



Marsh Green Primary School

MUSIC CURRICULUM 2023-2024



Music - Long Term Plans

Music will be taught in Autumn 2, Spring 2 and Summer 2 to ensure coverage of each unit is achievable.

Early Years and Key Stage One			
<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Young Explorers	All about me Sparkle	Frosty All about me New life	Growing Down at the farm
Nursery	I spy around me Sparkle	Ready, steady red Blooming lovely	Dear Zoo My circle
Reception	Changes Bump in the night Sparks Turkey and tinsel	Where we live and the people who look after it, Yummy, yummy get in my tummy	New life Places
Year 1	Kerry Andrews 'No place like'	BBC – Bring the noise	BBC - Food
Year 2	BBC Bitesize – Musical sounds	BBC – Little Red Riding Hood	Out of the ark – London's Burning

Key Stage 2

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	Bamboo Tamboo	Composer - Edvard Grieg	BBC - Rocking Romans
Year 4	WOPs – Percussion/Drumming South American Music	WOPs – Percussion/Drumming 10 Pieces - Elgar, Beethoven, Mozart	WOPs – Tuned Percussion BBC – A Midsummer Night's Dream
Year 5	BBC – Viking Saga Songs	BBC - Macbeth	BBC Ten Pieces - Firebird
Year 6	Bernstein – Propaganda Jingles	BBC - Troy	School Production

Music – Medium Term Plans

Early Years and Key Stage One

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Young Explorers	All about me Sparkle	Frosty All about me New life	Growing Down at the farm
Nursery	I spy around me Sparkle	Ready, steady red Blooming lovely	Dear Zoo My circle
Reception	Changes Bump in the night Sparks	Where we live and the people who look after it, Yummy, yummy get in my tummy	New life Places

	Turkey and tinsel		
Year 1	<p style="text-align: center;">Listening and Appreciating Kerry Andrews 'No Place Like'</p> <ul style="list-style-type: none"> • Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music • Say whether they like or dislike a piece of music 	<p style="text-align: center;">Singing BBC Bring the Noise</p> <ul style="list-style-type: none"> • Make different sounds with voices and with instruments • Follow instructions about when to play and sing • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p style="text-align: center;">Singing BBC Food</p> <ul style="list-style-type: none"> • Make different sounds with voices and with instruments • Follow instructions about when to play and sing • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
Year 2	<p style="text-align: center;">Create Own Music BBC Bitesize Musical Sounds</p> <ul style="list-style-type: none"> • Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music • Order sounds to create a beginning, middle and end • Create music in response to different starting points 	<p style="text-align: center;">Singing BBC Little Red Riding Hood</p> <ul style="list-style-type: none"> • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Sing or clap increasing and tempo • Perform simple patterns and accompaniments keeping a steady pulse 	<p style="text-align: center;">Singing Out of the Ark London's Burning</p> <ul style="list-style-type: none"> • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Sing or clap increasing and tempo • Perform simple patterns and accompaniments keeping a steady pulse

Key Stage 2

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	<p>Use and Understand Bamboo Tamboo</p> <ul style="list-style-type: none">• Use and understand staff and other musical notations• Create repeated patterns with different instruments• Improve work; explaining how it has been improved	<p>History of Music Composer – Edvard Grieg</p> <ul style="list-style-type: none">• Develop an understanding of the history of music• Recognise the work of at least one famous composer	<p>Performing BBC – Rocking Romans</p> <ul style="list-style-type: none">• Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.• Play clear notes on instruments and use different elements in composition

<p>Year 4</p>	<p style="text-align: center;">Use and Understand WOP – Percussion – Drums</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Use notation to record and interpret sequences of pitches <p style="text-align: center;">Appreciate South American Music</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p style="text-align: center;">Identify and describe the different purposes of music</p>	<p style="text-align: center;">Composing WOP – Percussion Samba</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use notation to record compositions in a small group or individually <p style="text-align: center;">History of Music BBC Ten Pieces – Elgar, Beethoven and Mozart</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music • Develop an understanding of the history of music • Begin to identify the style of work of Beethoven, Mozart and Elgar 	<p style="text-align: center;">Performing BBC Midsummer Night’s Dream</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing songs from memory with accurate pitch <p style="text-align: center;">Listening WOP – Tuned Percussion</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Explain why silence is often needed in music and explain what effect it has
<p>Year 5</p>	<p style="text-align: center;">Performing</p>	<p style="text-align: center;">Appreciating</p>	<p style="text-align: center;">History of Music</p>

	<p>BBC Viking Saga Songs</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Maintain own part whilst others are performing their part 	<p>BBC – Macbeth</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Describe, compare and evaluate music using musical • Vocabulary • Explain why they think music is successful or unsuccessful. 	<p>Ten Pieces - Firebird</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music • Contrast the work of a famous composer with another and explain preferences
Year 6	<p>History of Music and Composing Bernstein Propaganda Jingles</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music • Compare and contrast the impact that different composers from different times have had on people of that time • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use a variety of different musical devices in composition (including melody, rhythms and chords) 	<p>Performing BBC Troy</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing in harmony confidently and accurately • Perform parts from memory Take the lead in a performance 	<p>Performing School Production</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing in harmony confidently and accurately • Perform parts from memory

Key Vocabulary Overview

Early Years and Key Stage One			
Year Group	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Young Explorers			
Nursery			
Reception			
Year 1	Pulse, rhythm, pitch, dynamics	compose, melody, pitch, rhythm, pulse, dynamics, note, tune, pattern, instrumental families	compose, melody, pitch, rhythm, pulse, dynamics, note, tune, pattern, conductor
Year 2	pulse, rhythm, pitch, dynamics, tempo, compose, pattern, improvise	pulse, rhythm, pitch, dynamics, tempo, conductor, audience, perform	pulse, rhythm, pitch, dynamics, tempo

Key Stage 2

Year Group	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	pulse, rhythm, pitch, dynamics, tempo, improvise, compose, structure, melody, texture, inter-related dimensions	pulse, rhythm, pitch, dynamics, tempo, improvise, compose, structure, melody, texture, group, solo	solo, ensemble, expression, accuracy, control, composer
Year 4	Key vocabulary: pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, untuned (instruments)	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, musical style	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, solo, improvise, compose, tuned (instruments)
Year 5	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, note values, note names	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, chorus
Year 6	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, note values, note names	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, note values, note names, ensemble, solo, soloist, tuning	pulse, rhythm, pitch, dynamics, tempo, beat, texture, timbre, structure, notation, note values, note names, ensemble, solo, soloist, tuning

