



## Music - Long Term Plan Lower School Pathway 1

	Autumn 1 Progression Snapshot	Autumn 2	Spring 1 Progression Snapshot	Spring 2	Summer 1 Progression Snapshot	Summer 2
Units	My Fantasy Football Team	The Pink Panther Theme  Composing with Colour	The Doot Doot Song (Ukulele)	Fanfare for the Common Man  Spain	Global Pentatonics  The Horse in Motion	Favourite Song (Ukulele)
Musical Focus	Beat Rhythm Rondo Form Rhythm Notation	Timbre Tempo Rhythm Dynamics Atmosphere Film Music  Creating music inspired by colour and art Composing using a non-musical stimulus Timbre Dynamics Rhythm Texture Suite Graphic Score	Chords Song Structure	Fanfare Timbre Dynamics Texture Silence  To create music inspired by Spain Habanera rhythm Triplet rhythm Fitting two rhythms together Counting musically Structuring ideas	Pentatonic Scale Different music traditions and cultures. Graphic / Dot Notation  To create music inspired by motion pictures Graphic Score Orchestration Ostinatos Dynamics .	Triads Chords Minor and Major Structure Folk-Rock Styles



Unit of Work	Brief Description
<b>My Fantasy Football Team</b>	This unit provides inspiration for recognising, playing from, and composing with crotchets, quavers, and minims. There are opportunities for movement, improvisation, and group performance.
<b>The Pink Panther Theme</b>	This unit is about film themes and how they set the mood for the telling of the film's story. The theme tune to <i>The Pink Panther</i> by Henry Mancini provides the foundation for exploring musical storytelling through listening and composing activities.
<b>Composing with Colour</b>	Some people imagine colours when they hear sounds or hear sounds in their head when they look at specific colours. This phenomenon is known as synaesthesia and many composers and visual artists have it. Thus, it has influenced many works of art and music. This unit demonstrates how to use colour as an inspiration and starting point when creating new pieces of music.
<b>The Doot Doot Song (Ukulele)</b>	<i>The doot doot song</i> has a summery and relaxed swing feel, reminiscent of Jack Johnson. It is based on a typical song structure and uses C major, A minor, and F major chords. During the unit, learners develop technical skills on tuned percussion, learn about chords, 'doodle' (improvise) with their voices and experience playing in a class band.
<b>Fanfare for the Common Man</b>	This listening unit is based around the piece <i>Fanfare for the common man</i> by Aaron Copland. It provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere, and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre.
<b>Spain</b>	The habanera is a rhythm most closely and instantly associated with Spain (despite it actually originating in Cuba!). In this unit students learn to count and play together. They will listen to music in this style and use this as inspiration for playing and composing.



<b>Global Pentatonics</b>	This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin ‘penta’ meaning five, and ‘tonus’, which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale. Integral to improvisation, blues, jazz, rock and pop music, the pentatonic scale continues to influence modern music globally. Learners will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments.
<b>The Horse in Motion</b>	Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, learners will explore one of the first films ever made (from 1878!) and use it as inspiration for composing repeating patterns (ostinatos), and structuring ideas.
<b>Favourite Song</b>	<i>Favourite song</i> is in a fast, folk-rock style with a driving rhythm, reminiscent of the style of Mumford and Sons. With a simple verse/chorus structure and easy to follow chord pattern, the song builds on from the unit <i>The doot doot song</i> , introducing G major to previously learnt chords C, F, and A minor. During the unit, pupils will learn to sing and play the song, develop technical skills on tuned percussion, and experience playing in a class band. Playing and singing activity is supported by listening to a range of music in a folk and folk-rock style, comparing and contrasting different artists’ styles.



## Music - Long Term Plan Lower School Pathway 2

	Autumn 1 Progression Snapshot	Autumn 2	Spring 1 Progression Snapshot	Spring 2	Summer 1 Progression Snapshot	Summer 2
<b>Units</b>	Menu Song	Colonel Hathi's March  Magical Musical Aquarium	Football	Dawn from the Sea Interludes  Musical Conversations	Nautilus  Cat & Mouse	Come Dance with Me
<b>Musical Focus</b>	Active listening (movement) Beat Echo Singing Showing Pitch Movement	Beat Marching Timbre Film Music  Timbre Pitch Structure Graphic Symbols Classical Music	Beat Ostinato Pitched / Unpitched Patterns	Beat Active Listening 20th Century Classical Music  Question and Answer (call and response) Timbre Graphic Score	Active Listening Internalising Beat Drawing to Music Movement and Actions Electronic Music  Mood Tempo Dynamics Rhythm Timbre Dot Notation	Call and Response Echo Singing and Playing Playing Percussion Developing Beat Skills Crochet Quavers Crochet Rest

Unit of Work	Brief Description
<b>Menu Song</b>	This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, learners practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing.



<b>Colonel Hathi's March</b>	This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i> . Learners will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.
<b>Magical Musical Aquarium</b>	This unit is based on 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns. Activities include responding to music through moving, exploring the sound of instruments, listening and singing. Learners will also compose their own musical aquarium.
<b>Football</b>	<i>Football</i> is a lively, rhythmic chant about football. During this unit, learners will use echo singing, composing word patterns, improvising and playing a percussion ostinato. These activities will support learners to understand the difference between pitched patterns and rhythm patterns.
<b>Dawn from the Sea Interludes</b>	In this unit, students will listen actively to music inspired by the sea, comparing three different themes from 'Dawn' in Benjamin Britten's <i>Sea interludes</i> . They will learn about the importance of warming up their voices to develop their singing skills. They will also use classroom percussion to create a moving, musical picture.
<b>Musical Conversations</b>	Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. In this unit learners will create musical conversations, inventing and composing short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.
<b>Nautilus</b>	Learners will enter the zany world of Anna Meredith's <i>Nautilus</i> during this unit. This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, learners will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.



<b>Cat &amp; Mouse</b>	This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps to tell a story.
<b>Come Dance with Me</b>	Using the lively warm-up song ‘Come Dance with Me’, learners compose new lyrics and actions. They will also use this song for instrumental work, with learners creating their own percussive responses and playing simple rhythm patterns on tuned instruments.