

# Folly View and The Elms Primary Schools

Long Term Plan 2024-25

**SUBJECT: Music**



**Vision:** For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Pre-School</b>	<p><u>Me!</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Do you enjoy listening to the music and respond through dancing or other movement?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can move to the pulse of the music by copying an adult, eg marching, jumping, moving like a character from the song?</li> </ul> <p><b>Copycat Rhythm Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back the rhythm of your name?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you copy sounds you hear?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing the song in unison with support?</li> <li>Can you copy some actions?</li> </ul> <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> <li>Can you choose a song to sing and perform it with your class?</li> </ul>		<p><u>My Stories</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Do you enjoy listening to the music and respond through dancing or other movement?</li> <li>Can you recognise and name some of the characters and stories in the songs?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can you copy an adult to find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song?</li> </ul> <p><b>Copycat Rhythm Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back a rhythm from a word in the song?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you copy sounds you hear and discuss high-pitched and low-pitched sounds?</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Can you play an untuned percussion instrument in time with the pulse when copying an adult?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing the song in unison with support?</li> <li>Can you add some actions to the song with support?</li> </ul> <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> <li>Can you choose a song to sing and perform it with any actions you have learnt with your class?</li> </ul>		<p><u>Everyone</u></p> <p><u>Listen and Respond</u></p> <ul style="list-style-type: none"> <li>Do you enjoy listening to the music and responding to music through dancing or other movement?</li> <li>Do you enjoy listening to the music and responding to different speeds through dancing or other movement?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can you copy an adult to find the pulse in different ways and show this through actions eg marching, jumping, moving?</li> </ul> <p><b>Copycat Rhythm Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back rhythms of two words put together in the song?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you copy sounds you can hear beginning to show an understanding of the difference between high pitched notes and low pitched notes, e.g. a police siren is high pitched and a tractor engine is low pitched.</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Can you play an untuned percussion instrument in time with the pulse after an adult has demonstrated?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing or rap the songs in unison with support?</li> <li>Can you add actions to the song with support?</li> </ul> <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> <li>Can you choose one of the songs or the rap and perform it with any actions you have created in a group?</li> </ul>	
<b>Key Vocabulary</b>	Pulse, rhythm, pitch, high sounds, low sounds, perform, clap		Pulse, clap and play rhythm, high and low sounds, pitch, perform, rap, unison.		Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	
<b>Cultural Capital</b>	Weekly singing assembly, Christmas performance, performances in assemblies from Faringdon Community College students, Rock Steady performances (3 times a year).					
<b>SMSC</b>	<p>Spiritual – To know more and to wonder about music.</p> <p>Moral – To become increasingly curious.</p> <p>Social – To sing together as a class and in groups.</p> <p>Cultural – To explore music from around the World.</p>					

