

## Music LTP 2024 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Performance opportunities
Reception	The three Billy goats gruff <a href="https://www.bbc.co.uk/teach/class-clips-video/article/s/zwqy9ty">https://www.bbc.co.uk/teach/class-clips-video/article/s/zwqy9ty</a>	Christmas performance	Charanga unit Everyone	Charanga unit Our world	Charanga unit big bear funk	Charanga unit Reflect rewind and replay	termly
Year 1	The Great Race <a href="https://teach.files.bbci.co.uk/teach/music/musical-storyland/the-great-race.pdf">https://teach.files.bbci.co.uk/teach/music/musical-storyland/the-great-race.pdf</a>	Christmas performance	Charanga unit Rhythm in the way we walk and banana rap	Charanga unit 4 Round and round	Charanga unit 5 Your imagination	Charanga unit 6 Reflect rewi nd replay	termly
Year 2	The Baobab tree <a href="https://teach.files.bbci.co.uk/teach/music/musical-storyland/the-baobab-tree1.pdf">https://teach.files.bbci.co.uk/teach/music/musical-storyland/the-baobab-tree1.pdf</a>	Christmas performance	Unit 3 charanga I want to play in a band	Unit 4 Charanga Zootime	Glockenspiel 1 Charanga	Glockenspiel 2 Charanga	Summer 1
Year 3	<b>In The Bag</b>  Learn to play the recorder: Hold, hands and blowing. <b>Perform</b>	<b>A Merry Christmas</b>  Learn D1C1 Improve fluency of reading and playing of pitches	<b>Keep Going! Melody!</b>  Develop fluency of note reading and accuracy of rhythms and	<b>Musical Devices</b>  <b>Ostinato – rhythmic and melodic.</b>	<b>Around the World</b>  <b>Perform:</b> Japanese Lullaby part 1	<b>That's a Wrap!</b>  Continuous improvement and development of pieces learnt so far with a	Termly

	<p>Learn BAG Focus on Pitch (high, low and names of notes on stave) and rhythm (crotchets, quavers and minims and rests within each piece)</p> <p><b>Compose:</b> 1 bar rhythms with added pitch. Develop length as appropriate.</p> <p><b>Listening and appraising Tasks:</b> Focus on musical describing the musical elements in each piece, how music makes you feel and explain why?</p> <p><b>CHARANGA TASKS</b></p> <p><b>How can we make a better sound?</b></p> <p>Charanga Act 1</p>	<p>and rhythms</p> <p><b>Perform</b> Jingle Bells part 1</p> <p><b>Compose:</b> 4 bars in length using 3-5 notes as a class. Individual and paired composition of <math>\frac{1}{2}</math> bars.</p> <p><b>Listening and appraising tasks:</b> <b>CHARANGA TASKS</b></p> <p><b>How can we make a better sound?</b></p>	<p>pulse.</p> <p><b>Focus on changes in Tempo</b> (allegro, adagio) and the effect upon music.</p> <p><b>Dynamics:</b> <i>Forte</i> and <i>piano</i></p> <p><b>Compose:</b> moving in step, ascending and descending and repetition. 4-8 bars in length as a class and perform.</p> <p><b>Listening and appraising tasks:</b> <b>CHARANGA TASKS</b></p> <p><b>How can we make a better sound?</b></p>	<p><b>Perform –</b> Caribbean Ostinato part 1</p> <p><b>Compose:</b> melodic ostinato in pairs and rhythmic ostinato as individuals using drums as a response to a rhythmic 'call'.</p> <p>Drone accompaniment. Add this to melodic and rhythmic ostinato as a simple accompaniment.</p> <p><b>Listening and appraising tasks:</b> Music based on and including melodic or rhythmic ostinatos. To include different genres/styles/instruments etc.</p> <p><b>CHARANGA TASKS</b></p> <p><b>How can we make a better sound?</b></p>	<p>Sing/play The Pentatonic scale.</p> <p><b>Compose:</b> 4-8 bar pentatonic melody as a class using Note Pad. Include dynamics, stepwise motion, repetition, various note lengths and some rests.</p> <p><b>Add ostinato or drone accompaniment</b></p> <p><b>Listening and appraising tasks:</b> Music of different genres and from around the world, based on the pentatonic scale.</p> <p><b>CHARANGA TASKS</b></p>	<p>particular focus on the sound produced, use of dynamics, articulation, accuracy of rhythm and pitch.</p> <p><b>Perform:</b> That's a Wrap part 1-2.</p> <p><b>Compose:</b> A Rap on a theme chosen by class.</p> <p><b>Listening and Appraising:</b> To include music of different styles and genres and those which use the voice in a variety of different ways eg. Yodelling, falsetto.....</p> <p><b>CHARANGA TASKS</b></p>	
