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| LONG TERM FORECAST - MUSIC Key Stage 2 2016/2017 | | | |
| **Inside Music**  **7-11** | Autumn 2016 | **Spring 2017** | **Summer 2017** |
| Class 6 – Y3 | Units 1-5 | **Units 6-9**  **Y3 Let’s Sing** | **Units 10-12 + Revision unit A** |
| Class 7 - Y3 | Units 1-5 | **Units 6-9**  **Y3 Let’s Sing** | **Units 10-12 + Revision unit A** |
| All Y4 | WOPP’S Guitar | **WOPP’s Guitar** | **WOPP’s Guitar** |
| Class 9 – Y5 | Units 1-3 | **Units 4-6** | **Units 7-9** |
| Class 10 –Y5/Y6 | Units 1-3 | **Units 4-6** | **Units 7-9**  **Y6 Let’s Sing** |
| Class 11 – Y6 | Units 1-3 | **Units 4-6** | **Units 7-9**  **Y6 Let’s Sing** |
| Pupils will develop the following skills:   * To perform individually and as part of an ensemble using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * To improvise and compose music for a range of purposes using the inter-related dimensions of music. * To listen with attention to detail and recall sounds with increasing aural memory. * To use and understand staff and other musical notations. * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. * To develop an understanding of the history of music. | | | |
| The Inside Music units can be supplemented using Wigan Music Online resources and topic related music to enable thechildren explore the interrelated dimensions of music ( PULSE, PITCH, DURATION, DYNAMICS, TEXTURE, TIMBRE, TEMPO). | | | |

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|  | Key Stage 1 🡪 🡪🡪 🡪🡪🡪🡪🡪🡪 Lower Key Stage 2 🡪🡪 🡪 🡪 🡪 🡪 🡪 🡪 Upper Key Stage 2🡪🡪🡪🡪 | | | | | |
| **Pitch** | High/low |  | Steps  Leaps | Pentatonic  Patterns  Notes – C,D,F,G,A  (5 pitches QCA -Dragon scales} |  | Melody |
| **Duration** | Long/short Steady beat | Rhythmic patterns | Strong beats  Weak beats | Metre  Crotchets  Quavers | 2, 3, 4 | 5, 6, 9  Dotted and swung rhythms |
| **Dynamics** | Loud/quiet | Graduation |  | Strong contrasts |  | Accents & articulation |
| **Tempo** | Fast/slow | Graduation |  | Comparing tempi |  | Tempo for mood effects |
| **Timbre** | Exploring | Wood, metal, strings |  | Orchestral family timbres |  | Electronic sounds |
| **Texture** | One sound Several sounds | Layers | Melody  Accompaniment |  | Weaving  Parts | Chords |
| **Structure** | Beginnings Endings | Simple repeated patterns | Question & answer | Ostinato | Rounds | Ternary Forms  (Music in three sections –A-B-A) |

These aspects of pitch, duration, dynamics should be seen as musical ‘dimensions’ which are all to be developed simultaneously and progressively as broad on going skills throughout the key stages.