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Reception	<p><u>Our World</u></p> <p><b>Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Do you enjoy listening to the music and responding through dancing or other movement?</li> <li>Can you find the pulse naturally?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can you find the pulse in different ways and show this through actions eg marching, jumping, moving?</li> <li>Do you enjoy thinking up and sharing your own ideas for actions? Copycat Rhythm Games</li> <li>Can you copy back the rhythms of phrases in the song?</li> <li>Can you choose one phrase from the song and have a go at clapping the rhythm?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you copy sounds you can hear to distinguish high-pitched sounds from low-pitched sounds?</li> <li>Do you enjoy exploring the pitch of your voice?</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Can you play a 1-note pattern in time with the pulse?</li> <li>Do you enjoy inventing a 2-note repeated pattern?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing the songs in unison with support?</li> <li>Can you add appropriate actions or substitute a word in some sections?</li> <li>Do you enjoy singing a song from memory?</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Can you choose one of the songs and perform it with any actions you have created?</li> <li>Can you listen back to the performance?</li> </ul> <p>Do you enjoy the challenge of performing with just the backing track and adding actions to the songs?</p>		<p><u>Big Bear Funk</u></p> <p><b>Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Do you enjoy listening and dancing to funk music?</li> <li>Can you talk about funk music?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can you find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear?</li> <li>Do you enjoy thinking up and sharing your own ideas for actions?</li> </ul> <p><b>Rhythm Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back the rhythm of words from the video?</li> <li>Can you clap the rhythm of words from the song?</li> <li>Can you clap a whole line of the song?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you play the pulse with a pitched note or untuned percussion instrument?</li> </ul> <p><b>Pitch Activities</b></p> <ul style="list-style-type: none"> <li>Can you add one pitched sound to the rhythm of words and short phrases from the song?</li> <li>Do you enjoy playing and experimenting with 2-note or 3-note patterns?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing the songs in unison with support?</li> <li>Can you add actions or substitute a word in some sections?</li> <li>Do you enjoy singing a song from memory?</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Can you choose one of the songs and perform it with any actions you have created?</li> <li>Can you listen back to the performance?</li> </ul> <p>Do you enjoy the challenge of performing with just the backing track and adding actions to the songs?</p>		<p><u>Reflect, Rewind and Replay</u></p> <p><b>Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Do you enjoy listening and dancing to a wide variety of musical styles?</li> <li>Can you talk about a wide range of music?</li> </ul> <p><u>Explore and Create</u></p> <p><b>Games Track</b></p> <ul style="list-style-type: none"> <li>Can you find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear?</li> <li>Do you enjoy thinking up and sharing your own ideas for actions?</li> </ul> <p><b>Rhythm Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back the rhythm of words from the video?</li> <li>Can you clap the rhythm of words from the song?</li> <li>Can you clap a whole line of the song?</li> </ul> <p><b>High and Low Games</b></p> <ul style="list-style-type: none"> <li>Can you play the pulse with a pitched note or untuned percussion instrument?</li> <li>Can you copy sounds you can hear to distinguish high-pitched sounds from low-pitched sounds?</li> <li>Do you enjoy exploring the pitch of your voice?</li> </ul> <p><b>Pitch Activities</b></p> <ul style="list-style-type: none"> <li>Can you add one pitched sound to the rhythm of words and short phrases from the song?</li> <li>Do you enjoy playing and experimenting with 2-note or 3-note patterns?</li> </ul> <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> <li>Can you learn to sing the songs in unison with support?</li> <li>Can you add actions or substitute a word in some sections?</li> <li>Do you enjoy singing a song from memory?</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Can you choose one of the songs and perform it with any actions you have created?</li> <li>Can you listen back to the performance?</li> <li>Do you enjoy the challenge of performing with just the backing track and adding actions to the songs?</li> </ul>	

