**Music at Mount Primary**

**Long Term Plan**

**Key Concepts**

* **Play and Perform**

This concept involves understanding that music is created to be performed.

* **Compose and Improvise**

This concept involves appreciating that music is created through a process which has a number of techniques.

* **Transcribe**

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

* **Describe Music- Listen and Appraise**

This concept involves appreciating the features and effectiveness of the interrelated dimensions of Music

**Topics**

| **Year** | **Topic** | **Overview** | **Rationale** |
| --- | --- | --- | --- |
| Year 1 | Rap Music | Introduction to musical dynamics - pulse, note, tempo and volume.  Introduction to vocal health & singing  Understand that Rap Music is a vocal technique which involves speaking or chanting to music and originated in USA.  Understand that improvising is making up as you go along.  Learn to find the pulse, name of the glockenspiel and sound it makes.  Identify and use a range of tuned and untuned instruments.  Perform and give feedback | Building on work from F2 using more technical vocabulary  Locate America on world map in geography books. |
| Blues & Pop | Know Blues music originated in the deep south of America and the features associated with it. Explore Call and Response.  Build on musical knowledge - percussion instruments, repetition, rhythm, pulse, note, dynamics, tempo  Build on introduction to vocal health & singing  Explore graphic notation.  Perform and give feedback | Locate Southern America on world maps to build locational knowledge.  Build on musical terminology and singing techniques. |
| Latin Music | Know Latin music originated in Latin American countries (Peru, Costa Rica, Dominican Republic, Venezuela) and the features associated with it.  Build on musical knowledge - percussion instruments, repetition, rhythm, pulse, note, dynamics, tempo.  Build on introduction to vocal health & singing  Build on improvisation and composition skills using 3 notes. Explore graphic notation.  Perform and give feedback | Locate Latin America on world maps to build locational knowledge.  Build on musical terminology and singing techniques.  Build on improvisation and composition skills. |
| Classical Music Unit-  The Royal Philharmonic Orchestra | Awareness of some of the great, classical composers (Tchaikovsky, Vivaldi, Wagner, Stravinsky)  Build on musical knowledge - percussion instruments, repetition, rhythm, pulse, note, dynamics, tempo.  Explore sounds on tuned and untuned instruments. | Build on musical knowledge in terms of the interrelated dimensions of music, terminology.  Build on historical knowledge of some of the great composers.  **Live Theatre Visit** |
|  | Your Imagination Unit | Build on musical knowledge - tuned and untuned instruments, repetition, rhythm, pulse, note, dynamics, tempo, call and response  Build on introduction to vocal health & singing  Build on improvisation and composition skills using 3 notes and by clapping back rhythms.  Explore graphic notation.  Perform anf give feedback |  |
| Year 2 | South African Music | Learn about and appreciate different styles of South African music including - Afropop, SA jazz, Freedom Songs, AS Choral music, Kwaito  Apply and build upon musical knowledge and singing techniques - acapella, changing dynamics.  Explore call and response.  Improvise and compose.  Use graphic notation.  Perform and give feedback | Locational knowledge - locate South Africa on world map in Geography books.  Explore racial inequality in South Africa linking to Nelson Mandela and Freedom Songs.  Build on musical knowledge from Y1. |
| Rock Music | Know Rock music started in America and the features of the genre.  Learn about and identify the different instruments playing in these genres.  Apply and build musical knowledge - solo, bass  Build on vocal health & singing knowledge - vocal folds, breathing.  Improvise and compose  Use graphic notation  Perform and give feedback | Recap on America locational knowledge from Y1.  Build on musical knowledge from previous unit. |
| Reggae | Know Reggae music started in Jamaica and the features of the genre.  Learn about and identify the different instruments playing in these genres.  Apply and build musical knowledge - solo, bass  Build on vocal health & singing knowledge - vocal folds, breathing.  Improvise and compose  Use graphic notation  Perform and give feedback | Locate Jamaica on world map in geography books.  Build on musical knowledge from previous unit. |
