

# Music Long Term Plan 2022-2023

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
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| EYFS  | Nursery – All About Me!<br>Reception - What makes us unique?  | Nursery – Let's Celebrate<br>Reception – Around the world  | Nursery – Stories<br>Reception – Once upon a time   | Nursery – Shapes are everywhere<br>Reception – Build it!  | Nursery – In the garden<br>Reception – The great outdoors   | Nursery – People who help us<br>Reception – We're going on an adventure   |
| <p>Throughout the year, children will...</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>We will develop children's artistic and cultural awareness to support their imagination and creativity. They will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> |   |  |   |   |   |   |
| Year 1  | <p><b>Hey You!</b><br/>Old School Hip-Hop</p> <p>How pulse, rhythm and pitch work together.</p> <p><b>Finding the pulse:</b><br/>March in time with the pulse</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Make up your own rhythm</p> <p><b>Singing:</b><br/>Rap and sing Hey You!</p> | <p><b>Rhythm in the walk we walk/Banana rap</b><br/>Reggae</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p><b>Finding the pulse:</b><br/>March and find the pulse</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of</p> | <p><b>In the Groove</b><br/>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>How to be in the groove with different styles of music.</p> <p><b>Finding the pulse:</b><br/>What animal can you be finding the pulse</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of</p> | <p><b>Round and Round</b><br/>Bossa Nova</p> <p>Pulse, rhythm and pitch in different styles of music.</p> <p><b>Finding the pulse:</b><br/>Use your imagination to find the pulse!</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite</p> | <p><b>Your imagination</b><br/>Pop</p> <p>Use your imagination</p> <p><b>Finding the pulse:</b><br/>Can you be a pop star finding the pulse?</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite colour<br/>Make up your own rhythm</p> <p><b>Singing:</b> Singing the song, using their imagination</p> | <p><b>Reflect, rewind and replay</b><br/>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>Revise existing skills</p> |

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|        | <p><b>Playing instruments:</b><br/>using one or two notes (C or C + G)<br/>(Chime bars)<br/><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing between the notes C+D or C, D + E.<br/><b>Perform and share:</b><br/>A class performance of Hey You! With rapping, singing and playing. Introduce your performance to an audience.</p> | <p>your favourite colour<br/>Make up your own rhythm<br/><b>Singing:</b><br/>Rap and sing the songs<br/><b>Pitch:</b><br/>High and low sounds<br/><b>Perform and share:</b><br/>A class performance with rapping, singing and playing. Introduce your performance to an audience.</p> | <p>your favourite food<br/>Make up your own rhythms<br/><b>Singing:</b><br/>in all the different styles<br/><b>Playing instruments:</b><br/>using one or two notes (C or C + D)<br/>(Chime bars)<br/><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing between the notes C+D or C, D + E.<br/><b>Perform and share:</b><br/>A class performance of In the Groove – with singing and playing. Introduce your performance to an audience</p> | <p>animal<br/>Make up your own rhythms<br/><b>Pitch:</b><br/>High and low sounds<br/><b>Singing:</b><br/>Sing the song<br/><b>Playing instruments:</b><br/>using up to three notes D or D, F, C+D.<br/>(Chime bars)<br/><b>Perform and share:</b><br/>A class performance of Round and Round singing and playing. Introduce your performance to an audience.</p> | <p><b>Playing instruments:</b><br/>Using one or two notes: C or C+G.<br/>(Chime bars)<br/><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes C+D or C, D and E.<br/><b>Perform and share:</b><br/>A class performance of Your Imagination singing and playing. Introduce your performance to an audience.</p> |  |
| Year 2 | <p><b>Hands, feet and heart</b><br/>Afropop, South African<br/><br/>South African Music<br/><br/><b>Finding the pulse:</b><br/>What animal can you be finding the pulse<br/><b>Rhythms:</b></p>   | <p><b>Ho Ho Ho</b><br/>A song with rapping and improvising for Christmas<br/><br/>Festivals and Christmas<br/><br/><b>Finding the pulse:</b><br/>You can march and</p>  | <p><b>I wanna play in a band</b><br/>Rock<br/><br/>Playing together in a band<br/><br/><b>Finding the pulse:</b><br/>You decide what you will be<br/><b>Rhythms:</b></p>  | <p><b>Zootime</b><br/>Reggae<br/><br/>Reggae and animals<br/><br/><b>Finding the pulse:</b><br/>Be an animal of your choice<br/><b>Rhythms:</b><br/>Copy and clap back</p>   | <p><b>Friendship song</b><br/>Pop<br/><br/>A song about being friends<br/><br/><b>Finding the pulse:</b><br/>Children decide how to find the pulse<br/><b>Rhythms:</b><br/>Copy and clap back</p>   | <p><b>Reflect, rewind and replay</b><br/>Classical<br/><br/>The history of music, look back and consolidate your learning, learn some of the language of music</p> |

