

STOC Music Long Term Plan

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Familiar settings (Zog) Identifying the pulse in listening activities. To learn to copy simple phrases to develop vocal skills and learn to sing in unison. To identify <i>forte</i> and <i>piano</i> sounds and recreate on different percussion instruments, begin to remember the names of handheld percussion. To explore creating rhythmic patterns – Dragons footsteps.	Help supporting the Christmas Nativity. Continue to develop a sense of pulse through singing the nativity songs. To learn to copy and sing lyrics to numerous nativity songs. To learn how to identify musical patterns in the lyrics to help remember the lyrics. Develop ensemble skills learning to sing in unison along with backing tracks. Learn how to prepare for a performance.		Traditional tales (Little Red Riding Hood) (Princess and the pea) Little Red Riding Hood- Continue to develop a sense of pulse through singing, learning to sing as an ensemble. Explore/create musical sounds using handmade instruments exploring playing simple rhythm patterns using crotchets and quavers. Princess and the Pea- Explore creating/composing rain and storm sounds using body percussion and hand held percussion – explore playing fast and slow tempo and dynamics. Continue to develop a sense of pulse through singing, learning to sing as an ensemble and prepare for a performance of 'The Princess and the Pea'.		Space Continue to develop a sense of pulse and further develop their vocal skills. Explore percussion instruments composing the sounds of a Space Shuttle launch. Learn how to structure a composition, play with dynamic variety, <i>forte</i> , <i>piano</i> , <i>crescendo</i> , <i>diminuendo</i> and changes in tempo. Explore pitch through glockenspiel work - Space Shuttle going high up into space. Learn to record compositions ideas on a graphic score.	Music from other cultures (Weather in the UK?) Work as an ensemble to create a performance of Taj Mahal, demonstrating a good sense of pulse and learning to play 2 different rhythmic patterns on percussion instruments. Develop knowledge of traditional Indian instruments.
Year 2	The Lonely Rabbit text-writing Continue to develop a sense of pulse and further develop their vocal skills, learning to sing in 2 parts. Learn to compose with rhythm cards and be able to clap crotchet/quaver patterns demonstrating a good sense of pulse and ensemble skills. Learn how to play the Glockenspiel playing a simple rhythmic pattern and learning to navigate around the glockenspiel playing different pitches and demonstrating a good sense of pulse and ensemble skills.	Animals, including humans- healthy eating, life cycles Fantastic Mr Fox Exploring music from the film and learning how music can tell a story and create a mood. Explore in deeper depth the interrelated dimensions of music. Continue to develop a knowledge of instruments from the orchestra. To learn to play simple rhythm patterns on the Glockenspiel and learn to play as an ensemble with the film music. Explore creating expressive Artwork inspired by the music they are listening to. Learning the skill to warm up the voice – vocal health. Learn to sing a song with actions – being healthy.	Help supporting with Christmas songs Continue to develop a sense of pulse through singing Christmas songs. To learn to copy and sing lyrics. To learn how to identify musical patterns in the lyrics to help remember the lyrics. Develop ensemble skills learning to sing in unison along with backing tracks. Children will learn how to prepare for a performance	The great fire of London Listening and appraising – identifying orchestral instruments, interrelated dimensions of music. Continuing to develop rhythm reading skills – crotchet and quavers. Composing with crotchets and quavers and showing an awareness of pulse.	Living Things and their habitats Create group raps based on specific Habitats – learn to compose lyrics and explore using the voice in performing in a rap style showing a good sense of pulse, rhythmic awareness and ensemble skills. Learn to use their voice differently – beat boxing.	Plants Exploring how vegetables can be made into musical instruments – vegetable orchestra (listening and appraising). Vocal development – learning to sing in 2 parts. Composing/rhythm work – crotchet and quavers based on vegetable names.	Similar to last year-work with Bamboo sticks etc- fu/light lessons Explore pitch through using the Wak-a-tubes. Develop ensemble skills learning to play 3 part rhythmic patterns demonstrating a good sense of pulse, listening and ensemble skills.