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Year 4	<b>All About the Sharps</b>  <b>Weekly, short exercises</b>  <b>Rhythm Exercises/listen repeat/flash cards</b>  <b>Vocal exercises, breathing, posture and sight singing</b>  <b>Name the pitch</b> <b>Musical maths</b>	<b>WEEK 1 AND 2 Recap of Notes and some music from year 3</b>  Learn C SHARP AND F SHARP The scale of D major Ternary Form  <b>Perform:</b> <b>Choice from:</b> Coconut Tree Hokey Cokey Twinkle Twinkle Lottie Collins' Lament Toboggan Man  <b>Listening:</b> <b>CHARANGA TASKS AND GAMES</b>  <b>Compose:</b> 4 bar melody as class, in two's or on own. Include step wise motion, first 5 notes of D major scale, start and end on tonic. Can this be extended to create a ternary	<b>A Merry Christmas</b>  Continued use of D major scale and the notes in this scale.  Develop reading and playing of all notes with a focus on C sharp and F sharp.  Develop reading from stave with added rhythms of more double quavers, minims, dotted minims, crotchets.  <b>Perform:</b> Footprints in the Snow Jingle Bells part 2 and 3 Ode to Joy  Rhythm reading and performing: semi-quaver rhythms, faster tempo Improvising with learnt rhythms  <b>Listening:</b> Traditional Christmas carols, choral works,	<b>It's a Round</b>  <b>3/4 time signature</b> <b>Conduct in 3/4</b>  <b>Performance In at least 2 sections:</b> London's Burning Frere Jacques  Continue to focus on Tempo, Dynamics, Articulation, rhythm and pulse for a continued accurate performance.  <b>Listening:</b> Pachelbel Canon and other instrumental or vocal pieces of 2 or more parts.  <b>CHARANGA TASKS AND GAMES</b>  <b>Compose:</b> A set of one bar rhythms that can be played as a round.  Include changes of dynamics crescendo, diminuendo,	<b>Let's Play Duets</b>  Continue the development of all musical elements, notes and rhythms learnt so far. Focus on pulse and playing 'together'  <b>Performance:</b> Totally Blessed C Side Rock Daisy Chain Walk  Listening: A variety of mixed vocal/instrumental duets of different genres/styles/ from around the world.  <b>CHARANGA TASKS AND GAMES</b>  <b>Compose:</b> 4/8/12 bar melody with simple ostinato/drone accompaniment. Organized in a structure of Binary, ternary, rondo.  <b>Listening:</b> a variety of music based on the pentatonic scale.  <b>CHARANGA TASKS AND GAMES</b>	<b>Pentatonic Ostinato</b>  <b>Perform:</b> Japanese Lullaby parts 2,3 and (4 for added development)  Caribbean Ostinato parts 2,3 and (4 for added development)  <b>Compose:</b> 4-8 bar pentatonic music starting on D. Include rhythmic and melodic ostinato and glocks and other instruments for added timbre interest.  Organize composition in to structure of Binary, ternary, rondo.  <b>Listening:</b> a variety of music based on the pentatonic scale.  <b>CHARANGA TASKS AND GAMES</b>	<b>That's A Samba Wrap</b>  Continuous improvement and development of pieces learnt so far with a particular focus on the sound produced, use of dynamics, articulation, accuracy of rhythm and pitch.  <b>Perform:</b> parts 3 and 4 of That's a Wrap.  Samba percussion piece.  <b>Compose:</b> The words for a 'Summer' themed RAP and compose the beats to accompany using charanga/percussion.  <b>Listening:</b> <b>CHARANGA TASKS AND GAMES</b>	Termly

