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| Music Long term plan.  Music is a practical subject; it is academic, creative, technical, intellectual and challenging, but above all, music is fun. Enjoyment is synonymous with achievement in music. Our curriculum for music is founded on the principles of creativity and active participation by all. Children at Kennington learn through music in many different ways. Music lessons are focused on developing children’s’ imagination and creativity. They come to school with a variety of musical experiences and interests and we aim to build on these to provide a stimulating curriculum in music and an environment where music enriches and extends learning across the School. Our curriculum delivers the aims of the new National Curriculum for Music 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Music is much more than just a participatory activity; any planned learning opportunity in music should be a vehicle for promoting children’s musical understanding. Teachers should provide children with the opportunity to develop general musicianship, essential musical knowledge and support a gradual progression towards understanding of specialist techniques and emergent individual critical appreciation of music.  In the new LTP there is a revised focus of ensuring that all aspects of music are covered each lesson. The primary focus of each lesson will change and also the final outcome may be different but each term children will have the opportunity to Listen and Appraise, Sing or Play Instruments, Improvise, Compose and Perform. Each lesson will have a structure but within this children will have the opportunity to revisit, revise, practise and refine their work. As such it is not appropriate or indeed helpful to identify only one objective per lesson, rather all objectives will be visited and children will move to a deeper understanding of these.  Children will be introduced to all of the objectives which will still be recorded on the title page and will be encouraged to talk about what they have learned/developed in the lesson and be able to identify what they need to do next to develop further. KS! To have a shared class book.  The vocabulary of music will be displayed and referred to during lessons and children will be encouraged and expected to use it in describing what they are listening to and in their own and the work of others. (KS2)  Children will be explicitly taught the structure of music and notation and given opportunities to use this practically.  A range of materials will be used to support good teaching. Each year group should be taught using Charanga/BBC 10 pieces planning and other high quality materials.  There will be a shared performance each term and evidence will be gathered, both of the performance and the shared collaboration and process of this music making.  Where possible, and in as much as it is useful, links will be made with other learning, however this must be within the framework of the above and not just learning a song about…. although this is to be encouraged as an additional part of music lessons.  Children learn best in music when they are given opportunities to experience music for themselves. They make most progress, when they are taught in music, rather than about music. | | | | | |
| Year R outcomes to be taught throughout the year and revisited each term/Lesson  **Listen and Appraise**  Listen and respond to live and recorded music.  Recognise changes in pitch (high low hands)  Respond through drawings/paintings/creative writing.  **Sing Play** Songs and rhymes.  To Develop confidence through classroom routine songs.  Perform simple actions to accompany songs.  **Instruments**  To explore Untuned percussion.  To explore Tuned percussion.  **Improvise**  Improvise untuned percussion along to recorded music recognising pulse  **Compose**  To Explore music making instruments and combine sounds.  Find sounds to represent characters or mood in stories.  **Perform**  Anything that has taken place within your lesson. Perhaps record the process for fun and tracking/assessment purposes. | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Suggested primary Learning Focus**  **Listen and Appraise.** | **Learning Focus**  **Sing Perform (Christmas)** | **Learning Focus**  **Play/Perform** | **Suggested Learning Focus**  **Improvisation** | **Learning Focus**  **Compose** | **Learning Focus**  **Performance.** |
| Children’s learning will be around learning songs and nursery rhymes. Wide use of musical games. This will also be developed during child initiated sessions.  End of foundation stage Expectations.  Learn and perform at least 3 songs from memory.  Talk about ideas and processes which have led them to make music.  Perform with an increasing awareness of audience | | | | | |
| Music Express. | | | | | |
| **Learning outcomes for year 1**  **Listen and Appraise**  +Listen with concentration and respond to and understand live and recorded music.  Find and internalise pulse.  Begin to use correct language to suit style of music they are listening to.  Start to recognise different instruments.  Listen to music with an obvious mood, discussing possible movements for parts of the music, subsequently adding movements as they listen again.  Select pictures of instruments they can hear when listening to a piece of music.  **Sing Play**  Simple songs and chants.  Call and response. Begin to understand importance of warming up voices and good posture.  Begin to understand the vocabulary of melody and lyrics and their importance.  **Instruments**  Tuned and untuned percussion.  Play simple accompaniments and tunes.  **Improvise**  Improvise sounds in response to a picture/journey /trail within a group.  Make up rhythmic patterns that lead to melodies.  **Compose**  Make and combine sounds musically. Choose, combine and organise sounds in response to picture/journey/trail.  Record compositions through graphic or pictorial notations or ICT.  **Perform**  Rehearse and perform short melodies by ear using 2/3 notes, for instance using 2 or 3 chime bars.  Appreciate the importance of starting and ending together by following leader/conductor.  Develop and perform compositions within class. | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Suggested primary Learning Focus**  **Listen and Appraise** | **Suggested primary Learning Focus.**  **Sing Play**  **Perform** Christmas | **Suggested primary Learning Focus**  **Instruments** | **Suggested primary Learning Focus**  **Improvise** | **Suggested primary Learning Focus**  **Compose**  **Perform** | **Suggested primary Learning Focus**  **Perform** |
| End of Year 1 Expectations  By the end of the year children will  …learn at least 3 new songs or chants from memory.  …listen to and reflect on a range of music using musical vocabulary (eg pitch, pulse, rhythm)  …play 3 notes on tuned percussion  …use sounds creatively to compose short sequence  …perform a composition in a group to rest of class. | | | | | |
| Resources  Music Express | | | | | |
| **Year 2 Learning objectives.**  **Listen and Appraise**  Listen with concentration and respond and understand live and recorded music.  Begin to recognise the interrelated dimensions of music.  Recognise that different pieces of music have a different pulse.  Start to recognise different instruments.  Start to recognise and explore varied musical styles and their indicators.  Respond to music through drawings and paintings.  Identify repeated sections within songs and use this in compositions.  **Sing Play**  Songs, chants, raps and rounds.  Begin to develop an understanding of working together to produce a musical sound.  Start to sing in two parts.  **Instruments**  Recorders Learn first 5 notes.  Play simple songs. Tuned and Untuned percussion.  Play from simple rhythm grids including rests and long and short notes.  **Improvise**  Improvise clapping rhythms.  Use voice to improvise short sections in songs.  Use two notes to improvise short sections on instruments, leading to three notes.  **Compose**  Begin to create own tunes and melodies within context of songs, stories or poems, using two or three notes and beyond if appropriate.  Notate compositions with graphic/pictorial scores, ICT or formal notation.  Record compositions, listen and reflect.  **Perform**  Follow leader/conductor, understanding importance of beginning/ending together.  Sing/play with control and accuracy.  Perform ocarinas and compositions within class as part of lessons. Suggest ways in which performance can be improved.  Perform one or two songs on ocarina in assembly. | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Suggested primary Learning Focus**  **Listen and Appraise** | **Suggested primary Learning Focus**  **Sing Play**  **Perform** | **Suggested primary Learning Focus**  **Instruments**  **Recorder.** | **Suggested primary Learning Focus**  **Improvise** | **Suggested primary Learning Focus**  **Compose**  **Perform** | **Suggested primary Learning Focus**  **Perform**    **Ukelele** |
| End of Year 2 Expectations  By the end of the year children will  …gradually and appropriately understand and discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure)  …experience singing in an ensemble with the aim of producing a round sound with clear diction and musical understanding.  …use classroom instruments to improvise and compose (emphasis being on creating and refining work with developed feedback from peers)  …start to understand the basics of formal notation. | | | | | |
| **Resources**  **Music Express** | | | | | |