



Victoria Junior School Long Term Plan

2023-2024

Subject: Music

	Autumn		Spring		Summer	
Year Group	Unit 1: Pulse	Unit 2: Voice	Unit 3: Rhythm	Unit 4: Pitch	Unit 5: Technology, Structure and Form	Unit 6: 20 th Century Music
3	Maintaining a steady pulse for ostinatos Cup song Whole class ostinato performance Visual cues Following and leading simple performance directions	Listening to melodies and creating a graphic score to represent it Creating, using and leading groups with performance instructions: tempo, dynamics, start and stop	Syllable patterns from simple phrases Working in mixed ability groups to create graphical scores to record and notate their ideas Performance – recorded	Pitch to be used as a tool to create mood and emotive responses Creating simple rhythmic patterns, melodies and accompaniments Understanding motif, interval, texture and timbre	Recognising and using basic musical structure Understanding song forms and ABC song forms, foundations and tempo	Listening to and using features of recorded music from different traditions, genres, styles and times

<p>Skills</p>	<ul style="list-style-type: none"> • To maintain a steady pulse whilst singing or playing an instrument • To maintain an ostinato for a piece of music • To show our understanding of pulse by following simple performance directions • To suggest ways to improve our own work and others work using musical vocabulary • To be able to maintain a part in a piece and respond to cues • To be able to improve my work and others work using musical vocabulary • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To be able to sing accurately to a piece of music with an awareness of melody and pitch • To be able to perform following instructions: start, stop, tempo, dynamics • To perform confidently and have a clear understanding of pitch • To create your own graphic score • To create a graphic score to a familiar melody • To perform a Christmas song in groups and give feedback • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To understand rhythm and musical texture • To demonstrate a strong sense of rhythm and pulse • To identify rhythms in songs and use these as inspiration for their own music • To work as part of a group to compose a piece of music • To add body percussion and percussion instruments into our own pieces of music • To perform as a group • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To understand what the word pitch means and recognise high and low sounds • To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds • To use graphic notation to demonstrate changes in pitch • To understand "motif" and demonstrate this using percussion instruments • To create rhythmic patterns with a variety of pitch • To perform compositions and offer feedback to other group • To demonstrate understanding of Pitch 	<ul style="list-style-type: none"> • To understand musical form including the AB and ABC forms • To create a short piece of music using musical structure • To understand how to use music sequencing software • To use music sequencing software to create a piece of music in a given form • To edit our compositions on GarageBand • To assess a piece of music, giving comments and suggestions about the structure 	<ul style="list-style-type: none"> • To understand the evolution of music throughout the 20th century • To recognise differences between genres • To appreciate an array of genres and identify them • To study the music of a 20th Century band • To learn a song by a 20th Century band • To perform a song by a 20th Century band
<p>4</p>	<p>Songs with ostinatos Riffs, walking</p>	<p>Singing with awareness of</p>	<p>Listening to a variety of pieces by Steve</p>	<p>Exploring memetic music and creating their own</p>	<p>Using our voices, sounds, technology</p>	<p>Minimal music (Steve Reich and Kraftwerk)</p>

