



# St Anthony of Padua Catholic Primary School Long Term Plan



## Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b><u>Myself</u></b> -Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. (Creating with Materials) -Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. (Being Imaginative and Expressive)		<b><u>Communities</u></b> -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (creating with Materials) -Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. (Being Imaginative and Expressive) -Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs		<b><u>Wider World</u></b> -Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (Being Imaginative and Expressive)	
<b>Year 1</b>	<b>Hey You!</b> <b>Hey You!</b> is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise	<b>Rhythm In The Way We Walk and Banana Rap</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	<b>In The Groove</b> In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that weeks' style.	<b>Round And Round</b> All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<b>Your Imagination</b> Focus on songs based on your imagination: Your Imagination by Joanna Mangona and Pete Readman Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	<b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. <b>Musical learning focus:</b> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed</li> </ul>

	other Old-School Hip Hop tunes.					<p>the foundations of the interrelated dimensions of music using voices and instruments</p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> <li>• Share and perform the learning that has taken place</li> </ul>
<b>Year 2</b>	<p><b>Hands, Feet, Heart</b></p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing,</p>	<p><b>Ho Ho Ho</b></p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p><b>I Wanna Play In A Band</b></p> <p>Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p>	<p><b>Zootime</b></p> <p>A Reggae Song for Children by Joanna Mangona. This is a sixweek Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked</p>	<p><b>Friendship Song</b></p> <p>Listen and Appraise the Friendship Song and other songs about friendship:          Friendship Song by Joanna Mangona and Pete Readman          Count On Me by Bruno Mars          We Go Together (from Grease soundtrack).          You Give A Little Love from Buggy Malone          That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John          You've Got A Friend In Me by Randy Newman</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed the foundations of the interrelated</li> </ul>

	play, improvise and compose with this song, children will listen and appraise different styles of South African music.					dimensions of music using voices and instruments <ul style="list-style-type: none"> <li>• Singing</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> <li>• Share and perform the learning that has taken place</li> </ul>
<b>Year 3</b>	<b>Let Your Spirit Fly</b> This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<b>Glockenspiel Stage 1</b> This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.  The learning is focused around exploring and developing playing skills through the glockenspiel.	<b>Three Little Birds</b> This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.	<b>The Dragon Song</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song. Using your imagination and working together as a class, create your own performance of this song.	<b>Bringing Us Together</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.	<b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  <b>Musical learning focus:</b> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed the foundations of the interrelated dimensions of music</li> </ul>

						using voices and instruments <ul style="list-style-type: none"><li>• Singing</li><li>• Play instruments within the song</li><li>• Improvisation using voices and instruments</li><li>• Composition</li><li>• Share and perform the learning that has taken place.</li></ul>
Year 4  Guitar	<b>Sound</b> Instrument specific techniques: - Learning the names of the 6 strings using rhymes. Using the correct fingers for: -picking each string. Correct posture and instrument. Variety of rhythms on open strings and how placing fingers on the strings can change the pitch of notes and of how frets work.  <b>Symbol</b> Recognizing standard western notation symbols for rhythms using: -Crotchets/Minims/Semi-breves/Paired Quavers and Crotchet Rests (or the equivalent in other forms of simple notation). -Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation).  <b>Connecting Sound and Symbol</b> -Incorporating simple vocal warm-ups/activities and songs that link to the notes and pitches being covered	<b>Sound</b> -Consolidating Open Strings and using the correct fingers for picking each string. -Using the correct fingers on the strings to create notes that form the pentatonic scales. -How to re-create this on each string in a variety of rhythms. -Introducing up to 4 chords.  <b>Symbol</b> -Recognising Minim and Semi-breve Rests and Dotted Minims (or the equivalent in other forms of simple notation). -Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation).  <b>Connecting Sound and Symbol</b> -Incorporating vocal warm-ups/activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument... with a consistent emphasis on ‘Sing, Play and Identify’. -Writing/rehearsing own pieces and performing own improvisations using an appropriate range.	<b>Sound</b> -Moving between notes more freely. -Looking at how chords work/are formed. -Playing 4 chords or more chords with increasing fluency and with less support. -A variety of pentatonic scales. -Using fingers to strum and pick the strings.  <b>Symbol:</b> -Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation).  <b>Connecting Sound and Symbol</b> -Incorporating vocal warm-ups/activities and songs that link to, and aim to re-enforce the notes that pitches being covered on the instrument... with a consistent emphasis on ‘Sing, Play and Identify’. -To vocalise and sing with increasing confidence and in separate differentiated parts. -Writing/rehearsing own pieces and performing own improvisations using an extended pitch range. -Individual performances and smaller group performances to peers to include a performance to a			

	<p>on the instrument (open string rhymes) with a consistent emphasis on 'Sing, Play and Identify'.</p> <ul style="list-style-type: none"> <li>-Writing/rehearsing own pieces and performing own improvisations using the open strings.</li> <li>-Individual performances and smaller group performance to a wider audience at a Christmas concert/Assembly.</li> </ul>		<p>-Individual performances and smaller group performances to peers, now including a piece or pieces with differentiated parts to introduce the feeling of ensemble playing. Following simple directional instructions such as start/stop/louder/quieter.</p>		<p>wider audience at a concert/Assembly to showcase the learning that has taken place throughout the year.</p>	
<b>Year 5</b> <b>Guitar</b>	<p>All children will be able to hold the instrument with the correct posture and hand positions. They will be able to identify the values of notation symbols with support and they will be able to copy back a simple rhythm on one note. Children will learn how to produce clear open string picking and identify the values of the notation symbols with some support. Children learn how to perform simple patterns using the symbols covered. Children will be able to identify the different open strings in simple notated forms.</p>		<p>All children will consistently produce clear notes and be able to move between them with increasing fluency. They will be able to identify all notes covered in simple notation forms. Children will be able to verbalise or clap a 4-beat rhythm from written notation. They will be able to understand and produce up to 4 chords. Children will learn to fret notes on the instrument using the correct left-hand fingering. They will learn to identify notes on the treble clef stave and move between notes by step. Children will learn how to copy back a simple rhythmic pattern on 2 or more notes and play in unison with others part of a wider ensemble.</p>		<p>All children will be able to produce all notes covered with support. They will be able to identify all notes covered using simple notation. Children will be able to move between notes with fluency and speed. Children will be able to copy back a simple rhythmic pattern on multiple notes. Children will be able to produce 4 chords and play as part of a wider ensemble. Children will learn to consistently produce an increasing range of notes and 3 chords with support. Children will be able to identify more a range of notes using simple musical notation with increasing independence. Children will be able to perform with accuracy and increasing confidence and move between notes and fluency. Children will learn to copy back a simple rhythmic pattern using a wider range of notes and play in time, as part of an ensemble, with an understanding of how their part fits together with others.</p>	
<b>Year 6</b>	<p><b>Happy</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy.</p>	<p><b>Classroom Jazz 2</b></p> <p>This is a six week Unit of Work that builds on previous learning. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.</p>	<p><b>A New Year Carol</b></p> <p>A Friday Afternoons Song by Benjamin Britten. This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>	<p><b>You've Got A Friend</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.</p>	<p><b>Music And Me</b></p> <p>Throughout this series, students will explore the concept of 'identity' – the various elements that shape us.</p> <p>Students are invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History</p>

					<p>years.</p> <p>Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p> <ul style="list-style-type: none"> <li>• Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</li> <li>• Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.</li> <li>• Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</li> <li>• Anna Meredith: A composer and performer of electronic and acoustic music.</li> </ul>	<p>of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Singing</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> <li>• Share and perform the learning that has taken place.</li> </ul>
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