

Music Whole School Long Term Plan 2024/25

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| N | Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music. | Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf | Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, | Playing with Sounds: Singing Games including call and response | Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice | Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel |
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| 1 | Unit 1: My Musical Heartbeat | Unit 2: Dance, Sing and Play! | Unit 3: Exploring Sounds | Unit 4: Learning to Listen | Unit 5: Having Fun with Improvisation | Unit 6: Let's Perform Together! |
| | Every piece of music has a heartbeat - a musical heartbeat. | Music is made up of long and short sounds called 'rhythm' and high | Music is made up of high and low sounds, long and short sounds, and | Listening is very important. You can listen with your eyes and ears and | Improvising is fun! It's an exciting activity where everyone is | Singing, dancing and playing together is called 'performing'. |

Music Whole School Long Term Plan 2024/25

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| | <p>In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> | <p>and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> | <p>loud and quiet sounds. Explore these sounds and create your own very simple melodies</p> | <p>you can also feel sound in your body. What can you hear in this unit?</p> | <p>creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> | <p>Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> |
| 2 | <p>Unit 1: Pulse, Rhythm and Pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of</p> | <p>Unit 2: Playing in an Orchestra</p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> | <p>Unit 3: Inventing a Musical Story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and</p> | <p>Unit 4: Recognising Different Sounds</p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many</p> | <p>Unit 5: Exploring Improvisation</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> | <p>Unit 6: Our Big Concert</p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> |

Music Whole School Long Term Plan 2024/25

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| | music and how they work together. | | different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds. | different instruments can you recognise in the songs in this unit? | | |
| 3 | Unit 1: Writing Music Down | Unit 2: Playing in a Band | Unit 3: Compose Using Your Imagination | Unit 4: More Musical Styles | Unit 5: Enjoying Improvisation | Unit 6: Opening Night |
| | Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. | Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use | Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? | Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within | Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the | Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! |

Music Whole School Long Term Plan 2024/25

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| | See how these notes can fit on the lines and spaces of a staff. | instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds | | the music in this unit. | songs in this unit? Can you identify sections of the music that change or repeat? | |
| 4 | Unit 1: Musical Structures | Unit 2: Exploring Feelings When You Play | Unit 3: Compose with Your Friends | Unit 4: Feelings Through Music | Unit 5: Expression and Improvisation | Unit 6: The Show Must Go on! |
| | Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. | Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to | When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a | Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your | Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. | Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. |

Music Whole School Long Term Plan 2024/25

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| | | communicate specific moods. | melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music. | feelings with what you hear. | | |
| 5 | Unit 1: Melody and Harmony in Music | Unit 2: Sing and Play in Different Styles | Unit 3: Composing and Chords | Unit 4: Enjoying Musical Styles | Unit 5: Freedom to Improvise | Unit 6: Battle of the Bands! |
| | A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create | Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the | If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords. | There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments | Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). | Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the |

Music Whole School Long Term Plan 2024/25

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| | the harmonies. Can you hear the difference? | various tempos of the music in this unit. | | combine to create texture in music. | | simple band parts. Enjoy! |
| 6 | Unit 1: Music and Technology | Unit 2: Developing Ensemble Skills | Unit 3: Creative Composition | Unit 4: Musical Styles Connect Us | Unit 5: Improvising with Confidence | Unit 6: Farewell Tour |
| | <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity</p> | <p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”)</p> | <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> | <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> | <p>You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A ‘phrase’ is sort of like a ‘musical sentence’. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more</p> | <p>This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> |

Music Whole School Long Term Plan 2024/25

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