	<p>baselines, repeating patterns</p> <p>Working with bars which contain 10 beats</p> <p>Graphical notations, Bach's, Pachelbel Canon, Mission Impossible</p>	<p>breathing and pronunciation</p> <p>Using standard graphic notations to create melodies</p> <p>Playing and singing as an ensemble Using pentatonic scales</p>	<p>Reich, Anna Meredith and Stomp</p> <p>Creating, layering and combining rhythms to create a range of textures, dynamic and musical interest.</p> <p>Formal and non-formal notation</p>	<p>Singing within a given vocal range with clear diction</p> <p>Listening to and evaluating recorded music from different traditions, genres, styles and times</p>	<p>and instruments in creative ways</p> <p>Understanding bridge, chorus, synthesisers and verses</p>	<p>Music from musicals (Lion King & Mamma Mia)</p> <p>Pop music (Beyoncé & Jay Z)</p> <p>Understanding dynamics, harmonies, loops, minimalism and bridges.</p>
Skills	<ul style="list-style-type: none"> • To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns • To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns • To maintain an independent part in a small group ensemble • To be able to perform a part in a group and offer improvements using technical terms • To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, 	<ul style="list-style-type: none"> • To learn to sing with awareness of breathing and pronunciation • To understand arpeggios and to create harmonies • To understand pentatonic scales and to learn to sing fluently with confidence • To sing together, record our work and assess it as a class • To create melodies using pentatonic scales • To perform as an ensemble • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To identify and discuss rhythm, texture, and dynamics • To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms • To learn a pulse then a rhythm and put them both together to create a musical texture • To create ideas to compose a melody as a team, recording ideas using graphic notation • To add body percussion and percussion instruments into 	<ul style="list-style-type: none"> • To understand what the word pitch means and recognise high and low sounds • To understand basic musical notes and how they have different pitches • To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch • To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch 	<ul style="list-style-type: none"> • To identify the musical structure of a song • To use voice, sounds, and instruments in creative ways. • To recognise, respond and use basic musical structure • To record and edit our songs • To listen to popular music and recognise structure and form • To record and edit our pop songs 	<ul style="list-style-type: none"> • To understand the evolution of music throughout the 20th century • To understand minimalism and listen and reflect on a piece of orchestral music • To compose a piece of minimalistic music • To create an ostinato • To play travelling ostinatos together as an orchestra • To perform minimalistic music as an orchestra

	<p>drone, repeating patterns</p> <ul style="list-style-type: none"> • To be able to offer comments for improvement about others work using musical terminology • To complete a series of activities to re-cap what they have learnt in this unit 		<p>our own pieces of music</p> <ul style="list-style-type: none"> • To perform as a group • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To be able to sing in a variety of pitches with clear diction • To perform with clear diction with a range of pitches • To demonstrate understanding of Pitch 		
5	<p>Composing bars of rhythms</p> <p>Graphic and formal notation using crochets, quavers and rests</p> <p>Songs with varied tempos</p> <p>Maintain pulse throughout pieces with and without syncopation</p>	<p>Singing and maintaining and independent part</p> <p>Experimenting sounds made by the voice</p> <p>Following and performing a vocal piece using a graphic/notated score</p>	<p>Music from different genres and time signatures</p> <p>Audibly identifying rhythms</p> <p>Arrangement, structure and texture explored Peer assessed performance</p>	<p>Chord D and Chord G, semitones and scales</p> <p>Exploring different roles within a group performance</p>	<p>Using and identifying key features of a basic musical structure</p> <p>Exploring improvisation, shanties and samplers.</p>	<p>Evaluating a variety of recorded music from different traditions, genres, styles and times</p> <p>Using a variety of musical devices, timbres, textures, techniques</p>
Skills	<ul style="list-style-type: none"> • To be able to identify and play to the pulse of music • To create graphic notation to represent rhythms • To be able to independently 	<ul style="list-style-type: none"> • To create sounds and interpret a graphical score using our voices • To work with others to maintain an independent singing part 	<ul style="list-style-type: none"> • To learn to identify a range of different notes • To play a rhythm and identify the timbre of sounds • To understand and play rhythms in different time 	<ul style="list-style-type: none"> • To demonstrate understanding of Pitch • To explore sound and understand the meaning of pitch • To play a piece of music with a variety of pitches 	<ul style="list-style-type: none"> • To identify the musical structure of a song. • To use voice, sounds, and instruments in creative ways. • To identify how structure can 	<ul style="list-style-type: none"> • To understand the evolution of music throughout the 20th century • To understand minimalism and listen and reflect on a piece of orchestral music

