

Music Plan

Songs and Genre Listening and appraising Singing Class Performance Pulse, Pitch, Rhythm, Tempo, Dynamics, Duration Untuned instruments History of Music
 Orchestra Actions in response to music Body Percussion Glockenspiels Keyboards Staff Notation Composition

Term	EYFS Charanga	Year 1 Charanga	Year 2 Charanga	Year 3 Charanga	Year 4 Charanga	Year 5	Year 6
1	<p style="text-align: center;"><u>Me!</u></p> <p>Listen to respond to the song – Kool and the Gang – Celebrate! Have fun finding the pulse together. Talk about the song,</p> <p>Play Pulse and rhythm games using pat a cake games track.</p> <p>Pitch games – using voice, then glockenspiel, can the children say which are high or low sounds?</p> <p>Learn to sing – Pat a cake and It's my name sounds.</p> <p>Over the rest of the weeks Listen and appraise: Happy, Sing, Sing a rainbow, Hppy Birthday, Our</p>	<p style="text-align: center;"><u>Hey You! (Hip Hop)</u></p> <p>Listen to and appraise the song.</p> <p>Sing the song</p> <p>Pulse and rhythm activities.</p> <p>Use untuned instruments to play rhythm patterns and pulse. Use body percussion to improvise to the song.</p> <p>Listen to and appraise: Me, Myself and I, The Fresh Prince of Bel Air, Rapper's Delight, U Can't Touch This, It's Like That.</p> <p>Learn the glockenspiel part on Note c.</p> <p>Extend to the recorder part notes c.g.</p> <p>Bronze, silver and gold challenges for rhythm and</p>	<p style="text-align: center;"><u>Hands, Feet, Heart (South African)</u></p> <p>Listen to the song and appraise.</p> <p>Features of African Music.</p> <p>Sing the song</p> <p>Create sequence of actions to song – body percussion</p> <p>Pulse and rhythm activities with untuned instruments.</p> <p>Perform song as a class with untuned instruments.</p> <p><u>Wimoweh</u></p> <p>Listen to the song and appraise.</p> <p>Compare to HFH.</p> <p>Sing the song varying pitch, tempo and dynamics (piano, forte, crescendo)</p> <p>Create class score using rhythm grid.</p> <p>Pulse and rhythm activities with untuned instruments.</p> <p>Perform song as a class with untuned instruments.</p> <p>Listen to and compare other African inspired music: Bring Him</p>	<p style="text-align: center;"><u>Let Your Spirit Fly</u></p> <p>Listen to and appraise the song, using various key questions.</p> <p>Use percussion instrument to teach and practise pulse and rhythm . Throughout the 6 weeks, work through the challenges for pitch and rythmn games.</p> <p>Learn to sing the song throughout the weeks, using pitch, dynamics.</p> <p>Listen and appraise songs, one per week: Colonel Bogey March, Consider yourself, Ain't no mountain high enough, You're my first, my last, my everything.</p> <p>From week 3 learn to play glockenspiel parts with the song Let your spirit fly.</p> <p>Extension – use recorder part as a descant. From week 3 begin improvisation activities for the song Let your spirit fly.</p>	<p style="text-align: center;"><u>Mamma Mia</u></p> <p>Listen and Appraise: Mamma Mia, using questions given. Week 1 work through Bronze challenge for warm up activities, just using voice. Week 2 onwards work through Silver and Gold challenges, using different notes on the glockenspiel.</p> <p>Learn to sing the song throughout the weeks using pitch and dynamics.</p> <p>Listen and appraise songs:</p> <p>Dancing Queen, The Winner takes it all, Waterloo, Thank you for the Music.</p> <p>From week 2: Use recorder part to play on glockenspiels as it is more tricky. From week 3: Work through extension improvisation activities as progression from year 3.</p> <p>From week 4 work through composition activities set.</p> <p>Week 6, perform Mamma Mia with</p>	<p style="text-align: center;"><u>The Planet Suite (Gustav Holst)</u></p> <p>Listen to Mars, The Bringer of War.</p> <p>Write down ideas which show that it is the bringer of war.</p> <p>Discuss and appraise.</p> <p>Rhythm, tempo, pitch, dynamics.</p> <p>History of Music</p> <p>Perform using body percussion.