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| LONG TERM FORECAST - MUSIC Key Stage 2 2018/19 | | | | | | |
| |  | | --- | | **Music will be taught through the Charanga Musical School schemes** | | | | | | | |
|  | Autumn 2017 | | **Spring 2018** | | **Summer 2019** | |
| Blackbirds Y3 | Three Little Birds | Christmas Item | **Let’s Sing / Glockenspiel 1** | | **Dragon Song** | **Blackbird** |
| Starlings Y3 /Y4 | Let Your Spirit Fly | Christmas Item | **Let’s Sing** | | **Bringing Us Together** | **Benjamin Britten – There was a monkey** |
| All Y4 | WOPP’S Guitar | | **WOPP’s Guitar** | | **WOPP’s Guitar** | |
| Magpies Y4 | Mamma Mia | Christmas Item | **Benjamin Britten - Cuckoo** | **Stop!** | **Lean On Me** | **Reflect, Rewind and Replay** |
| Seagulls- Y5 | Living on a prayer | **Christmas item** | **Classroom Jazz 1** | **Make you feel my love** | **Fresh Prince of Bel Air** | **Reflect, Rewind and Replay** |
| Owls –Y5/Y6 | Don’t Stop Believin’ | Christmas Item | **Benjamin Britten – A tragic story** | **Dancing in the Street** | **You’ve got a friend** | **Y6 Let’s Sing** |
| Class 11 – Y6 | I’ll be there | Christmas Item | **Classroom Jazz 2** | **Fresh Prince of Bel Air** | **Y6 Let’s Sing / Production** | |
| 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 Charanga units can be supplemented using Inside Music 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.