



State if it is not a lead subject: but standalone/ ongoing	Week: teachers to date	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	1						
	2						
	3						
	4						
	5						
	6						
	7						
Y1	1		London's Burning Investigate pieces of music that use fire as a basis				
	2		Music from the Royal Fireworks by George Frederic Handel (1749) What instruments can you hear? Explore dynamics od sound. Loud & Soft.				

	<u>3</u>		<p><u>Madrigali: Six Fire Songs on Italian (1987) Renaissance Poems by Morten Lauridesen</u></p> <p>What is a choir? The voice as an instrument. Explore and discuss emotions in the piece.</p>			
	<u>4</u>		<p><u>Ritual Fire Dance by Manuel de Falla (1915)</u></p> <p>To explore contrasting parts of the music – children create words to describe different states of a fire e.g. flickers, roaring and share during parts of the piece.</p>			
	<u>5</u>		<p><u>Infernal Dance from 'The Firebird Suite' by Igor Stravinsky (1910)</u></p> <p>Experiment with any percussion you have in school, recognising the difference between wood,</p>			

			metal, skin (drum) and 'shaker' sounds				
	<u>6</u>		<u>Chariots of Fire by Vangelis (1981)</u> To discuss how electronic instruments and how this contrasts with the previous listening.				
	<u>7</u>		<u>Final Project</u> After studying fire music – the children create their own 'Fire Song'				
Y2	<u>1</u>		<u>To introduce the elements of Latin music Percussion</u> Using the instruments in the school – explore Latin terms in music relating to dynamics and rhythm	<u>Exploring sounds that can be made by Everyday Objects</u> The children can describe the timbre of the sounds. Create a composition to a variety of tempos.			
	<u>2</u>		<u>Clave Rhythms</u> I can explore simple rhythms including repetitive clave rhythms.	<u>Differing Materials</u> To explore how different beaters create a different			

				<p>timbre of sound. To use these for effect in their own compositions.</p> <p>The children apply the term dynamics for effect.</p>			
	<u>3</u>		<p><u>Guajeo Melodies</u> Similar to a clave rhythm – the children create meolodic chants to a rhythm.</p>	<p><u>Creating Pitched Instruments</u></p> <p>Use glass bottles with water to create tuned pitch. Vangelis could be used again to c# and d. The children can create their own compositions (using the grid method).</p>			
	<u>4</u>		<p><u>Marching</u> Explore how marching keeps people in time with the beat. Include positional language forwards, backwards, clockwise, anti-clockwise.</p>	<p><u>Ordering the Pitch of Sounds</u></p> <p>The children have a tuned percussion. Can they organise the pitches from low to high? High to Low?</p>			
	<u>5</u>		<p><u>Finishing Project</u> PRACTISE Combining the studied elements of percussion, clave,</p>	<p><u>Finishing Project</u> DESIGNING The children design a musical instrument (percussive) and list</p>			

			guajeo and marching to create a simple piece of salsa music.	the materials for junk modelling.			
	<u>6</u>		<u>PERFORM & EVALUATE</u>	<u>Finishing Project</u> CREATING & EVALUATING The children create their musical instruments and evaluate their design. Timbre/Dynamics			
	<u>7</u>			<u>Finishing Project</u> Using the instruments created in the previous lesson, the children create a composition applying the musical techniques within KS1			
Y3	<u>1</u>		<u>Crotchet</u> Children explore the notation for crotchet through marching and applying in their compositions. (Grid Notation)	<u>What is Rock & Roll?</u> Children explore Rock and Roll. How does this make them feel? Why? Explore this feel good music.			
	<u>2</u>		<u>Minim</u> Children explore the notation for Minim	<u>Who was Elvis Presley</u>			

			through marching and applying in their compositions. <u>(Grid Notation)</u>	1956 Presley began to dominate the pop charts. Listen to Hound Dog and Jailhouse Rock What was his style?			
	<u>3</u>		<u>Crotchet, Minim</u> Apply both crotchet and minims in their own compositions – where a steady beat is present. <u>(Grid Notation)</u>	<u>Cliff Richard</u> Research some rock and roll music from Cliff Richard. Compare and contrast with Elvis.			
	<u>4</u>		<u>Quaver</u> As previous, adding a quaver within the children's compositions. <u>(Grid Notation)</u>	<u>The Beatles & The Rolling Stones</u> What is Beatlemania? Does this happen today with other singers or groups?			
	<u>5</u>		<u>Dynamics and Tempo</u> Using a previous composition or creating a new piece – children make choices for effect with regard to dynamics and tempo.	<u>Social Protest</u> I can discuss how Rock and Roll became a form of social protest. e.g. flower power			
	<u>6</u>		<u>Introducing Texture</u> The children are guided to make informed choices with regard to the texture	<u>Creating Lyrics</u> Create a lyric to a popular Beatles backing track on their			