</p> <p>Listen to clips of other planets and match to Roman/ Greek God names.</p> <p>Orchestra – instruments within an orchestra and what they sound like.</p>	<p style="text-align: center;"><u>Music Through Wars</u></p> <ul style="list-style-type: none"> - Introduce concept of tonality, introducing major, minor and chromatic scales. - Study how the piano works to illustrate the construction of these types of scales - Demonstrate how they are used to convey emotion. - Listen to Elgar's 'Nimrod'. Identify tonality and study use of chromatic notes within the scales to add emotion. Discuss the purpose of the music and consider whether the emotional intentions have been achieved. - Learn to sing major and minor scales as warm ups. - Learn 'We'll Meet again' and 'White Cliffs of Dover'. - Identify sections of scales within the music. - Introduce musical alphabet and its affect on pitch. - Learn how to notate a major scale (C) on manuscript paper. - Identify note names written on manuscript paper in treble and bass clefs. - Compose short piece of music based on scale patterns, notating on manuscript paper.

	<p>house.</p> <p>Also, play and practise rhythm, pitch and pulse games using the games tracks. Also, learning to sing and perform a variety of songs.</p> <p>Learn to sing and perform a Harvest Song.</p>	<p>pulse activities. Perform the song as a class, using improvised parts.</p>	<p>Back Home / You Can Call Me AI List instruments and sounds heard within songs.</p> <p>Sing Bring Him Back Home and You Can Call Me AI.</p> <p>Look at songs on a rhythm grid and make comparisons. Perform rhythms found within the songs – body percussion and untuned instruments.</p> <p><u>Great Fire of London Song / London’s Burning</u> (linked to GFOL topic?)</p> <p>Sings songs. Learn to sing LB as a round.</p>	<p>Week 4 onwards begin composition activities for Let your Spirit fly.</p> <p>Perform song with glockenspiels and compositions to parents during Year group Assembly.</p>	<p>composition and improvisation parts incorporated.</p>		
2	<p><u>My Stories</u></p> <p>Listen and respond- Roll Alabama, Use the games tracks to practise pitch, rhythm and pulse games, using the ideas on the lesson plans.</p> <p>Learn the action song – It’s no too difficult, clapping stamping and tapping in time to the song.</p>	<p><u>Rhythm In The Way We Walk</u> (Hip Hop and Reggae)</p> <p>Listen to and appraise the song. Warm up voices activities. Learn to sing the song.</p> <p>Rhythm and pulse activities bronze, silver and gold levels</p> <p>Make up movements and actions.</p> <p>Perform the song by singing. Listen and</p>	<p><u>Ho Ho Ho</u></p> <p>Vocal warm-ups. Learn to sing HHH. Rap</p> <p>Structure of song – rap section.</p> <p>Pulse and rhythm activities with untuned instruments.</p> <p>Rhythm Grid with crotchets and rests.</p> <p>Create movement for dance section.</p> <p>Perform instrumental section on Glockenspiels. Forms of expression (Glissando)</p> <p>Class performance of HHH pulling together</p>	<p><u>Glockenspiel – Staff Notation Stage 1</u></p> <p>Throughout the six weeks, children to learn the note names on the treble clef and find them too.</p> <p>Week 1: Notes E and D</p> <p>Week 2: Follow sheet music for notes E and D, to play ‘Drive’</p> <p>Week 3: Note C and then play DEECEE Blues following sheet music.</p> <p>Week 4: Note F then play song DEF intately. Following sheet music.</p> <p>Week 5: Improvisation – song roundabout and learn to play March of the Golden Guards using rests.</p>	<p>Glockenspiel – Staff Notation Stage 2.</p> <p>Begin with copy back improvisation to warm up.</p> <p>Week 1: Learn to play: Mardi Gras using notes CD EF, using minim rests for revision from year 3.</p> <p>Week 2: Go through warm up games about pitch, singing and rhythm. Learn to play March of the Golden Guards, using notes: CDE and crochet and minim rests.</p> <p>Week 3: Warm up games, language of music, rythmn games.</p>	<p><u>Pirates of the Caribbean</u></p> <p>Listen to part of the theme music. Discuss themes and mood created. Compare to Planet Suite.</p> <p><u>The Lion, The Witch and The Wardrobe</u></p> <p>Listen to extracts from the score.</p> <p>Watch the scenes in the film and match together.</p> <p>Compose a score to accompany own Greek Myths.</p>	