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Key Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, clap	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, funk, rap, unison
Cultural Capital	Take part in a nativity and watch KS1 nativity. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students. Opportunity to take part in Rock Steady lessons and to perform to the school and parents 3 times a year.		
SMSC	Spiritual – To know more and to wonder about music. Moral – To become increasingly curious. Social – To sing together as a class and in groups. Cultural – To explore music from around the World.		
Year 1	<p><u>Hey You!</u></p> <p><u>Listening: Hey You!</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you recognise and name two or more instruments you hear: Male vocal, bass guitar, drums, decks?</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li><u>Can you find the pulse?</u> <ul style="list-style-type: none"> <li>Can you march in time with the pulse?</li> <li>When being an animal, can you find the pulse?</li> </ul> </li> <li><u>Can you clap rhythms?</u> <ul style="list-style-type: none"> <li>Can you copy back the rhythms you hear?</li> <li>Can you clap the rhythm of your name over the track?</li> <li>Can you create your own rhythm for others to copy?</li> </ul> </li> <li><u>Singing</u> <ul style="list-style-type: none"> <li>Can you rap and sing in time to the music?</li> <li>Can you lead the groups that are rapping and singing?</li> </ul> </li> <li><u>Play instrumental parts</u> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance:                             <ul style="list-style-type: none"> <li>While playing C.</li> <li>While playing C + G.</li> </ul> </li> </ul> </li> <li><u>Improvise</u> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:                             <ul style="list-style-type: none"> <li>Using C</li> <li>Using C + G.</li> </ul> </li> </ul> </li> <li><u>Compose</u> <ul style="list-style-type: none"> <li>Can you compose a simple melody using simple rhythms, and use as part of the performance:                             <ul style="list-style-type: none"> <li>using C + D.</li> <li>using C, D + E.</li> </ul> </li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p> <ul style="list-style-type: none"> <li>What did you like best?</li> <li>How did you feel about it?</li> </ul>	<p><u>In the Groove</u></p> <p><u>Listening: In The Groove</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them?</li> <li>Can you dance to each style or move to the pulse – be “In The Groove!”</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li><u>Can you find the pulse?</u> <ul style="list-style-type: none"> <li>Can you march in time with the pulse?</li> <li>Can you copy the actions on screen?</li> <li>When being an animal, can you keep the pulse?</li> </ul> </li> <li><u>Can you clap rhythms?</u> <ul style="list-style-type: none"> <li>Can you copy back the rhythms you hear?</li> <li>Can you clap the rhythm of your name over the track?</li> <li>Can you clap the rhythm of your favourite food?</li> <li>Can you create your own rhythm for others to copy?</li> </ul> </li> <li><u>Singing</u> <ul style="list-style-type: none"> <li>Can you sing together, in time and in different styles?</li> </ul> </li> <li><u>Play instrumental parts</u> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance:                             <ul style="list-style-type: none"> <li>While playing C.</li> <li>While playing C + D.</li> </ul> </li> </ul> </li> <li><u>Improvise</u> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:                             <ul style="list-style-type: none"> <li>Using C</li> <li>Using C + D.</li> </ul> </li> </ul> </li> <li><u>Compose</u> <ul style="list-style-type: none"> <li>Can you compose a simple melody using simple rhythms, and use as part of the performance:                             <ul style="list-style-type: none"> <li>using C + D.</li> <li>using C, D + E.</li> </ul> </li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p>	<p><u>Round and Round</u></p> <p><u>Listening: Round And Round</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you recognize and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones?</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li><u>Can you find the pulse?</u> <ul style="list-style-type: none"> <li>Can you march in time with the pulse?</li> <li>Can you copy the actions on screen?</li> <li>Can you use your imagination to find the pulse?</li> </ul> </li> <li><u>Can you clap rhythms?</u> <ul style="list-style-type: none"> <li>Can you copy back the rhythms you hear?</li> <li>Can you clap the rhythm of your name over the track?</li> <li>Can you clap the rhythm of your favourite food?</li> <li>Can you create your own rhythm for others to copy?</li> </ul> </li> <li><u>Singing</u> <ul style="list-style-type: none"> <li>Can you sing together with the actions?</li> </ul> </li> <li><u>Play instrumental parts</u> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance using D, F, C + D</li> </ul> </li> <li><u>Improvise</u> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:                             <ul style="list-style-type: none"> <li>Using D</li> <li>Using D + E.</li> </ul> </li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p> <ul style="list-style-type: none"> <li>What did you like best?</li> <li>How did you feel about it?</li> <li>How did you feel during the performance?</li> </ul>