			of sounds. What effect does this have? Why?	popular theme of love and peace. Using KS2 musical terms/techniques			
	<u>7</u>		<u>Combining Instruments with Singing</u> The children now think about composing sung notes at differing pitches in their compositions. Focussing on minims, crotchets and quavers. The children could start by la'ing before singing words.	<u>Perform & Evaluate</u> The children perform and evaluate their song.			
Y4	<u>1</u>			<u>Explore Music Composed for Occasions</u> Wedding March/X-Factor theme tune/ Funeral March/ Shine Jesus Shine Hymn / National Anthem Children respond to the mood and timbre within the pieces. How are they catchy? Well known?			

	<u>2</u>			<u>Exploring music for different settings</u> How should customers feel in different settings? Talking about mood. e.g. French Café				
	<u>3</u>			<u>Composition Project</u> The children choose an event to compose for. It could be a liturgy/celebration Day. Musical Elements: Clear Diction Control Pitch Musical Expression Tempo Dynamics				
	<u>4</u>							
	<u>5</u>			<u>Perform</u> The children perform their composition for the event.				
	<u>6</u>				<u>Evaluate</u> The children evaluate how well their piece matched the mood of the event. What musical elements achieved this?			
	<u>7</u>							

Y5	<u>1</u>			<p><u>I can recognise and name famous pieces</u> John Williams film music. Can you name any instruments you hear? Which instruments are playing the melody and the accompaniment?</p>			
	<u>2</u>			<p><u>Music Appreciation</u> How does the film music enhance film ideas.</p>			
	<u>3</u>			<p><u>Composing</u> Using instruments to create sound effects to accompany a film.</p>			
	<u>4</u>			<p><u>Key Listening</u> Listening to pieces from films and illustrating through drawing and expressing through dance.</p>			
	<u>5</u>			<p><u>Composing</u> Using a range of instruments, the children experiment find notes to 'Close Encounters'</p>			

	<u>6</u>			<u>Notation</u> Children apply crotchet, minim and quaver to record famous simple tunes from movies (such as jaws) on the stave.			
	<u>7</u>			<u>Compose</u> Create own music to film – melody using crotchet, minim and quaver.			
Y6	<u>1</u>		<u>Who was Benjamin Britten</u> Instruments of the Orch. The children need to research Benjamin Britten and popular music of that period – does he follow the trends of the time?	<u>Research</u> The children are going to learn about Wicked, a musical based on the Wizard of Oz. How are two characters of hero and villain are portrayed in music/song			
	<u>2</u>		<u>Peter Grimes (1945)</u> To explore the style of opera – how is this different to an orchestral concert?	<u>Telling a story through song</u> Elphaba & Glinda. Compare voice qualities – what does this convey?			

				Discuss how the dance routines complement and move in sync with the music and lyrics.			
	<u>3</u>		<p><u>Four Sea Interludes (1945)</u> Children explore and record and reflect high-sustained melodies with long lines, Larger lower melodies towards with lower, thicker lines. Linking to Kandinsky – the children represent in his manner using colour.</p>	<p><u>Composing</u> Organise the structure of music into verses and choruses, also identifying introductions to songs and big finale endings.</p>			
	<u>4</u>		<p><u>The Little Sweep (1949)</u> In this lesson the children explore what makes an opera. Timbre and emotion in sung voice for mood. Children compose</p>	<p><u>Compare Different Interpretations & Performances</u> Listen to differing performances from artists on YouTube – compare musical elements/techniques for effect.</p>			
	<u>5</u>		<p><u>War Requiem (1962)</u> Explore this piece for the consecration of Coventry Cathedral –</p>	<p><u>Learning Songs</u> Children choose songs that they would like to learn from Wicked or</p>			

			Link to Remembrance. What images that have affected Britain – how is this expressed in the music. Guide children to use musical terms.	another musical – can they perform them in a particular way? Using musical elements/techniques to generate effect.			
	<u>6</u>		<u>Young Person’s Guide to the Orchestra</u> Benjamin Britten was a cover artist! Discuss and explore Rondo. How does Britten create variations on the theme by manipulating style, pitch, timbre, duration, dynamics, tempo and structure.	<u>Perform</u> I can perform a song from a musical and respond to my friends’ constructive feedback to make improvements to my performance.			
	<u>7</u>		<u>Extended Learning</u> Enhance the children’s knowledge of classical British composers: e.g. Holst Planets.				
Whole school							