|  | Classical Music Unit-  The Royal Philharmonic Orchestra | Awareness of some of the great, classical composers (Tchaikovsky, Vivaldi, Wagner, Stravinsky)  Build on musical knowledge - percussion instruments, repetition, rhythm, pulse, note, dynamics, tempo.  Explore sounds on tuned and untuned instruments. | Build on musical knowledge in terms of the interrelated dimensions of music, terminology.  Build on historical knowledge of some of the great composers.  **Live Theatre Visit** |
|  | Friendship Unit | Apply and build musical knowledge in terms of the interrelated dimensions of music  Build on vocal health & singing knowledge - vocal folds, breathing.  Improvise and compose  Use graphic notation  Perform and give feedback | Build on musical knowledge in terms of the interrelated dimensions of music, terminology.  Build on improvisation and composition skills. |
| Year 3/4A | R&B | Introduction to formal musical notation - stave, names of notes, treble clef, bar, beats, crotchets, minims, semibreves and rests.  Understand the origins of R&B and its features.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music.  Build on vocal health knowledge and understand the importance of the diaphragm and vocal folds.  Improvise and compose using tuned instruments.  Play, perform and evaluate. | Build on pictorial representation of music from Y2 to more formal notation.  Look for similarities and differences between musical genres studied in KS1 and R&B. |
| Glockenspiel Stage 1 | Build on understanding of notes on the glockenspiel. Further understand and read musical notation - stave, names of notes, treble clef, bar, beats, crotchets, minims, semibreves and rests.  Improvise and compose with tuned instruments.  Play, perform and evaluate. | Build on prior knowledge of music notation and embed skills.  Follow and read appropriate notation, playing tuned instruments. |
| Reggae Music | Build on knowledge of Reggae from Y2 looking more into the technical features - beats instruments play on, bass lines, vocals. Explore the lyrics of songs and that they often relate to Rastafarian beliefs and have a political message. Explore and understand harmony.  Improvise and compose  Play, perform and evaluate  Read and use appropriate notation | Further exploration of knowledge of Reggae, consolidating and building on learning from Y2. |
| World Music Unit  The Royal Philharmonic | Build an appreciation of music from different cultures.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music.  Understand that diaspora has led to a global impact on culture including music, which has been heavily influenced by African cultural traditions.  Compose a Bugle and perform a mambo.  Understand what a symphony is. | **Live Theatre Visit**  Build on musical knowledge in terms of the interrelated dimensions of music, terminology.  Build on improvisation and composition skills.  Links to History- The Transatlantic Slave Trade. |
| Folk Music | Understand that Folk Music can originate from any country and is music passed down through generations. Look at traditional instruments used in Folk music and identify them when listening and appraising.  Improvise and compose  Read and use appropriate staff notation | Explore Folk traditions.  Build on knowledge of the interrelated dimensions of music.  Build on improvisation, composition and notation skills. |
| Disco Music  Composition | Know the origins and features of Disco Music.  Build on musical knowledge and apply to compositions - chords, harmony, riff, rhythmic patterns, improvisation.  Build on vocal health & singing techniques - understanding when to breath, projection, diaphragm, mouth shapes  Improvise and compose  Play, perform and evaluate | Locate USA on world map. Consolidate which other styles of music originated there.  Apply music knowledge of compositions learned earlier and extend, looking at chords and harmony. |
|  | Classical Music Unit-  Vivaldi’s ‘Four Seasons’ | Listen and appraise works of the great composers- Haydn, Vivaldi, Beethoven, Mozart, Tchaikovsky.  Understand the history of Music.  Understand what a concerto, symphony, solo, ritornello and sonnet are.  Compose a soundscape.  Compose a song inspired by Vivaldi’s ‘Winter’.  Perform, play and evaluate.  Read and use appropriate notation.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music. | Build on knowledge of Vivaldi and other classical composers from KS1.  Build on knowledge of the interrelated dimensions of music.  Build on improvisation, composition and notation skills.  Explore the history of Music and some of the great composers. |