	<p>Over the rest of the weeks: Listen and respond to : Boogie Wonderland, Don't go breaking my heart, Ganesh is fresh, Frosty the snowman, Spider Man.</p> <p>Also, learn to sing a variety of Nursery Rhymes and perform them, along with 'It's not too Difficult'.</p> <p>Perform Christmas Nativity also.</p>	<p>appraise: The Planets: Mars, Tubular Bells, Banana Rap, Happy, When I'm 64.</p> <p>Rhythm and pulse activities bronze, silver and gold.</p> <p>Learn to sing the songs.</p> <p>Improvise with body percussion.</p> <p>Learn to sing a range of Christmas Songs. Perform songs as part of nativity play.</p>	<p>all elements.</p> <p><u>Suspicious Minds</u> (Rock n' Roll)</p> <p>Listen and appraise. Discuss structure of song and genre. Compare to other Elvis songs (Blue Christmas). Listen out for and identify instruments: guitar, bass, drums, strings, trumpet and trombone.</p> <p><u>Christmas Songs</u></p> <p>Learn to sing a range of Christmas songs.</p>	<p>Week 6:Composition – making your music for Gluttonbury Festival. Compose then perform compositions.</p> <p>Throughout the weeks, learn about the learn about the language and theory of music, including crochet, minim and semibreve rests.</p> <p>Singing songs through Charanga</p>	<p>Learn to play: Two way radio – two parts, using notes:</p> <p>Week 4: warm up rhythm games, then play Fea, Fly mosquito, using CDEG and a variety of rests.</p> <p>Week 5:Quiz: finfing about about song rhythmss, quiz: finding about about pulse, learn to play Rigadoon – CDEF, using a variety of diferent notes and rests.</p> <p>Week 6:Use Ipads to create paired compositions (digital)'In the lost forest'</p>		
3	<p><u>Everyone</u></p> <p>Listen and appraise over the next six weeks:</p> <p>We are family, Thula Baba, ABC, My Mum is Amazing, Conga, Hom Concerto.</p> <p>Over the next six weeks, extend Pitch, rythmn and pulse activities, using the activities</p>	<p><u>In The Groove</u> (different styles of music)</p> <p>Listen to and appraise IN The Groove, How Blue Can You Get, Learn to sing In The Groove.</p> <p>Perform the song. Listen to In The Groove baroque style. Appraise it and</p>	<p><u>I Wanna Play In A Band</u> (Rock)</p> <p>Listen to and appraise the song.</p> <p>Learn to sing the song. Rhythm and pulse activities.</p> <p>Improvisation using untuned percussion instruments.</p> <p>Performance of song with improvisation sections. Use Glockenspiels. Play C, A, F and G. Play from a letter score. Create class score and play</p>	<p><u>Three Little Birds</u></p> <p>Listen to and Appraise Three Little Birds song.</p> <p>Learn to sing the song.</p> <p>Over the next few weeks, work through the rythmn and pitch challenges. Using a mix of percussion and glockenspiel instruments.</p> <p>Over the weeks, Listen and Appraise: Jamming, Small people, 54-46, That's my number, Ram, Goat, Liver.</p>	<p><u>Stop!</u></p> <p>Listen and Appraise 'Stop', From week 2: 'Gotta be me', Radetzky March, Can't stop the feeling', #Libertango', 'Mas Que Nada'</p> <p>Learn to sing the song</p> <p>Work through Bronze, Silver and Gold rythmn and pulse challenges using percussion instruments, focus on the copy back activities.</p>	<p>History of Music – Timeline of music. Different composers over time. Focus on Romanticism – nature, imagination, emotion, energy and passion.</p> <p><u>The Lark Ascending</u> (Vaughan Williams)</p> <p><u>Dance of The Knights</u> (Prokofiev)</p> <p><u>Dies Irae</u> (Verdi)</p> <p><u>Requiem Op48 VIII</u> (Faure)</p> <p><u>Bolero</u> (Ravel)</p> <p>Listen to and</p>	<p><u>Musical Instruments</u></p> <p><u>African Drumming</u></p> <p>- Identify families of instruments</p> <p>- Consider the evolution of certain instruments within these families and the impact of this upon music written for them.</p> <p>- Link developments of instruments to baroque, classical, romantic, jazz and contemporary music.</p> <p>- Discuss alternative genres and how percussion has evolved.</p> <p>- Learn how to adapt and play rhythms on African drums, including call and</p>