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	<ul style="list-style-type: none"> <li>How did you feel during the performance?</li> </ul>	<ul style="list-style-type: none"> <li>What did you like best?</li> <li>How did you feel about it?</li> <li>How did you feel during the performance?</li> </ul>	
<b>Key Vocabulary</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.
<b>Cultural Capital</b>	Take part in a nativity and watch reception class nativity and leavers . Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and TEP choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.		
<b>SMSC</b>	<p>Spiritual – the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.</p> <p>Moral – The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy.</p> <p>Social – When we play or sing with other people in music, it is the pulse (whether audible or not) that keeps us together. In keeping together to perform and create as one, we become closer to the other people around us – we have more in common, despite our differences. Having things in common with other people can be a first step in making friends. Pulse is one thing we all have in common, as humans and as musicians.</p> <p>Cultural – The ancient origins of music having arisen in ceremonies and stories (compare to its role in today’s films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.</p>		
<b>Year 2</b>	<p><u>Hands, Feet, Heart</u></p> <p><u>Listening: Hands, Feet, Heart</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you recognise and name two or more instruments you hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</li> <li>Can you recognise all or many of the instruments you can hear?</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse (a steady heartbeat)?             <ul style="list-style-type: none"> <li>Can you march in time with the pulse.</li> <li>Can you be an animal finding the pulse.</li> </ul> </li> <li>Can you clap rhythms (long + short sounds whilst marching to the pulse)?             <ul style="list-style-type: none"> <li>Do you know that rhythm is different to the pulse?</li> <li>Can you copy and clap back rhythms?</li> <li>Can you clap the rhythm of your name?</li> <li>Can you create simple rhythms?</li> </ul> </li> <li>Can you sing in groups?             <ul style="list-style-type: none"> <li>Do you recognise that songs sometimes have a question and answer section and a chorus?</li> </ul> </li> <li>Can you play instrumental parts?             <ul style="list-style-type: none"> <li>Can you play accurately and in time:                 <ul style="list-style-type: none"> <li>When playing G, A + C.</li> <li>When playing G, A, B + C.</li> </ul> </li> </ul> </li> <li>Can you improvise in the lessons and the performance:             <ul style="list-style-type: none"> <li>When using C.</li> </ul> </li> </ul>	<p><u>I Wanna Play in a Band</u></p> <p><u>Listening: I Wanna Play In A Band</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you recognise and name two or more instruments you hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</li> <li>Can you recognise all or many of the instruments you can hear?</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse (a steady heartbeat)?             <ul style="list-style-type: none"> <li>Can you march in time with the pulse.</li> <li>Can you be an animal finding the pulse.</li> </ul> </li> <li>Can you clap rhythms (long + short sounds whilst marching to the pulse)?             <ul style="list-style-type: none"> <li>Do you know that rhythm is different to the pulse?</li> <li>Can you copy and clap back rhythms?</li> <li>Can you clap the rhythm of your name?</li> <li>Can you create simple rhythms?</li> </ul> </li> <li>Can you sing in groups?             <ul style="list-style-type: none"> <li>Do you recognise that songs sometimes have a question and answer section and a chorus?</li> </ul> </li> <li>Can you play instrumental parts?             <ul style="list-style-type: none"> <li>Can you play accurately and in time:                 <ul style="list-style-type: none"> <li>When playing G, A + C.</li> <li>When playing G, A, B + C.</li> </ul> </li> </ul> </li> <li>Can you improvise in the lessons and the performance:             <ul style="list-style-type: none"> <li>When using C.</li> </ul> </li> </ul>	<p><u>Zootime</u></p> <p><u>Listening: Zootime</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse as you are listening to the main Unit song and understand that it is the heartbeat of the music?</li> <li>Can you find the pulse to any other unit songs?</li> <li>Can you recognise and name two or more instruments you hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</li> <li>Can you recognise all or many of the instruments you can hear?</li> </ul> <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li>Can you find the pulse (a steady heartbeat)?             <ul style="list-style-type: none"> <li>Can you march in time with the pulse.</li> <li>Can you be an animal finding the pulse.</li> </ul> </li> <li>Can you clap rhythms (long + short sounds whilst marching to the pulse)?             <ul style="list-style-type: none"> <li>Do you know that rhythm is different to the pulse?</li> <li>Can you copy and clap back rhythms?</li> <li>Can you clap the rhythm of your name?</li> <li>Can you create simple rhythms?</li> </ul> </li> <li>Can you sing in groups?             <ul style="list-style-type: none"> <li>Do you recognise that songs sometimes have a question and answer section and a chorus?</li> </ul> </li> <li>Can you play instrumental parts?             <ul style="list-style-type: none"> <li>Can you play accurately and in time:                 <ul style="list-style-type: none"> <li>When playing G, A + C.</li> <li>When playing G, A, B + C.</li> </ul> </li> </ul> </li> <li>Can you improvise in the lessons and the performance:</li> </ul>