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|  | <p>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Make up your own rhythm</p> <p><b>Singing:</b><br/>Singing Hands, feet and heart in groups</p> <p><b>Playing instruments:</b><br/>using up to three notes G or G, A + C. (Chime bars)</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D and E.</p> <p><b>Perform and share:</b><br/>A class performance of Hands, feet and heart. Introduce your performance to an audience.</p> | <p>find the pulse<br/>You can be a rapper and find the pulse</p> <p><b>Rhythms:</b><br/>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite colour<br/>Make up your own rhythm</p> <p><b>Pitch:</b><br/>is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p><b>Playing instruments:</b><br/>using up to three notes – G or G, A and B. (Chime bars)</p> <p><b>Singing:</b><br/>Rapping and singing Ho Ho Ho.</p> <p><b>Perform and share:</b><br/>A class performance of Ho, Ho, Ho. Introduce your performance to an audience.</p> | <p>Copy and clap back rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite food<br/>Make up your own rhythms</p> <p><b>Singing:</b><br/>In all different styles</p> <p><b>Playing instruments:</b><br/>using up to three notes – F or D and C. W (Chime bars)</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A</p> <p><b>Perform and share:</b><br/>A class performance of I Wanna Play In A Band. Introduce your performance to your audience.</p> | <p>rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite animal<br/>Make up your own rhythms</p> <p><b>Pitch:</b><br/>High and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p><b>Singing:</b><br/>Singing Zootime</p> <p><b>Playing instruments:</b><br/>using up to two notes – C or C + D (Chime bars)</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p> <p><b>Perform &amp; Share:</b><br/>A class performance of Zootime. Introduce your performance to your audience</p> | <p>rhythms<br/>Clap the rhythm of your name<br/>Clap the rhythm of your favourite colour<br/>Make up your own rhythm</p> <p><b>Singing:</b><br/>in two parts</p> <p><b>Playing instruments:</b><br/>using up to three notes – C or E and G (Chime bars)</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E</p> <p><b>Perform &amp; Share:</b><br/>A class performance of Friendship Song. Introduce your performance to your audience.</p> | <p>Revise existing skills</p> |
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| <p>Year 3</p> | <p><b>Let Your Spirit Fly</b><br/>RnB</p> <p>RnB and other styles</p> <p><b>Find the pulse as you are listening:</b><br/>Dance, clap, sway, march, be an animal or a pop star</p> <p><b>Singing:</b><br/>Singing let your spirit fly in 2 parts</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E (glocks and/or recorders)</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</p> <p><b>Perform and share:</b></p> | <p><b>Glockenspiel Stage 1</b></p> <p>Exploring and developing playing skills</p> <p><b>Playing instruments:</b><br/>Musical activities using glocks<br/>Learn to play and read the notes C, D, E + F<br/>Learn to play these tunes:<br/>Easy E<br/>Strictly D<br/>Play Your Music<br/>Drive<br/>Dee Cee’s Blues<br/>What’s Up<br/>D-E-F-initely<br/>Roundabout<br/>March of the Golden Guards<br/>Portsmouth</p> <p><b>Compose:</b><br/>Compose using the notes C, D, E + F.</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the</p> | <p><b>Three Little Birds</b><br/>Reggae</p> <p>Reggae and animals</p> <p><b>Find the pulse as you are listening:</b><br/>Dance, clap, sway, march, be an animal or a pop star.</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. (glocks and/or recorders)</p> <p><b>Singing:</b><br/>Song in unison</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p><b>Perform and share:</b><br/>Decide how your class</p> | <p><b>The Dragon Song</b><br/>A Pop song that tells a story</p> <p>Music from around the world, celebrating our differences and being kind to one another</p> <p><b>Find the pulse as you are listening:</b></p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. (glocks and/or recorders)</p> <p><b>Singing:</b><br/>Sing the dragon song in two parts</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes G, A</p> | <p><b>Bringing Us Together</b><br/>Disco</p> <p>Disco, friendship, hope and unity</p> <p><b>Find the pulse as you are listening:</b><br/>Dance, clap, sway, march, be an animal or a pop star.</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G (glocks and/or recorders)</p> <p><b>Singing:</b><br/>Singing bringing us together in 2 parts</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. ( Pentatonic scale)</p> <p><b>Perform and share:</b></p> | <p><b>Reflect, rewind and replay</b><br/>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing skills</p> |