| Year 3/4B | Pop Music & ABBA | Recap and learn when pop music originated and its features - verses and chorus, multi-track recording, sampling, pop ballad.  Know facts about ABBA and apply features of pop music to their tracks.  Introduction or recap to formal musical notation - stave, names of notes. bar, beats, crotchets, minims, rest.  Apply vocal knowledge to improve singing dynamics - pitch and volume.Build on vocal health knowledge and understand the importance of the diaphragm and vocal folds.  Improvise and compose using tuned instruments.  Play, perform and evaluate. | Application of prior knowledge of pop and other genres of music, comparing and contrasting.  Locate Sweden on world map.  Musical notation either a recap or introduction depending on cycle. |
|  | Glockenspiel Stage 2 | Build on understanding of notes on the glockenspiel. Further understand and read musical notation - stave, names of notes, treble clef, bar, beats, crotchets, minims, semibreves and rests.  Improvise and compose with tuned instruments.  Play, perform and evaluate. | Build on prior knowledge of music notation and embed skills.  Follow and read appropriate notation, playing tuned instruments. |
|  | Hip Hop & Rap | Understand the origins and features of Hip Hop and Rap.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music.  Build on vocal health knowledge and understand the importance of the diaphragm and vocal folds.  Improvise and compose using tuned instruments.  Play, perform and evaluate.  Read and use appropriate notation. | Consolidate locational knowledge of America.  Apply musical knowledge learned when listening, singing and appraising new genres of music.  Improvise  Compose  Perform, Play and Evaluate |
|  | Soul/Gospel | Understand the origins and features of Gospel Music.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music.  Build on vocal health knowledge and understand the importance of the diaphragm and vocal folds.  Improvise and compose using tuned instruments.  Play, perform and evaluate.  Read and use appropriate notation. | Consolidate locational knowledge of America.  Apply musical knowledge learned when listening, singing and appraising new genres of music.  Improvise  Compose  Perform, Play and Evaluate |
|  | The Beatles and Rock | Learn about the history of the Beatles and their influence on modern music.  Explore the meanings behind the song Blackbird with regards to civil rights movements in America.  identify features of rock music to Beatles songs as well as other musical knowledge learned. | Local relevance - Liverpool.  Exploration of human rights.  Application of musical knowledge. |
|  | Classical Music Unit | Listen and appraise works of the great composers  Understand the history of Music.  Perform, play and evaluate.  Read and use appropriate notation.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music. | Build on knowledge of classical composers from KS1 or Year 3.  Build on knowledge of the interrelated dimensions of music.  Build on improvisation, composition and notation skills.  Explore the history of Music and some of the great composers. |
| Year 5/6A | Hip Hop | Recap, consolidate and deepen understanding or origin of Hip Hop and its features. Look at influences from Funk, Jazz, Soul and Blues.  Focus on poetry to music, developing sense of rhythm.  Increase musical knowledge - resonance, refrain, melodic phrase, musical meter, syncopation, texture, soundscape.  Understanding of role of larynx when singing and dangers of poor vocal health including blisters on the vocal folds.  Improvise  Compose  Play, perform and evaluate  Read and use appropriate notation | Builds on prior knowledge.  Extends musical knowledge within a familiar genre.  Improvise  Compose  Listen and Appraise  Play and Perform |
| Pop Ballads | Understand the features of Pop Ballads and listen to a range of ballads from a variety of artists.  Know the meanings of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music.  Continue to understand the vocal health knowledge continue to practise the essential techniques when singing.  Improvise  Compose  Play, perform and evaluate  Read and use appropriate notation- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Explore features and history of pop ballads.  Improvise  Compose  Listen and Appraise  Play and Perform  Build on prior musical knowledge |
| Music theory  Jazz 1 | Build on music theoretical knowledge from y3/4 - semibreve, treble clef, sharps and flats.  Improvise  Compose  Play, perform and evaluate  Build on and master knowledge of appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Build on music theory  Improvise  Compose  Listen and Appraise  Play and Perform |