	<p>form class composition? How?</p> <p>Increasing understanding of performance directions such as: dynamics, tempo, articulation in written music and observing these while playing.</p> <p>Posture, breathing and tone control.</p>	<p>instrumental Christmas music.</p> <p><b>CHARANGA TASKS AND GAMES</b></p> <p>Increasing understanding of performance directions such as: dynamics, tempo, articulation in written music and observing these while playing.</p> <p>Posture, breathing and tone control.</p>	<p>forte, piano) and tempo adagio, accelerando, allegro, ritardando)</p>	<p>class.</p> <p>Include changes of dynamics 9crescendo, diminuendo, forte, piano) and tempo adagio, accelerando, allegro, ritardando)</p> <p><b>Listening:</b> A range of duets using different combination of instruments.</p>			
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Year 5	<p><b>Scaling Up and Down</b></p> <p><b>Recap:</b> Work done last year, notes, rhythms, play through some pieces.</p> <p>Learn F and C sharp and The D major scale.</p> <p>Tied notes and rhythms.</p> <p><b>PERFORM:</b> De-scaling (Red Hot Recorder)AV's Anthem (part 1)</p> <p><b>COMPOSE:</b> as a class an 8 bar BINARY FORM piece and play.</p> <p><b>LISTENING:</b> MUSIC BASED ON SCALIC PASSAGES. Major and Minor tonalities. AND - CHARANGA TASKS AND GAMES</p>	<p><b>Music and Film</b></p> <p>Learn how to play the The Chromatic Scale using <b>Glocks</b>.</p> <p><b>COMPOSE:</b> Music for THE TARANTULA. Use all and vary the elements for optimum effect. Eg, Tempo – acceelerandon, ritardandon, allegro, adagio Dynamics – p, f, crescendo, dimineundo, pause, rests Melody, moving in step, ascending and descending, jumps/leaps, repeat</p> <p>Etc</p> <p><b>PERFORM –</b> Theme to Harry Potter using glocks/recorders/ keyboards.</p> <p>Jingle Bells part 2,3 and 4 and or Footprints in the Snow.</p> <p><b>LISTENING:</b> Flight of Bumblebee,</p>	<p><b>Dance Music</b></p> <p><b>¾ time signature and the features of the WALTZ and the composers. Conduct in ¾</b></p> <p><b>Identify differences between pavane, waltz,</b></p> <p><b>Learn how to construct chords.</b></p> <p><b>PERFORM:</b> Beautiful Brown Eyes on recorder, glocks, keyboards, voice</p> <p><b>Recorder only:</b> Gobstopper Waltz or The Sleeping Bag Waltz</p> <p><b>LISTENING:</b> PAVANE, JIG, WALTZ, BALLET, DANCE MUSIC FROM AROUND THE world, electronic dance music. AND - CHARANGA</p>	<p><b>Variation Form</b></p> <p>The Instruments of the Orchestra and their playing techniques.</p> <p>What is a variation/cover version?</p> <p>Create ideas of how each musical element can be used to CHANGE a tune/piece of music.</p>	<p><b>Pop Music</b></p> <p>An Introduction to Song structure</p> <p><b>PERFORM:</b> by playing or singing - Yellow Submarine, And a combination of songs from different artists and genres.</p> <p><b>Listening:</b> Identify the different song structures used and explain how they are different.</p> <p>AND - CHARANGA TASKS AND GAMES</p>	<p><b>Djembe</b></p>	Termly
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		<p>other film themes or leit motifs. AND - <b>CHARANGA TASKS AND GAMES</b></p>	<b>TASKS AND GAMES</b>	<b>CHARANGA TASKS AND GAMES</b>			
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	<b>Charanga unit 3</b> <b>Year 6</b> <b>Creative composition</b> (model music curric)	Charanga - Freestyle KS2 Happy	Chromatic scale Story of tarantula	Glockenspiel Act 3 Charanga	Glockenspiel Act 3/ finale	Charanga Reflect rewind and replay	
Year 6							