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|        | Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations Instrumental performances Compositions | performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions  | will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: : Improvisations Instrumental performances Compositions | + B or D, E, G, A + B. (Pentatonic scale)<br><b>Perform and share:</b><br>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions | Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions |  |
| Year 4 | <b>Mamma Mia</b><br>Pop<br><br>ABBA's Music<br><br><b>Pulse:</b> Find the pulse as you are listening.<br><b>Playing instruments:</b> Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B.                                      | <b>Glockenspiel 2</b><br>Mixed Styles<br><br>Exploring and developing playing skills using the glockenspiel<br><br><b>Playing instruments:</b> Musical activities using glocks Learn more complex rhythm patterns. Revise, play and read | <b>Stop!</b><br>Grime<br><br>Writing lyrics linked to a theme<br><br><b>Pulse:</b> Can you find the pulse as you are listening - Dance, clap, sway, march, be an animal or a pop star.<br><b>Playing instruments:</b>   | <b>Lean on me</b><br>Gospel<br><br>Soul/Gospel music and helping one another<br><br><b>Pulse:</b> Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.   | <b>Blackbird</b><br>The Beatles/Pop<br><br>The Beatles, equality and civil rights<br><br><b>Playing instruments:</b> Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.                                  | <b>Reflect, rewind and replay</b><br>Classical<br><br>The history of music, look back and consolidate your learning, learn some of the language of music<br><br>Revise existing skills |