| World Music- Philharmonic Unit | Understand how historical events and migration has impacted Music. Further understand of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music.  Understand and discuss symphonies, rondos and bugles.  Improvise  Compose  Play, perform and evaluate  Build on and master knowledge of appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Build on Music knowledge- the interrelated dimensions of Music  Improvise  Compose  Listen and Appraise  Play and Perform  **Live Theatre Visit** |
|  | Pop | Apply knowledge of Pop ballads and compare with Pop music. Understand features and history of Pop.  Apply and develop understanding of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music.Improvise  Compose  Play, perform and evaluate  Build on and master knowledge of appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Build on and apply knowledge from KS1 Pop units and 3/4 Abba units. Build on Music knowledge- the interrelated dimensions of Music  Improvise  Compose  Listen and Appraise  Play and Perform |
|  | Classical Music Unit | Listen and appraise works of the great composers- Beethoven, Mozart, Purcell, Chopin and Bach  Understand the history of Music.  Understand what a coda, cadenza, rond and episode is.  Perform, play and evaluate.  Read and use appropriate notation.  Understand structure, texture, duration, timbre, tempo, dynamics and pitch are and discuss them in a piece of music. | Build on knowledge from KS1 and 3/4 Classical units.  Understand the history of Music and appreciate the works of the great composers.  Compose  Listen and Appraise  Play and Perform |
| Year 5/6B | Rock Music and Classic British & American Rock Bands | Recap on origins and features of rock music and apply to examples from bands including - Bon Jovi, Queen, Status Quo & Deep purple.  Increase musical knowledge - resonance, refrain, melodic phrase, musical meter, syncopation, texture, soundscape.  Understanding of role of larynx when singing.  Improvise  Compose  Play, perform and evaluate  Understand and read appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Build on knowledge from Y2 units.  Improvise  Compose  Listen and Appraise  Play and Perform  Build on Music knowledge- the interrelated dimensions of Music |
| Pop- Happy | Apply knowledge of Pop ballads and compare with Pop music. Understand features and history of Pop.  Apply and develop understanding of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music.Improvise  Compose  Play, perform and evaluate  Build on and master knowledge of appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc. | Build on and apply knowledge of Pop from Y1 and Cycle A.  Build on Music knowledge- the interrelated dimensions of Music  Improvise  Compose  Listen and Appraise  Play and Perform |
| Music Theory- Jazz 2 | Build on and apply music theoretical knowledge from y3/4 and previous topics- semibreve, minims, rests, treble clef, sharps and flats.  Improvise  Compose  Play, perform and evaluate | Build on music theory  Improvise  Compose  Listen and Appraise  Play and Perform |
| Royal Philharmonic Unit | Improvise  Compose  Play, perform and evaluate  Build on and master knowledge of appropriate notation-- stave, clef, minim, crotchet, paired quavers, semibreves, flats, sharps etc.  Further understand of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music. | **Live Theatre Visit**  Build on Music knowledge- the interrelated dimensions of Music  Improvise  Compose  Listen and Appraise  Play and Perform |
| Motown | Understand the origins and features of Motown music - exclusively black musicians. Identify features in compositions by Stevie Wonder, Marvin gaye, Smokie Robinson, Diana Ross.  Apply and develop understanding of pitch, harmony, tempo, dynamics, rhythm, timbre, melody, duration, structure, rhythm and texture and discuss these aspects in the music.  Improvise  Compose  Play, perform and evaluate | Build on music theory  Application of knowledge to new genre.  Location of Detroit in USA  Improvise  Compose  Listen and Appraise  Play and Perform |
| Classical Music Unit | Listen and appraise works of the great composers  Understand the history of Music.  Perform, play and evaluate.  Read and use appropriate notation. | Build on knowledge of classical composers from Y1, 2, 3, 4 and 5.  Build on knowledge of the interrelated dimensions of music.  Understand the history of Music and appreciate the works of the great composers. |