	<p>on the lesson plans.</p> <p>Begin to learn to play the glockenspiel, how to hold a beater, how to find note D and begin improvisation by child led improvisation activities using the lesson plans for ideas. Continue to learn and perform a variety of nursery rhymes and counting games.</p> <p>Musical Instruments during free play</p>	<p>Let The Bright. Learn the glockenspiel part note c.</p> <p>Rhythm and pulse activities.</p> <p>Latin Style – Listen to and appraise Livin’ La Vida Loco.</p> <p>Learn to sing Into The Groove latin style. Improvise with untuned percussion instruments and body percussion. Play glockenspiel c note.</p> <p>Bhangra Style</p> <p>Listen to and appraise Jai Ho. Sing the Into The Groove Bhangra style. Composition activities</p> <p>Perform song including composition</p>	<p>from it.</p> <p><u>We Will Rock You</u> (Queen – Rock) Listen to and appraise the song. Discuss genre. Compare and contrast with IWPIAB. Rhythm work on opening riff. Learn to sing song. Play riff with untuned instruments (chairs). Experiment with playing riff on chairs. Class Performance of song with chairs and vocals.</p> <p><u>Rocking All Over The World</u> (Status Quo – Rock) Listen to and appraise the song. Discuss genre. Compare and contrast with other Rock songs.</p> <p><u>Johnny B Goode</u> (Chuck Berry – Rock n Roll) Listen to and appraise the song. Discuss genre. Compare and contrast with other songs and refer back to last term’s r n r</p>	<p>Our day will come.</p> <p>Over the weeks, learn to play glockenspiel parts for Three little Birds, practising two part work.</p> <p>Work through improvisation activities and composition activities.</p> <p>Last week, perform the song, including improvisation and composition parts.</p>	<p>From Week1: Work through Rap composition activities. Use these within the song ‘ Stop’ at the end of the lessons.</p>	<p>appraise the above and make comparisons. Explore feelings in response to music.</p>	<p>response within a beat. - Maintain an African drumming rhythm to accompany a piece of music.</p>
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		<p>and improvisation parts.</p> <p><u>Folk Style</u></p> <p>Listen to and apprise Lord of the Dance. Sing Into The Groove folk style.</p> <p>Compose and improvise using percussion instruments.</p> <p>Practise glockenspiel note c part.</p> <p>Perform song.</p> <p><u>Funk Style</u></p> <p>Listen to and appraise song and Diggin' on James. Rhythm and pulse challenge activities.</p> <p>Improvise and compose. Perform song.</p>	<p>songs. <u>I Saw Her Standing There</u></p> <p>Listen to and appraise the song.</p> <p>Discuss genre.</p> <p>Compare and contrast with other songs.</p>			
4	<p><u>Our World</u></p> <p>Listen and Respond over the next 6 weeks to:</p>	<p><u>Round and Round</u> (Bossa Nova)</p> <p>Listen to and appraise the song: The</p>	<p><u>Zootime</u> (Reggae)</p> <p>Listen to song and discuss features.</p> <p>Sing song</p> <p>Learn and play Glockenspiel part.</p>	<p><u>Glockenspiels</u></p> <p><u>Dragon Song</u></p> <p>Listen to a variety of songs from around the world and appraise them over the course of this term:</p>	<p><u>Lean On Me</u></p> <p>Week 1: Listen and appraise the song using the key questions (From Week 2, listen and appraise songs: He still</p>	<p>Staff notation. Locate and play A to G on keyboard. Find other notes on staff and keyboard.</p> <p>Compose own</p>