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|  | <p>(glocks and/or recorders)<br/> <b>Singing:</b><br/>         Singing Mamma Mia in unison<br/> <b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> | <p>the notes C, D, E, F + G.<br/>         Learn to play these tunes:<br/>         Mardi Gras Groovin'<br/>         Two-Way Radio<br/>         Flea Fly<br/>         Rigadoon<br/>         Mamma Mia<br/>         Revisit these tunes from Stage 1:<br/>         Portsmouth<br/>         Strictly D<br/>         Play Your Music Drive<br/> <b>Compose:</b><br/>         Compose using the notes C, D, E, F + G<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> | <p>warm-up games play and copy back using up to 2 notes – C + D (using glocks and/or recorders)<br/> <b>Singing:</b><br/>         Singing and rapping in unison and in parts<br/> <b>Compose:</b><br/>         Compose your own rapped lyrics about bullying or another topic or theme that you decide<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations •<br/>         Compositions •<br/>         Rapped lyrics that you composed</p> | <p><b>Playing instruments:</b><br/>         Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. (using glocks and/or recorders)<br/> <b>Singing:</b><br/>         Singing Lean on me in unison<br/> <b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental</p> | <p><b>Singing:</b><br/>         Singing Blackbird in unison<br/> <b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).<br/> <b>Perform and share:</b><br/>         Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: :<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> |  |
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|        |  |  |   | performances<br>Compositions  |   |   |
| Year 5 | <p><b>Livin' on a prayer</b></p> <p>Rock</p> <p>Rock Anthems</p> <p><b>Pulse:</b><br/>Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween?</p> <p><b>Play instruments:</b><br/>Dynamics? Texture? Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F&amp; + G Which part did you play? (Using glocks</p> | <p><b>Classroom Jazz</b></p> <p>Bossa Nova and Swing</p> <p>Jazz and Improvisation</p> <p><b>Play instruments:</b><br/>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. (using glocks and/or recorders)</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how</p> | <p><b>Make you feel my love</b></p> <p>Pop Ballads</p> <p><b>Pulse:</b><br/>Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p><b>Play instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.</p> <p><b>Singing:</b><br/>Singing Make you feel my love in unison</p> | <p><b>The fresh prince of bel air</b></p> <p>Old-School Hip-Hop</p> <p>To learn how to listen to music.<br/>To sing the song.<br/>To understand the geographical origin of the music and in which era it was composed.<br/>To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch.<br/>To play the</p> | <p><b>Dancing in the street</b></p> <p>Motown</p> <p><b>Pulse:</b><br/>Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).</p> <p><b>Singing:</b><br/>Singing in unison. And</p> | <p><b>Reflect, rewind and replay</b></p> <p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing skills</p> |

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|  | <p>and/or recorders)<br/> <b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> | <p>you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances</p> | <p><b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> | <p>accompanying Instrumental parts (optional).<br/>         To work together in a band/ensemble.<br/>         To develop creativity through improvising and composing within the song.<br/>         To understand and use the first five notes of the scale while improvising and composing.<br/>         To experience links to other areas of the curriculum (see Extension Activities).<br/>         To recognise the style of the music and to understand its main style indicators.<br/>         To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document).<br/>         To undertake all these independently.</p> | <p>with backing vocals<br/> <b>Compose:</b><br/>         Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G<br/> <b>Perform and share:</b><br/>         Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>         Improvisations<br/>         Instrumental performances<br/>         Compositions</p> |  |
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| <p>Year 6</p> | <p><b>Happy</b><br/>Pop/Neo Soul</p> <p>Being happy!</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B (using glocks and/or recorders).</p> <p><b>Singing:</b><br/>Singing in 2 parts</p> <p><b>Compose:</b><br/>Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of</p> | <p><b>Classroom Jazz 2</b><br/>Bacharach and Blues</p> <p>Jazz, improvisation and composition</p> <p><b>Playing instruments:</b><br/>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). (using glocks and/or recorders).</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:<br/>Improvisations •<br/>Instrumental performances •<br/>Compositions</p> | <p><b>A new year carol</b><br/>Classical or Urban Gospel</p> <p>Benjamin Britten's music and cover versions</p> <p><b>Pulse, rhythm and pitch games:</b><br/>Learn to clap some of the rhythms used in the song<br/>Learn some musical phrases that you will sing in the song</p> <p><b>Singing:</b><br/>Singing in unison.<br/>Sing the song in its original style, and the Urban Gospel version.</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> | <p><b>You've got a friend</b><br/>70s Ballad/Pop</p> <p>The music of Carole King</p> <p><b>Playing instruments:</b><br/>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. (using glocks and/or recorders)</p> <p><b>Composer:</b><br/>Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p> <p><b>Perform and share:</b><br/>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and</p> | <p><b>Music and Me</b><br/>Create your own music inspired by your identity and women in the music industry</p> | <p><b>Reflect, rewind and replay</b><br/>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>Revise existing skills</p> |
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|  | the following |  |  | talk about it afterwards. The performance will include one or more of the following:<br>Improvisations<br>Instrumental performances<br>Compositions |  |  |
|--|---------------|--|--|---|--|--|