Year 3	<p style="text-align: center;">The Stone Age “We will rock you”</p> <p>Vocal development, singing in unison, (vocal development covered at home Autumn 2021 due to Pandemic) showing and awareness of pulse and creating a performance. History of music and instruments played in the Stone Age. Explore the body percussion piece ‘Connect It’ composed by Anna Meredith and explore how the rhythmic patterns/body movements are performed as an ensemble. Class to learn a body percussion piece as an ensemble showing good ensemble skills and an awareness of pulse. In groups pupils will compose their own body percussion piece which they will perform to a set pulse, demonstrating good ensemble skills.</p>	<p style="text-align: center;">The Romans</p> <p>Identify an ostinato through listening and appraising and singing activities. Create a group presentation introducing their magical sweet name, it's magical properties. Compose machine sounds to create their magical sweet, composition to feature an ostinato, structure, and dynamic variety. Vocal development - pupils will learn how the voice produces a sound, how to warm up the voice to protect your vocal chords and develop singing skills through singing the songs 'Hi My Name is Joe', 'Chocolate Samba' and 'Music Makes the World Go Round'</p>	<p style="text-align: center;">Skeletons Carnival of the Animals by Saint Saens</p> <p>Exploring the music of Saint Saens 'Carnival of the Animals'. Pupils will focus their work on the piece 'Fossils' (linking to Science topic Skeleton) Pupils will continue to develop a knowledge of instruments from the orchestra focusing on the percussion family and the instrument the Xylophone. Pupils will explore in deeper depth interrelated dimensions of music when discussing listening examples. Pupils will learn to read and tap simple rhythm patterns (crotchet, quaver, minim and crotchet rest) to fit with the piece 'Fossils' and explore composing their own rhythm patterns.</p>
Year 4	<p style="text-align: center;">The Time Travelling Cat - Ancient Egypt</p> <p>History of music and instruments played in Ancient Egypt. Learn how the Egyptians used clapping as a form of musical instrument. Rhythm game to develop clapping rhythms with an awareness of pulse 'Don't Clap this one Back'.</p> <p style="text-align: center;">Adapted lessons due to Pandemic</p>	<p style="text-align: center;">Science – How sound is created and how we hear it</p> <p>In this topic the class will explore how different families of instruments from the Orchestra produce a sound and how we hear these sounds (vibrations). In this topic there will be a strong focus on the following interrelated dimensions of music – dynamics, pitch, and tempo. Children will have the opportunity to make their own instruments to develop a deeper understanding of how an instrument produces a sound. Vocal development – pupils will learn how the voice produces a sound, how to warm up the voice to protect your vocal chords and develop singing skills through singing the songs Changing Channels and Music Italiano. Throughout this topic pupils will have the opportunity to listen to, explore and discuss from different cultures and traditions.</p>	<p style="text-align: center;">Jazz Topic (MMC)</p> <p>To develop an understanding of the History of jazz with a focus on the music of Duke Ellington. To learn how to sing and scat in a jazz style by learning to sing the song 'Take the A Train'. Explore in detail the Big Band instrumentation and how the sound of the Big Band changes through history. To learn how to read simple rhythmic patterns for the piece 'C Jam Blues' (quavers, crotchet rest and dotted crotchet) and then learn how to read and write the notation on a stave in preparation for playing the piece 'C Jam Blues' on the Glockenspiel. To develop an understanding of what improvising is and to begin to develop the skill to improvise by playing certain notes on the Glockenspiel.</p>
Year 5	<p style="text-align: center;">Americas North and South (blues music)</p> <p>Introduction to the woodwind family. Reading and performing simple rhythm and notation from whiteboards. Pitch differentiation warm up activities – compare pitch the length of cylinder in woodwind instruments. Listen to examples of woodwind instruments including concerti from the classical period (Mozart Clarinet). Group composition work to devise and notate body percussion pieces. Within this discuss dynamics and structure to improve work.</p> <p>Listen to <i>Rondo Alla Turca</i> by Mozart compare different versions and discuss contrasts in tempo and dynamics. Rhythmic analysis.</p>	<p style="text-align: center;">Amazon Basin (Brazilian Music) Music from other cultures)</p> <p>Continue with woodwind family and how does the type of reed used effect the timbre. More advanced rhythm work, including dynamics. Music from other cultures - China (for Chinese New Year) listening to DIZI (bamboo flute) and various instruments from the String Family. Irish Music (St. Patrick's Day) exploring rhythms in compound time. Listen to Bodhran and different sizes of whistles. Explorations of rhythmic counterpoint focusing on Samba music. Create and perform a piece of Samba music.</p>	<p style="text-align: center;">Ancient Greece (<i>Living it up in Greece</i> song)</p> <p>Exploration of instruments from Ancient Greece and discuss which instrumental families they belong to. Composition focus. Compose rhythmic phrases of 4 bars or longer. Use rhythmic groupings from “Chicken and Chips” add an ostinato and <i>orchestrate</i> for Body Percussion and add pitch. Sing songs of increasing complexity.</p>
Year 6	<p style="text-align: center;">European countries Introduction to Christmas songs in Spanish and French.</p> <p>Sing <i>Feliz Navidad</i> from Spain and listen to <i>Entre Le Boeuf</i> from France. Sing <i>Something Inside So Strong</i> and discuss Human Rights</p> <p>Compose repeated patterns using chord progressions. Compose phrases for The Bugle.</p>	<p style="text-align: center;">Slavery, African influences on American music.</p> <p>Sing call and response songs from Africa. - <i>Oleo</i>, <i>Akeeli</i> and <i>Bonse Aba</i>. Compare these to <i>This Old Hammer</i> and relate to Slavery and Blues music.</p>	<p style="text-align: center;">Volcanoes</p> <p>Volcanoes; Popocateptl song with ostinato and three parts. LAVA song with reference to volcanic states and Hawaiian Culture. Explore form and structure in classical music. Compose music with more complicated textures and structures.</p>