**Chronology of Great European Composers through Assemblies**

* Facts about composer
* Listen to music
* What instruments can you hear?
* How does it make you feel?

| **Term** | **Composer** | **Music** | **Focus & Facts** |
| --- | --- | --- | --- |
| Aut 1 | Vivaldi | Four Seasons - 2 weeks on each movement | Italy  1678-1741 - Baroque Period  He became an ordained priest in 1703.  He worked for many years at a girls’ school. So a lot of his music was actually written for school girls to play! (Imagine having a music teacher like that!!)  He was a very good violin player (violinist).  He made a lot of money in his life, but died very poor.  Some of his music is lost, but new pieces keep being discovered all the time! |
| Aut 2 | Mozart | Piano Sonata No. 11  Overture - The Marriage of Figaro  Serenade No. 13 (Eine Kleine Nachtmusik)  Symphony No. 40 | Austria  1756-1791 - Classical Period  He was one of the [greatest composers](http://kidsmusiccorner.co.uk/composers/classical/the-great-composers/) of [classical music](http://kidsmusiccorner.co.uk/types/classical/) ever!  He wrote over 600 pieces of music!  He was composing music when he was only 5 years old!  He was playing music for kings, queens, princes, and other royalty, all over Europe from the age of 6!  He could listen to music just once and then go away and write it down without any mistakes!  Although he wrote great music, he did not make much money from it. He died very poor. |
| Spr 1 | Beethoven | Symphony No. 3  Fur Elise  Symphony No. 5  Moonlight Sonata | Germany  1770-1827 - Classical/Romantic Period  In later life he became **totally deaf** (so he couldn’t even hear his own music!!  When he was little, his father forced him to practice the keyboard for hours and hours. His father wanted Beethoven to be like [Mozart](http://kidsmusiccorner.co.uk/composers/classical/mozart).  He demanded that people listen to his music and would stop playing if people started talking.  He was often quite grumpy and scruffy!  His music was so original that he started a whole new type of music (called [romantic](http://kidsmusiccorner.co.uk/types/classical/romantic)).  The first piece of music of this new type was the Symphony No. 3. It was so different from anything before that the first audience was shocked!  His symphonies are so great that later composers were nervous about composing their own symphonies. |
| Spr 2 | Grieg | Morning - Peer Gynt  In the Hall of the Mountain king -Peer Gynt  Piano Concerto in A Minor  Anitra’s Dance - Peer Gynt | Norway  1806-1875 -Romantic Period  His first music teacher was his mother, who was a wonderful pianist.  As a teenager, Edvard was sent to study at the best music conservatory in Europe -- in Leipzig, Germany.  After he graduated, Grieg spent time in Copenhagen, Denmark, where he met and married his cousin Nina, who was a singer.  Grieg had an active career as a pianist, giving concerts all over Europe. But every summer, he came back to Norway to compose.  He became a great champion of Norwegian music, art and theater, which is why the great Norwegian playwright Henrik Ibsen asked Grieg to write music for his play *Peer Gynt*. |
| Sum 1 | Tchaikovsky | 1812 Overture  Dance of the Sugar Plum Fairy - Nutcracker  Sleeping Beauty Waltz  Peter and the Wolf | Russia  1840-1893 - Romantic Period  He was just 4 when he began composing!  Like Beethoven, Tchaikovsky liked to take a walk of two hours every day. If he returned even a minute early great misfortunes would befall him!  He also enjoyed mushroom picking!  A big fan of Shakespeare, he wrote many pieces inspired by his plays like Hamlet, The Tempest and Romeo & Juliet! |
| Sum 2 | Debussy | Clair de lune Prélude à l'après-midi d'un faune La mer | France  1862-1918 - Romantic/20th Century period  The young Debussy started piano lessons at the age of seven. His family weren't all that musical: his father owned a china shop, and his mother was a seamstress.  Debussy was one of the most prominent composers associated with Impressionist music, although he did not like the term when applied to his works. He likely would have preferred to be called a modernist. Regardless of what his music was called, his use of non-traditional scales, harmonies and chromaticism influenced and helped shaped many of the composers who came after him |