

MUSIC UNITS YEAR PLAN 2020/21 <span style="color: green;">Green = listening material</span> <span style="color: blue;">Blue = material current or covered</span> <span style="color: black;">Black = provisional planning</span>						St Edward's Catholic Primary	
Autumn			Spring			Summer	
Yr 1	<p><b>Pulse: HEARTBEAT, BEAT, pulse expressed using movement to Elgar's P and C March, learning to play CLAVES, SLOW, MEDIUM and FAST beats played to recorded music, percussion parts using pulse to March of the Torreadors</b></p>	<p><b>Untuned Percussion Skills 1: INSTRUMENT, PLAY and SOUND, instrument names CLAVES, WOODBLOCKS, GUIROS, DRUMS, TAMBOURINES, TRIANGLES, how to hold and play, what they are made of, words to describe timbre, recap playing a pulse, ostinato percussion rhythm pieces using animal word rhythms</b></p>	<p><b>Rhythm 1: Recap pulse, rhythm work using movement and percussion, term RHYTHM, tapping rhythms or short phrases from songs, aural recognition of rhythms, playing and composing rhythms using insect cards</b></p>	<p><b>Tuned Percussion Skills 1: GLOCK, CHIME BAR, XYLOPHONE, BEATER, bouncing technique, playing pulse using C and C', playing GLISSANDOS</b></p>	<p><b>Descriptive/Expressive Sounds and Music 1: SOUNDS, making vocal sounds, creating class music using vocal sounds as a class and in groups, "Sounds We Hear" ECHO song, identifying real life sounds, <span style="color: green;">Orient Express and Carnival</span> descriptive music, adding percussion to "Noah Built an Ark" song  <b>Listening: revisit Classical 100 pieces</b></b></p>	<p><b>Ongoing Skills: expression of rhythm and pitch through songs and actions, including use of call and response, responding to music with expressive or rhythmic movement, adding body percussion and instrumental percussion rhythms to songs</b></p>	
Yr 2	<p><b>Rhythm 2, Long and Short: Long and short beats expressed to music using movement, and using percussion to flash cards and to Saint Saen's Aquarium, recognising long and short sounds on percussion, playing long and short sounds on percussion, rhythm piece played to "Dance of the Sugar Plum" using graphic notation,</b></p>	<p><b>Rhythm 2, Long and Short Continued:  rhythm pieces using insect cards, using long and short flashcards, create rhythms to perform</b></p>	<p><b>Untuned Percussion Skills 2: PLAY, INSTRUMENT, SOUND, instrument names, describing timbres with words and descriptive movement, playing technique, playing to Samba music, creating and playing sequences using instrument group cards (graphic notation) eg SCRAPER, SHAKER etc, following a CONDUCTOR ie individuals CONDUCT while others follow ie stopping and starting.</b></p>	<p><b>Tuned Percussion Skills 2: TUNED PERCUSSION, recap names of instruments GLOCK, XYLOPHONE, CHIME BAR and BEATER, recap "bouncing" technique using C and C', connection between length of bar and pitch, what instruments are made of, words for timbre sounds, playing from graphic notation sequences using pentatonic notes E, G and A, creating and "notating" sequences in pairs, playing to Hickory Dickory, echoing melodic phrases using C, D and E, or C, D, E, F and G.  <b>Listening: Classical 100 pieces</b></b></p>	<p><b>Descriptive/Expressive Sounds and Music 2: describing words for percussion sounds, identify whether loud, quiet, short, long; descriptive movements to sounds, Boom Chicka Boom rap, making percussion sounds that are high, low, fast, slow, loud or soft, create class music with 4 groups each making its own sound, describing descriptive pieces: <span style="color: green;">The Swan, Pink Panther, Elgar P and C March 1, Entertainer</span>, creating descriptive music in groups, happy, sad etc <b>Listening: revisit Classical 100 pieces</b></b></p>	<p><b>Ongoing Skills: expression of pitch and rhythm through songs, actions, responding to music with expressive movement and percussion, use of internal "thinking" voice, expressing rests using dance, rhythm work using percussion, solo singing</b></p>	
KS2 3,5, 6	<p><b>Black History Month Activity:  learning percussion parts to <span style="color: green;">Bob Marley's "Three Little Birds"</span></b></p>						
Yr 3	<p><b>Whole Class Ensemble Tuition: Violin (Newham Music Trust: Allison Venn)  General musicianship skills</b></p>		<p><b>Whole Class Ensemble Tuition continued  Violin skills: plucking, bowing and notation</b></p>			<p><b>Whole Class Ensemble Tuition continued  Violin skills: plucking, bowing and notation</b></p>	
	<p><b>Percussion Skills: (H Hutcheon)  Instrument names, how to play, controlling sound with signals</b></p>						
Yr 4	<p><b>Whole Class Ensemble Tuition: Ukulele (Aaron Horloxk, Freelance)  Ukulele skills and notation</b></p>		<p><b>Whole Class Ensemble Tuition continued  Ukulele skills and notation</b></p>			<p><b>Whole Class Ensemble Tuition continued  Ukulele skills and notation</b></p>	
Yrs 5	<p><b>Charanga: Schools Programme  Being sourced, to be taught by class teachers</b></p>		<p><b>Charanga Schools Programme</b></p>			<p><b>Charanga VIP Programme  Recording and mixing software to be taught by Newham Music tutors</b></p>	
	<p><b>Rhythm and Note Values: (H Hutcheon)  Crotchets, quavers, minims and semibreves taught as TEA, COFFEE, CREAM, DOUBLE CREAM, playing rhythms from notation, rhythm imitation, Never Tap it Back, and improvisation</b></p>						
Yrs 6	<p><b>Charanga Schools Programme  Beaing sourced, to be taught by class teachers</b></p>		<p><b>Charanga Schools Programme</b></p>			<p><b>Charanga Schools Programme</b></p>	
	<p><b>3 and 4 Tiiming: (H Hutcheon)  STRONG and WEAK beats, expressing these using percussion, recognising 4 tiime in J S Bacn "Air" recorded music, how to conduct 3 and 4 time, recognising 5 time <span style="color: green;">Take Five</span></b></p>						