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	<ul style="list-style-type: none"> <li>○ When using C + D.</li> </ul> <ul style="list-style-type: none"> <li>▪ Can you compose a simple melody using simple rhythms, and use as part of the performance:             <ul style="list-style-type: none"> <li>○ When using C + D.</li> <li>○ When using C, D + E or C, D, E, F + G.</li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p> <ul style="list-style-type: none"> <li>▪ What did you like best?</li> <li>▪ How did you feel about it?</li> <li>▪ How did you feel during the performance?</li> </ul>	<ul style="list-style-type: none"> <li>○ When using C + D.</li> </ul> <ul style="list-style-type: none"> <li>▪ Can you compose a simple melody using simple rhythms, and use as part of the performance:             <ul style="list-style-type: none"> <li>○ When using C + D.</li> <li>○ When using C, D + E or C, D, E, F + G.</li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p> <ul style="list-style-type: none"> <li>▪ What did you like best?</li> <li>▪ How did you feel about it?</li> <li>▪ How did you feel during the performance?</li> </ul>	<ul style="list-style-type: none"> <li>○ When using C.</li> <li>○ When using C + D.</li> </ul> <ul style="list-style-type: none"> <li>▪ Can you compose a simple melody using simple rhythms, and use as part of the performance:             <ul style="list-style-type: none"> <li>○ When using C + D.</li> <li>○ When using C, D + E or C, D, E, F + G.</li> </ul> </li> </ul> <p><u>Perform &amp; Share:</u> Look back at the recorded performance with the class.</p> <ul style="list-style-type: none"> <li>▪ What did you like best?</li> <li>▪ How did you feel about it?</li> </ul> <p>How did you feel during the performance?</p>
Key Vocabulary	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Cultural Capital	Take part in a nativity and watch reception class nativity and Y6 leavers' performance. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and TEP choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.		
SMSC	<p>Spiritual – How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.</p> <p>Moral – The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy.</p> <p>Social – When we play or sing with other people in music, it is the pulse (whether audible or not) that keeps us together. In keeping together to perform and create as one, we become closer to the other people around us – we have more in common, despite our differences. Having things in common with other people can be a first step in making friends. Pulse is one thing we all have in common, as humans and as musicians. Music can bring people closer together by sharing what we like and listen to. The measurable physical and emotional effects of music can bring us into closer coordination with other people.</p> <p>Cultural – The ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.</p>		
Year 3	Oxfordshire County Music Ukulele program		

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Key Vocabulary			
SMSC			
Year 4	<p><u>Mama Mia!</u></p> <p><u>Listen &amp; Appraise: Mamma Mia (Pop, Abba's Music)</u></p> <ul style="list-style-type: none"> <li>Can you identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus?</li> <li>Can you identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums?</li> <li>Can you find the pulse whilst listening?</li> <li>Can you identify changes in tempo, dynamics and texture?</li> </ul> <p><u>Musical Activities using glocks and/or recorders</u></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back, play, invent rhythmic patterns?</li> <li>Can you copy back, play and invent melodic patterns using G and A?</li> <li>Can you read the notes G and A in music?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in unison?</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>Can you play accurately and in time, as part of the performance?</li> <li>Can you play G by ear, (the easy part)?</li> <li>Can you play the medium part: G + A by ear and from notation?</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance?</li> <li>Can you improvise using G?</li> <li>Can you improvise using G and A?</li> </ul>	<p><u>Glockenspiel Stage 2</u></p> <p><u>Musical Activities using glocks</u></p> <ul style="list-style-type: none"> <li>Can you learn more complex rhythm patterns?</li> <li>Can you revise, play and read the notes C, D, E, F + G.?</li> <li>Can you learn to play these tunes:             <ul style="list-style-type: none"> <li>Mardi Gras Groovin'</li> <li>Two-Way Radio</li> <li>Flea Fly</li> <li>Rigadoon</li> <li>Mamma Mia</li> <li>Portsmouth</li> <li>Strictly D</li> <li>Play Your Music</li> <li>Drive</li> </ul> </li> <li>Can you compose using the notes C, D, E, F + G?</li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to the performance by singing, playing an instrumental part, improvising or by performing your composition?</li> </ul> <p>After listening to a recording of the performance, can you discuss your thoughts and feelings towards it afterwards? Did you enjoy it? What went well? What could have been better?</p>	<p><u>Lean on Me</u></p> <p><u>Listen &amp; Appraise: Lean On Me (Soul/Gospel)</u></p> <ul style="list-style-type: none"> <li>Can you identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro?</li> <li>Can you identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ?</li> <li>Can you find the pulse whilst listening and identify tempo changes, changes in dynamics and texture?</li> </ul> <p><u>Musical Activities using glocks and/or recorders.</u></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back, play, invent rhythmic patterns?</li> <li>Can you copy back, play and invent melodic patterns using F and G?</li> <li>Can you read the notes F and G in music?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in unison?</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>Can you play accurately and in time, as part of the performance?</li> <li>Can you play C and F by ear, (the easy part)?</li> <li>Can you play the medium part: E, F and G by ear and from notation?</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance?</li> <li>Can you improvise using F?</li> </ul>