	<p>maintain a part in a group performance</p> <ul style="list-style-type: none"> • To read and play musical notation to create rhythms • To be able to help compose a group performance using either standard or graphic notation • To be able to perform a composed piece as part of a group • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To understand line and space notes on graphic scores • To follow a graphic notated score to sing an independent part • To create a group performance following sheet music • To create a group performance of Hallelujah • To complete a series of activities to re-cap what they have learnt in this unit 	<p>signatures over different genres</p> <ul style="list-style-type: none"> • To compose a melody as a team, recording ideas using graphic notation • To add body percussion and percussion instruments into our own pieces of music • To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To play a piece of music with a variety of pitches, playing two notes at a time • To learn what a harmony is and demonstrate harmonies in different pitches • To learn understand what a chord is and be able to play G and D chords • To confidently play chords C and G and amazing grace on either keyboard, piano or guitar 	<p>organise sounds and how it can be used to create a particular effect on the listener</p> <ul style="list-style-type: none"> • To compose a piece of music using technology • To identify the musical structure of a song and use this to help compose a piece of music. • To compose a 12-bar blues song 	<ul style="list-style-type: none"> • To compose a piece of minimalistic music • To create an ostinato • To play travelling ostinatos together as an orchestra • To perform minimalistic music as an orchestra
6	<p>Music with different time signatures</p> <p>Creating our own ostinatos with body percussion</p> <p>Creating range of timbres using voice</p> <p>Creating our own piece with a 5/4 time signature</p>	<p>Experimenting and refining sounds with the voice</p> <p>Whole class performance</p> <p>Creating and performing a vocal piece by following a graphic/notated score</p>	<p>Using a variety of musical devices, timbres, textures, techniques</p> <p>Tuned and untuned instruments</p> <p>Maintaining an independent part when playing an instrument</p>	<p>Using popular motifs and musical themes that are linked to films and iconic characters</p> <p>Exploring impacts created by semitones</p> <p>Understanding arpeggio and semitones</p>	<p>Experimenting with voice, sounds, technology and instruments in creative ways to explore new techniques</p> <p>Understanding timbres</p>	<p>Experimenting with voice, sounds and technology</p> <p>Understanding dissonance, octaves, ostinato, transposing and 12-tone rows.</p>

<p>Skills</p>	<ul style="list-style-type: none"> • To be able to maintain a strong pulse and recognise when going out of time • To be able to play rhythms while maintaining a pulse To be able to sing / play regular (2/4 , $\frac{3}{4}$, 4/4) and irregular (7/4, 5/4) • To be able to maintain a strong sense of pulse and understand body percussion • To be able to maintain a strong pulse and recognise when going out of time • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To understand the difference between monophonic and homophonic textures • To read graphic scores and perform them with confidence • To create their own graphic scores and perform them • To understand pitch and refine sound and pitch in their voice • To be able to maintain a part in an ensemble • To be able to offer self-improvement and constructive feedback to peers 	<ul style="list-style-type: none"> • To interpret and play a graphic score • To create a piece of Music with awareness of timbre and texture • To perform a piece of Music with awareness of timbre and texture • To create ideas to compose a melody as a team, recording ideas using graphic notation • To add body percussion and percussion instruments into our own pieces of music • To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm • To complete a series of activities to re-cap what they have learnt in this unit 	<ul style="list-style-type: none"> • To recap what pitch is and understand "motif" • To understand differences in the characters in a piece of music • To play a piece of music with a variety of pitches, playing two notes at a time • To be able to play an arpeggio and describe the pitch changes within it • To be able to play arpeggios and know what Motifs/Leitmotifs are • To compose music combining rhythm, pitch, dynamics, timbre & tempo • To demonstrate understanding of Pitch 	<ul style="list-style-type: none"> • To experiment with voice and create music which demonstrates an understanding of structure. • To identify the musical structure of a song. • To compose a piece of music using technology • To explore how musical structure can be used to create a particular effect on the listener • To manipulate and create sounds in a creative way using technology. • To recap everything learnt in this unit 	<ul style="list-style-type: none"> • To understand the evolution of music throughout the 20th century • To study a 20th Century band and appreciate their music • To learn the lyrics of the song "Yesterday" by the Beatles • To learn how to play "Yesterday" by the Beatles on the glockenspiel • To add in percussion instruments to the performance and rehearse • To perform a song by a 20th Century band
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