	<p>Lovely Day, Beyond the sea, Mars from the Planets – Holst, Frogs legs and Dragon Teeth, Ain't no mountain high enough, Singin in the rain.</p> <p>Over the next six weeks, Using glockenspiels: (also percussion instruments).</p> <p>Old Macdonald - all start with a G, in the middle of the glock, over time differentiate to using the notes G and A.</p> <ul style="list-style-type: none"> ● Incy Wincy Spider - all start with a D, over time differentiate to using the notes D and E. ● Baa Baa Black Sheep - all start with a middle C, over time dierentiate to using the notes C and D. ● Row, Row, Row Your Boat - all start with a middle C, over time differentiate to using the notes C and D. 	<p>Imperial March, It Had Better Be Tonight, Why don't you be gramophonedzi e, Oye Como Va.</p> <p>Rhythm and pulse activities</p> <p>Sing Round and Round</p> <p>Play glockenspiel notes C and D. Improvise with voices and compose.</p> <p>Perform the song.</p>	<p>Improvisation using untuned percussion instruments.</p> <p>Class performance pulling together all elements.</p> <p><u>Kingston Town</u>, <u>Shine, I Can See Clearly Now</u> (Reggae)</p> <p>Listen to and appraise the song. Discuss genre. Compare and contrast with other songs.</p>	<p>Learn to play medium level glockenspiel part. Then the recorder tune but on the glockenspiel as a descant. Over the weeks, learn to play both together, with the class split into two parts. From week 3 work through Bronze, silver, gold improvisation challenges. From week 4 use the group composition activitiy. Week 5 use the group composition activity. At the end of week 6/ the half term, perform the dragon song with two parts on glockenspiels with an improvisation section and a composition section.</p>	<p>loves me, Shackles (praise you), Amazing Grace, Lean on me, Ode to joy.)</p> <p>Learn to sing the song</p> <p>Use percussion instruments to use the copy back feature on the silver and gold challenges on the flexible games track.</p> <p>From week 2, using the recorder part to learn to play on the glockenspiel as it is trickier. Over the next few weeks. Work through the bronxe, so;ver and gold challenges, for improvisation, culminating with gold challenge 3, using the glockenspiel. From week 4 work through the composition challenges.</p> <p>Week 6: Perform song using trickier recorder part on the glockenspiel, improvisation parts and composition parts.</p>	<p>melodies using A to G notes. Write down using staff notation.</p> <p>Play melodies on keyboards.</p> <p>Listen to each other's compositions and appraise.</p>	
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	<ul style="list-style-type: none"> • The Wheels On The Bus - all play a C, a middle C, the C in the middle of the glock. Over time differentiate to using the notes C and D. • The Hokey Cokey - all start with an F, over time differentiate to using the notes F and G. Create child led opportunities to improvise using these notes to these songs. <p>Perform these songs playing the glockenspiels in verse six each time.</p>						
5	<p><u>Big Bear</u> Over the next 6 weeks Listen and Appraise: Big Bear Funk, I feel good, Don't you worry about a thing, My promise, Superstition, Pick up the pieces. (Funk) Over the next six weeks, use the lesson plans and progression activities throughout the weeks to develop</p>	<p><u>Your Imagination</u> Listen to and appraise: Your Imagination, Supercalifragilis ticexpidalioucious, Pure Imagination, Daydream Believer, Rainbow Connection, A Whole New World. Rhythm and pulse challenges.</p>	<p><u>Friendship Song (Pop)</u> Listen to and appraise the song. Rhythm and pulse activities. Sing the song considering structure. Learn and play Glockenspiel part. Improvisation using untuned percussion instruments. Compose using a named note score. Class performance of the song.