the staple of different musical periods?</p> <p>What would a museum of music look like? Make a musical museum in class.</p> | <p>How does music change across a piece (classical music good for this task).</p> <p>How do musicians know to change how they are playing?</p> <p>How does what we hear in a piece of music equate to musical notation?</p> <p>How have different of genres of music changed over time?</p> | <p>What makes a piece of music suitable for royalty?</p> <p>Which instruments commonly feature in processions?</p> <p>Link instruments and musical periods to different Kings and Queens being studied (baroque, classical and romantic periods).</p> <p>Create your own procession music for if you were King or Queen.</p> | <p>Explore national anthems. What vocabulary is commonly seen in national anthems? (English link)</p> <p>What do the writers of national anthems hope to elicit in the singer/audience by using these types of words?</p> <p>How do instruments in different countries compare to instruments in the U.K.? Why do different countries have different instruments to us? (Geography and D.T. links for resources available in different countries).</p> <p>Looking at how the same genre of music may be different around the world (contrast Pop in the U.K. to Pop in France). (MFL link)</p> <p>Do English songs sound as good if they are sung in a different language? (MFL link)</p> |



# Churchside Federation Long Term Planning

## Subject: Music



|            |  |   |  |   |   |   |
|------------|--|---|--|---|---|---|
| Year One   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b><br>Mul/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. <b>GTT&amp;C</b> | Mul/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music. <b>GTL</b>   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b><br>Mul/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. <b>GTT&amp;C</b>   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>  | Mul/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>GTP</b><br>Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>  |
| Year Two   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>   | Mul/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. <b>GTT&amp;C</b>   | Mul/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music. <b>GTL</b><br>Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b> | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b><br>Mul/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. <b>GTT&amp;C</b>   | Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>  | Mul/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>GTP</b><br>Mul/1.2 Play tuned and untuned instruments musically. <b>GTP</b>  |
| Year Three | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b><br>Mu2/2.4 Use and understand staff and | Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b>   | Mu2/2.6 Develop an understanding of the history of music.  | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP Ensemble contexts using either voice or instruments.</b><br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. <b>GTL</b> | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related | Mu2/2.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <b>GTL</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. |



# Churchside Federation Long Term Planning

## Subject: Music



|           |   |  |   |   |  |  |
|-----------|---|--|---|---|--|--|
|           | other musical notations.<br>GTT&C   |  |   | Singing simple rounds or canons.  | dimensions of music.<br>GTT&C<br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory.<br>GTL  | GTT&C Creating a national anthem or song.  |
| Year Four | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. GTP<br>(Playing in small groups).<br>Mu2/2.4 Use and understand staff and other musical notations.<br>GTT&C | Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. GTT&C | Mu2/2.6 Develop an understanding of the history of music. | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. GTP<br>Ensemble contexts using either voice or instruments.<br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. GTL<br>Singing more complex rounds and canons. | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. GTP<br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>GTT&C<br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory.<br>GTL | Mu2/2.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. GTL<br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>GTT&C Creating a national anthem or song using either lyrics or instruments. |
| Year Five | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and  | Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. GTT&C | Mu2/2.6 Develop an understanding of the history of music. | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing  | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing   | Mu2/2.5 Appreciate and understand a wide range of high-quality live and recorded music drawn   |



# Churchside Federation Long Term Planning

## Subject: Music



|          |  |   |   |  |  |  |
|----------|--|---|---|--|--|--|
|          | playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b><br>(Playing in small groups or solo with instruments)                              | Mu2/2.4 Use and understand staff and other musical notations. <b>GTT&amp;C</b> Recording composed music using stave or digital means.   |   | accuracy, fluency, control and expression. <b>GTP</b> Solo or small group contexts with or without instruments.<br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. <b>GTL</b> Singing complex rounds or canons.  | musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b><br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. <b>GTL</b> | from different traditions and from great composers and musicians. <b>GTL</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b><br>Creating a national anthem or song using either lyrics or instruments.                    |
| Year Six | Mu2/2.4 Use and understand staff and other musical notations. <b>GTT&amp;C</b><br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. <b>GTL</b> | Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b><br>Mu2/2.4 Use and understand staff and other musical notations. <b>GTT&amp;C</b><br>Recording composed music using stave or digital means. | Mu2/2.6 Develop an understanding of the history of music. | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b> Solo or small group contexts with instruments.<br>Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory. <b>GTL</b> Singing complex songs from memory either in small groups or solo contexts. | Mu2/2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>GTP</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b>                | Mu2/2.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <b>GTL</b><br>Mu2/2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music. <b>GTT&amp;C</b> |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | Mu2/2.3 Listen with attention to detail and recall sounds with increasing aural memory.<br>GTL | Creating a national anthem or song using lyrics and instruments. |
|--|--|--|--|--|--|--|

Resources:

Music:

Disney songs without the lyrics. Choose some which the children may not know and question what part of the story they think this is; the ending, a moment of peril etc.

Vivaldi's 'Four Seasons' - guess the season and provide reasons why you think this is the case using your musical vocabulary.

Holst's 'The Planets' - guess the planet and provide reasons why you think this is the case using your musical vocabulary. Create art based upon what you can hear. KS2 explore major and minor keys and how these affect the emotional feeling of music.

Saint-Saëns 'Carnival of the animals' - guess the animal. Create a piece of writing based on one movement and see who uses the correct animal.

KS1 :

Charanga (Main resource for music; contains platform to teach how to play, along to songs, sing, explore various elements. They have a range of songs and genres from which you can pick which areas to explore provided they meet the objectives to be taught. They have just released a coronavirus compliant update to many of their activities) Logins to follow for this.

BBC Teach Music (contains games and musical stories as well as examples of classical music) - <https://www.bbc.co.uk/teach/ks1-music/zbgjscw> (Mu1/1.1, 1.3)

KS2:

Charanga (Main resource for music; contains platform to teach how to play, along to songs, sing, explore various elements. They have a range of songs and genres from which you can pick which areas to explore provided they meet the objectives to be taught. They have just released a coronavirus compliant update to many of their activities) Logins to follow for this.

BBC Teach Music (contains games and stories around various topics with music linked to these, as well as examples of classical music) - <https://www.bbc.co.uk/teach/ks2-music/zfy96v4> (Mu2/2.3, 2.5, 2.6)

Ben Sound (Royalty free music which can be used to help the children explore new genres or styles of music, and to help them decide which musical elements/instruments they enjoy to assist with their own compositions. This can be very useful for composing for a piece of artwork or writing, or creating art/writing related to some of the sounds). <https://www.bensound.com/> (Mu2/2.2, 2.3, 2.5, 2.6).



# Churchside Federation Long Term Planning

## Subject: Music



### Events:

National drumming day - November 15<sup>th</sup> 2020.

National music day - June 21<sup>st</sup> 2021.

Various festivals and events throughout the year have music tied to them which can be explored and analysed (E.g. Independence Day (July 4<sup>th</sup>), Chinese New Year (February 12<sup>th</sup>), Christmas.