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	<p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a simple melody using simple rhythms and use it as part of the performance using the notes: G, A + B?</li> <li>Can you then Use the notes: G, A, B, D + E (pentatonic scale)?</li> </ul> <p><b>Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Can you contribute to the performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance, can you discuss your thoughts and feelings towards it afterwards? Did you enjoy it? What went well? What could have been better?</li> </ul>		<ul style="list-style-type: none"> <li>Can you improvise using F and G?</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a simple melody using simple rhythms and use it as part of the performance using the notes: F, G + A?</li> <li>Can you then Use the notes: C, D, F, G + A?</li> </ul> <p><b>Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Can you contribute to the performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance, can you discuss your thoughts and feelings towards it afterwards? Did you enjoy it? What went well? What could have been better?</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure</p>	<p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>
<p><b>Cultural Capital</b></p>	<p>Take part in a nativity and watch reception class nativity and Y6 leavers' performance. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and TEP choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.</p>		
<p><b>SMSC</b></p>	<p>Spiritual – Exploring how music shapes our way of life. Moral – Exploring how music improves our World Social – Composing and improvising with our friends. Cultural – Exploring how music connects us with our past</p>		
<p><b>Year 5</b></p>	<p><u>Linin' on a Prayer</u></p> <p><b>Listen &amp; Appraise: Linin' On A Prayer (Rock)</b></p> <ul style="list-style-type: none"> <li>Can you identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus?</li> <li>Can you identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard?</li> <li>Can you find the pulse whilst listening?</li> <li>Can you identify changes in tempo, dynamics and texture?</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back a rhythm and a question and answer pattern?</li> <li>Using G can you copy back the pitch, rhythm and a question and answer pattern?</li> <li>Using G and A can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes G and A?</li> <li>Using G, A + B and reading notes can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes G, A +B?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in unison?</li> </ul> <p><b>Playing instrumental parts</b></p>	<p><u>Classroom Jazz 1</u></p> <p><b>Listen &amp; Appraise: The Three Note Bossa &amp; Five Note Swing</b></p> <ul style="list-style-type: none"> <li>Can you identify the structure of 'Three note Bossa': Intro tune, lead tune, lead repeated, improvisation, lead?</li> <li>Can you Identify the structure of 'Five note Swing': 8-bar intro, 8-bar tune repeated, middle 8, lead, lead?</li> <li>Can you Identify instruments/voices: Piano, bass, drums, glockenspiel?</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b></p> <p><b>Instrumental parts with the music</b></p> <ul style="list-style-type: none"> <li>Can you play by ear the notes G, A + B and D, E, G, A + B?</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in a Bossa Nova style using the notes: G, A + B?</li> <li>Can you improvise in a swing style using the notes:             <ul style="list-style-type: none"> <li>D + E.</li> <li>D, E, G.</li> <li>D, E, G, A + B</li> </ul> </li> </ul> <p><b>Perform &amp; Share</b></p> <ul style="list-style-type: none"> <li>Can you contribute to the performance by singing, playing an instrumental part, improvising or by performing your composition?</li> </ul>	<p><u>Dancing in the Street</u></p> <p><b>Listen &amp; Appraise: Dancing In The Street (Motown)</b></p> <ul style="list-style-type: none"> <li>Can you identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3?</li> <li>Can you identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax)?</li> <li>Can you find the pulse whilst listening?</li> <li>Can you identify changes in tempo, dynamics and texture?</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back a rhythm and a question and answer pattern?</li> <li>Using F can you copy back the pitch, rhythm and a question and answer pattern?</li> <li>Using F and G can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes G and A?</li> <li>Using F, G + A and reading notes can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes F, G + A?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in two parts?</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance:</li> </ul>

