

Brackenwood Junior School



Music Long Term Plan

Yearly Overview

Units taken from Music Express scheme of work

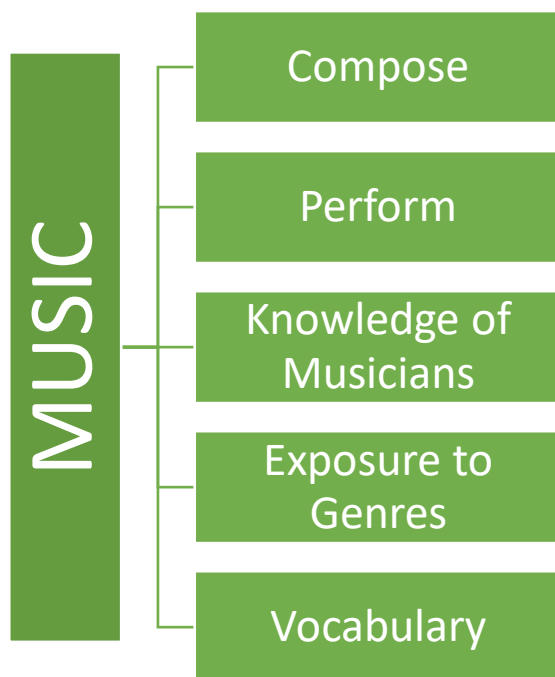
	Autumn	Spring	Summer
Year 3	Environment Time	China Communication	In the Past Food and Drink
Year 4	Poetry Sounds	Around the World In the Past	Time Communication
Year 5	Our Community	Keeping Healthy	At the Movies
Year 6	World Unite	Journeys	Growth



Music

Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

Our key driving themes are:



<p>Why should children learn this subject?</p>	<p>Music plays an important part in all our lives. It is something we experience on a daily basis and defines us culturally. Music can invoke emotional responses- it can both calm and soothe, or stimulate and excite. Music engages us and holds our attention and interest. It allows us to relate to others and provides us with shared experiences.</p> <p>Recent studies have demonstrated that engagement with music can accelerate brain development in relation to the acquisition of language and reading skills, and that learning to play an instrument can increase mathematical learning. The benefits of music go beyond the academic however, enabling children to develop skills of communication, team-work, resilience, concentration and confidence</p>
<p>What will children learn to do in this subject?</p>	<p>At Brackenwood Junior School, children will:</p> <ul style="list-style-type: none"> • Listen attentively to and evaluate music across a range of historical periods, genres, styles and traditions. • Develop the skills required to perform music accurately and expressively in solo and ensembles across a variety of styles. • Learn to sing with others in unison, harmony and rounds. • Have the opportunity to play a musical instrument. • Learn about the different elements of music including pitch, dynamics, tempo, timbre, texture and structure. • Develop their understanding of musical notation and begin to read music. • Have opportunities to create and compose their own music. • Develop an understanding of the history of music and its importance to different cultures and in different eras.
<p>How will we inspire them?</p> <p>-</p>	<ul style="list-style-type: none"> • Providing opportunities for children to perform at school-related events. • Listening to a range of live music from different partners and providers. • Opportunities to attend musical venues such as the Royal Liverpool Philharmonic Hall. • Opportunities for making music with others in school through choir and instrumental ensembles. • Opportunities to play a musical instrument

Skills Progression Map

Performing Understanding that music is created to be performed	
YEAR 3 AND 4	YEAR 5 AND 6
<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.• Play notes on an instrument with care so that they are clear.• Perform with control and awareness of others.	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful playing (instrument).
Composing Music Appreciating that music is created through a process which has a number of techniques	
<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Create accompaniments for tunes.• Use drones as accompaniments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music.	<ul style="list-style-type: none">• Create songs with verses and a chorus.• Create rhythmic patterns with an awareness of timbre and duration.• Combine a variety of musical devices, including melody, rhythm and chords.• Thoughtfully select elements for a piece in order to gain a defined effect.• Use drones and melodic ostinati (based on the pentatonic scale).• Convey the relationship between the lyrics and the melody.• Use digital technologies to compose, edit and refine pieces of music.

Transcribing Music

Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

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| <ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | <ul style="list-style-type: none">• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.• Read and create notes on the musical stave.• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.• Understand and use the # (sharp) and ♭ (flat) symbols.• Use and understand simple time signatures. |
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How will this help prepare our children for secondary school?

National Curriculum Programmes of Study

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.