</p>	<p><u>Bringing us together</u> Listen to and appraise 'Bringing us together' Learn to sing the song. Work through the Bronze. Silver and Gold challenges, finding rhythm and pulse using percussion instruments. Listen and Appraise songs throughout the weeks: 'Good times', 'Ain't nobody', 'We are family', 'Ain't no stopping us now', 'Car Wash' Throughout the weeks, look at the history of music timeline to see where they</p>	<p><u>Blackbird</u> Week 1 Listen to and appraise the song. Use the flexible games track and percussion to use the copy back feature on the gold challenge. Following weeks' Listening and Appraising: Yellow submarine, Hey Jude, Can't buy me love, Yesterday, Let it be From week 2: Learn to play both medium glockenspiel and recorder parts on the</p>	<p>Listen to, appraise and learn traditional Caribbean songs e.g: 3 little birds (revise from Year 3). Island in the Sun Lazy Coconut Tree Mango Walk Jamaica Farewell</p> <p>Children should learn songs and perform small sections in groups, perhaps with a solo line or lines and actions.</p>	

	<p>copy back clapping, rhythm games, pitch games and pulse games, using glockenspiels and percussion instruments. From week 3, begin composition activities too. Work towards week 6 and performing Big Bear funk, using all of the skills learned throughout the weeks. African Drumming</p>	<p>Warm up and vocal challenges. Singing the song. Impvise and compose Play glockenspiels note G. Extension: Recorder part but on Glockenspiel notes B. A. G. Perform song</p>	<p>Count On Me (Pop) Listen to and appraise the song. We Go Together (Musicals - Grease) Listen to and appraise the song. You Give A Little Love (Musicals – Bussy) Listen to and appraise the song. Compare and contrast with other songs. That’s What Friends Are For (Pop) Listen to and appraise the song. Compare and contrast with other songs. You’ve Got A Friend In Me (Toy Story) Listen to and appraise the song. Sing the song</p>	<p>all fit in. From Week 2, begin learning the glockenspiel and recorder parts and learn to play them both of the glockenspiels in two parts. (medium level). From week 3 begin to work through the improvisation activities, using glockenspiels. From week 4, work through the composition activities. Week 6 perform the song, using two parts, improvisation and composition sections.</p>	<p>glockenspiel at the same time. From week 3, work through the bronze, silver and gold composition challenges, culminating with gold 3 on week 6/last week. From week 4, work through the composition activities – using glockenspiels. Week 6, perform ‘Blackbird’ using composition, improvisation, and two parts on glockenspiels too.</p>	<p>Children should listen to a rainforest storm recording and identify different sounds in these – wind, trees, thunder, rain etc. Children should experiment with percussion instruments, voices and bodies to recreate sounds. Observe how the noise gradually increases during a storm and then dissipates. How can this be achieved? Ask children to work in small groups to create a rainforest storm sound track. Listen to these and discuss things we liked. Use this to build up ideas for a class performance where the whole class create one soundtrack. Record this for Dojo.</p>	
6	<p>Reflect, rewind and Replay Listen and Appraise: William Tell Overture – Rossini, Dance of the Sugar Plum</p>	<p>Reflect, rewind, replay Listen to and appraise: A Song Before Sunrise, The</p>	<p>Peer Gynt Suite Anitra’s Dance – Grieg (Classical) Listen to and appraise. Orchestra –</p>	<p>Reflect, rewind, replay Listen and Appraise: Each week has a variety of pieces to appraise. Teachers to use judgment as to which to use. Use ‘Listen Out’ activities for</p>	<p>Reflect, rewind, replay Listen and Appraise: Each week has a variety of pieces to appraise. Teachers to use judgment as to which to use.</p>	<p>Launching activity Mambo Jambo workshop – listening to live South American music and taking part in percussion</p>	<p>Year 6 Production Singing of songs in unison with solo and group parts as needed.</p>