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	<ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance?</li> <li>Can you play the easy part G, A + B by ear and from notation?</li> <li>Can you play the medium part D, E, F sharp + G by ear and from notation?</li> </ul> <p><b>Improvise in the lessons and as part of the performance.</b></p> <ul style="list-style-type: none"> <li>Can you improvise using G?</li> <li>Can you improvise using G + A?</li> <li>Can you improvise using G, A + B?</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a melody using simple rhythms and use as part of the performance;             <ul style="list-style-type: none"> <li>Using the notes: G, A + B?</li> <li>Using the notes: G, A, B, D + E (pentatonic scale)?</li> </ul> </li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to a performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>	<ul style="list-style-type: none"> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>	<ul style="list-style-type: none"> <li>The easy part: G by ear and from notation.</li> <li>The medium part: G + A by ear and from notation.</li> <li>The harder part: F, G, A, + D by ear and from notation.</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:             <ul style="list-style-type: none"> <li>Using the note D</li> <li>Using notes D + E</li> <li>Using the notes D, E + F</li> </ul> </li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a melody using simple rhythms and use as part of the performance:             <ul style="list-style-type: none"> <li>Using the notes: C, D, + E.</li> <li>Using the notes: C, D E, F + G.</li> </ul> </li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to a performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p>	<p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>
<p><b>Cultural Capital</b></p>	<p>Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and TEP choir. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.</p>		
<p><b>SMSC</b></p>	<p>Spiritual – Exploring how music shapes our way of life.              Moral – Exploring how to express ourselves to others through song. Exploring how music makes us feel.              Social – Exploring how music brings us together.              Cultural – Exploring how music connects us with our past</p>		
<p><b>Year 6</b></p>	<p><u>Happy</u></p> <p><u>Listen &amp; Appraise: Happy (Pop/Neo Soul)</u></p> <ul style="list-style-type: none"> <li>Can you describe the style indicators of the song/music?</li> <li>Can you describe the structure of the song?</li> <li>Can you identify the instruments/voices you can hear?</li> <li>Can you talk about the musical dimensions used in the song?</li> </ul> <p><u>Musical Activities using glocks and/or recorders</u></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back a rhythm and a question and answer pattern?</li> <li>Using A can you copy back the pitch, rhythm and a question and answer pattern?</li> </ul>	<p><u>You've got a Friend</u></p> <p><u>Listen &amp; Appraise: Happy (Pop/Neo Soul)</u></p> <ul style="list-style-type: none"> <li>Can you describe the style indicators of the song/music?</li> <li>Can you describe the structure of the song?</li> <li>Can you identify the instruments/voices you can hear?</li> <li>Can you talk about the musical dimensions used in the song?</li> </ul> <p><u>Musical Activities using glocks and/or recorders</u></p> <p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>Can you copy back a rhythm and a question and answer pattern?</li> <li>Using A can you copy back the pitch, rhythm and a question and answer pattern?</li> </ul>	<p><b>Music units completed in Terms 1 - 3</b></p>

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<ul style="list-style-type: none"> <li>Using A and G can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes A and G?</li> <li>Using A, G + B and reading notes can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes G, A +B?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in two parts?</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance:           <ul style="list-style-type: none"> <li>The easy part: A and G by ear and from notation.</li> <li>The medium part: A, G and B by ear and from notation.</li> <li>The harder part: G, A, B, C, D and E by ear and from notation.</li> </ul> </li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:           <ul style="list-style-type: none"> <li>Using the note A</li> <li>Using notes A + G</li> <li>Using the notes A, G + B</li> </ul> </li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a melody using simple rhythms and use as part of the performance:           <ul style="list-style-type: none"> <li>Using the notes: A, G, + B.</li> <li>Using the notes: C, E, G, A + B.</li> </ul> </li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to a performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul> <p><u>Classroom Jazz 2</u></p> <p><u>Listen &amp; Appraise: Bacharach Anorak and Meet The Blues</u></p> <ul style="list-style-type: none"> <li>Can you describe the style indicators of the song/music?</li> <li>Can you describe the structure of the song?</li> <li>Can you identify the instruments/voices you can hear?</li> <li>Can you talk about the musical dimensions used in the songs?</li> </ul> <p><u>Musical Activities using glocks and/or recorders</u></p> <ul style="list-style-type: none"> <li>Can you play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues)?</li> <li>Can you improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G, C, D, E, F, G, A, B + C?</li> </ul>	<ul style="list-style-type: none"> <li>Using A and G can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes A and G?</li> <li>Using A, G + E and reading notes can you copy back the pitch, rhythm and a question and answer pattern? Can you read the notes G, A +B?</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Can you sing in unison?</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>Can you play accurately and in time as part of the performance:           <ul style="list-style-type: none"> <li>The easy part: G, A and B by ear and from notation.</li> <li>The medium part: C, D, E and F by ear and from notation.</li> <li>The harder part: D, E, F, G, A, B and C by ear and from notation.</li> </ul> </li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Can you improvise in the lessons and as part of the performance:           <ul style="list-style-type: none"> <li>Using the note A</li> <li>Using notes A + G</li> <li>Using the notes A, G + E</li> </ul> </li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Can you compose a melody using simple rhythms and use as part of the performance:           <ul style="list-style-type: none"> <li>Using the notes: A, G, + E.</li> <li>Using the notes: E, G, A, C + D.</li> </ul> </li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to a performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>	
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**Vision:** For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

	<ul style="list-style-type: none"> <li>Can you improvise in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C?</li> </ul> <p><u>Perform &amp; Share</u></p> <ul style="list-style-type: none"> <li>Can you contribute to a performance by singing, playing an instrumental part, improvising or by performing your composition?</li> <li>After listening to a recording of the performance can you discuss your thoughts and feelings towards it afterwards; Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>		
<b>Key Vocabulary</b>	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.	
<b>Cultural Capital</b>	Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and TEP choir. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival. Leavers' performance.		
<b>SMSC</b>	<p>Spiritual – Discussing and discovering how connected we are to music and songs</p> <p>Moral – Building confidence in collecting feedback and reflecting on this in relation to ourselves and others.</p> <p>Social – Developing communication with others whilst performing to create confident group performances.</p> <p>Cultural – Discussing with others how the songs and styles are connected to the World.</p>		
<b>Year 7</b>	<p><u>Singing and Vocal Technique</u></p> <ul style="list-style-type: none"> <li>Can you apply correct vocal technique when singing, (posture, breath control, diction)?</li> <li>Can you learn melodies orally through call and response?</li> <li>Can you sing a round with confidence?</li> <li>Can you sing in two part harmony with confidence?</li> <li>Can you express the song effectively when singing?</li> </ul>	<p><u>Introduction to rhythm and STOMP</u></p> <ul style="list-style-type: none"> <li>Do you understand note durations and simple rhythm notation?</li> <li>Do you understand about time signatures and bar lines in relation to rhythms?</li> <li>Can you write rhythmic notations?</li> <li>Can you create your own rhythmic ostinatos?</li> <li>Do you understand different textures?</li> </ul>	<p><u>Introduction to Pitch and Keyboard Course</u></p> <ul style="list-style-type: none"> <li>Can you read treble clef notation and read shar[s] and flats?</li> <li>Can you play a simple melody with your right hand using correct figure technique?</li> <li>Can you read bass clef notation?</li> <li>Can you play the baseline with your left hand using correct finger technique?</li> </ul>

# Folly View and The Elms Primary Schools

Long Term Plan 2024-25

SUBJECT: Music



Vision: For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

	Can you sing a solo within a performance with confidence and expression?	Can you compose in the style of STOMP?	<ul style="list-style-type: none"> <li>Can you put the right and left hand parts together and perform the piece fluently?</li> <li>Can you look at the finer details of the performance, shaping the music, specifically focusing on dynamics?</li> </ul>
Key Vocabulary	Singing, vocals, posture, breath control, diction, call and response, confidence, harmony, round, solo	Rhythm, crotchets, minims, semibreves, rests, ostinato, texture	Treble clef, melody, bass, keyboard, dynamics, notation, treble clef, bass clef
SMSC	Spiritual – To reflect on spiritual understanding through music Moral – Listen and support others while engaged in musical activities. Social – To work at a group to learn and perform together. Cultural – To develop a greater understanding of the importance of music in different cultures.		