	<p>Fairy, Tchaikovsky, Flight of the Bumble Bee, Rimsky Korsakov, Jupiter the Bringer of Jollity – Holst, Fantasia on a theme, RV Williams. Flying theme by John Williams. (Classical Music).</p> <p>Use ‘Listen Out’ activities for children to listen to a piece of music each week and listen to what instruments are being used. Click on the correct icons for the correct instruments used.</p> <p>Use the ipads for children to create their own digital compositions.</p> <p>Work through the dimension of music options each week, for the theory of Music. Pick a different song from each half term to revise and perform using tuned and untuned instruments.</p> <p>Singing and dancing</p>	<p>Firebird, The Bird, Grand March from Aida, Bolero, The Lamb.</p> <p>Listen out activities.</p> <p>Rhythm and pulse activities, pitch and tempo.</p> <p>Musical notation - B, A, G on staff.</p> <p>Composition and improvisation.</p> <p>Rhythm grid notation.</p>	<p>instruments within an orchestra and what they sound like.</p> <p>Create class score using rhythm grid.</p> <p>Compose using a named note score.</p> <p>Rhythm and pulse activities.</p> <p>Staff notation – introduction Treble, Bass and Alto Clefs.</p> <p>Staves and note names, bar lines.</p> <p>Time signature</p> <p>Duration – crotchet, minim, quaver.</p> <p>crotchet rest, minim rest</p> <p>Tempo, Rhythm, Pitch, Pulse and Dynamics</p> <p><u>Bring Him Back Home – Nelson Mandela</u> (African)</p> <p><u>Brandenburg Concerto No 1</u> (Beethoven)</p> <p><u>From The Diary Of A Fly</u> (Bela Bartok)</p> <p><u>Fantasia On Greensleeves</u> (Ralph Vaughan Williams)</p> <p><u>Dance Of The Sugar Plum Fairy</u> (Tchaikovsky)</p> <p><u>The Robots</u> (Kraftwerk)</p> <p>Listen to and appraise.</p> <p>Identify instrument and vocals by sound</p>	<p>children to listen to a piece of music each week and listen to what instruments are being used. Click on the correct icons for the correct instruments used.</p> <p>Each week, listen to a different composer speak about their work. Listen and appraise one of their pieces and then work through the composition activities, using ipads so that the children to create their own digital compositions.</p> <p>Each week, pick a different ‘dimensions of music’ area to revise, using the activities shown.</p> <p>Different composers: Talvin Singh, Gwyneth Herbert,</p> <p>Children to use ‘Clash and Bang’ as the main composition piece.</p> <p>Week 6: All groups/ pairs to show case their digital composition piece.</p>	<p>Use ‘Listen Out’ activities for children to listen to a piece of music each week and listen to what instruments are being used. Click on the correct icons for the correct instruments used.</p> <p>Each week, listen to a different composer speak about their work. Listen and appraise one of their pieces and then work through the composition activities, (glockenspiel music Explorer). using ipads so that the children to create their own digital compositions.</p> <p>Each week, pick a different ‘dimensions of music’ area to revise, using the activities shown.</p> <p>Composer::Zoe Dixon</p>	<p>workshops.</p> <p>Watch clips of carnivals in Brazil.</p> <p>Use Living Streets resource plans to create a traditional carnival sound with the children using various body parts and percussion instruments.</p> <p>Develop different call and response strategies and examples with the children.</p> <p>Perform carnival piece outside in colourful clothing and record to put on Dojo.</p> <p>Listen to panpipe pieces that are more traditional in the Andean countries e.g. Peru.</p> <p>Contrast the sounds and feelings created with these instruments to that of the carnival sound.</p> <p>Complete an artistic response to Leo Rojas – El Condor Pasa.</p>	
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			<p>within piece.</p> <p>History of Music – Timeline of music. Different composers over time.</p> <p>Revisit songs from previous units this year and sing them.</p> <p>Perform song as a class</p>				
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