

KS1 Tutti - Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Pulse and Rhythm	Pitch and Melody	Composition Soundscapes		Whole Class Ensemble Tuition	
Year 1	Rhythm Robots	Singing	Carnival of the Animals		Samba	
	Why this, Why Now?	Why this, Why Now?	Why this, Why Now?		Why this, Why Now?	
	The children will delve in and explore the beginnings of rhythm. They will have the opportunity to investigate and develop performance skills such as Call & Response and Unison. In this unit, the children will learn about pulse. They will learn how to find the pulse and how to move their bodies in time to the beat. They will match their body movements to show the pulse in different ways. The children will learn how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm. The children will learn to maintain a steady pulse to find a strong beat in the bar. They will understand how sound patterns/rhythms fit into a pulse, the difference between a crochet and quaver pulse and how to change the way we represent pulse in a song.	The children will investigate and develop their vocal performance skills. They will learn to distinguish between and use talking, whispering and singing voices. They will pitch-match with increasing accuracy within a limited range of notes e.g. Major Scale steps 1-5. They will sing in a group and individually as a soloist e.g. in a short 'call and response' or 'copycat' song, use their internal thinking voice with some accuracy and control, to identify and place a starting or given pitch. They will be taught to sing awareness of posture, breath control and clear diction. They will learn what pitch is, how they can recognise high, middle and low sounds. They will explore how to follow the pitch of a piece of music, practicing singing at different pitches and follow the pitch of a song with their hands.	The children will explore how music can be used and manipulated to express various feelings, emotions and settings. This will develop their listening and appraisal skills, immersing themselves in a variety of programmatic repertoire and the instruments used to convey these themes. They will be learning about tempo (speed), pitch, dynamics and the Italian terms used to add expression to music. In addition, they will be learning about the families and instruments of the orchestra and how each have characteristics and timbres to evoke different feelings and emotions. Through this journey, they will trial and experiment using composition skills; planning but also improvising short soundscapes that will embed their knowledge and understanding of these inter-related dimensions/elements of music.		The children will be taken on a journey of rhythmic exploration, they will have the opportunity to develop their ensemble skills, embedding their previous learning on Pulse, Rhythm and Dynamics. They will learn about the different Samba instruments and the sounds they make. They will begin to describe the timbre of the instruments. True to the Samba tradition, they will learn they rhythms aurally developing their musicianship. They will use rhythmic phrases, spoken at the same time as playing the rhythm pattern, firstly on body percussion before transferring to the samba specific instruments.	
Terminology	Pulse, Rhythm, Heart Beat, Beat, Crotchet, Quaver, Rest, Echo, Call & Response, Unison, Sequence	Pulse, Rhythm, Heart Beat, Beat, Crotchet, Quaver, Rest, Echo, Call & Response, Unison, Sequence, Pitch, Posture	Pitch, Tempo, Dynamics, Composing, Improve, Forte, Piano, Crescendo, Diminuendo, High, Low		Pulse, Rhythm, Heart Beat, Beat, Crotchet, Quaver, Rest, Echo, Call & Response, Unison, Sequence, Structure, Rhythmic Break	
Key Listening	Anna Meredith: Connect It, Pentatonix: Rather Be, Rag 'n' Bone Man: Human, 5 Seconds of Summer: Youngblood, George Ezra: Shotgun, Ferdinand Herold: Clog Dance, Aaron Copland: Hoe Down, Zimbe: Sansa Kroma	Bach: Air on G String, Beethoven: Ode To Joy, Bizet: March of the Toreadors, John Williams: Imperial March, Whitacre: The Seal Lullaby, Zimbe: Sansa Kroma	Saint Saens: Carnival of the Animals (The Swan, Elephant, Aquarium, Avery), Stravinsky: The Firebird Suite - Finale, Grieg: In the Hall of the Mountain King, Hans Zimmer: Pirates of the Caribbean, Whitacre: The Seal Lullaby		Bellini: Samba De Janeiro, Karos Percussion Ensemble: Pirates of the Caribbean, King Clave: Planet Drum ft. Mickey Hart - Playing for Change - Song Around The World	
Focus	Pulse and Rhythm	Pitch and Melody	Composition Soundscapes		Whole Class Ensemble Tuition	
Year 2	Rhythm Machine	Singing	The Catch/Journey/Wheat Fields		Glockenspiel/ Music Tech	
	Why this, Why Now?	Why this, Why Now?	Why this, Why Now?		Why this, Why Now?	
	Further their learning on Pulse and Rhythm, the children will continue to recognize the pulse in different pieces of music and use musical terminology to describe the tempo of the pulse in the music that they listen to and perform. They will create simple pulse patterns whilst singing and understand how a pulse can be subdivided. They will use symbols to represent sounds and read these symbols to create sound patterns. Through listening to a range of music, they will learn that not all music has 4 beats in a bar and will learn how to physicalise 3 beat and 5 beat patterns. The children will learn about rhythm and learn to match words with rhythms. We will also review pulse and practise moving between pulse and rhythm, layering different rhythms on top of each other. They will compose a four-bar rhythm, using musical notation symbols.	The children will continue to investigate and develop their vocal performance skills by singing a variety of songs, which they are able to pitch-match with increasing accuracy and control. They will sing songs which use within a widening range of pitches e.g. Major Scale steps 1 - 5/6. They will use their internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2-part work (short rounds and canons). They will sing with awareness of good posture, breath control and clear diction and will confidently communicate meaning with some control over dynamic range and timbre.	The children's journey of exploration will delve deeper into musical contrasts. They will be able to recognise, perform and compose contrasts using rhythm, pitch, dynamics and timbre to create a range of feelings and emotions. This will lead to using compositional devices such as sequence - exploring musical sequences by listening to, performing and composing musical patterns that can be manipulated (using inter-related dimensions/elements of music) to alter the desired effect of the scene. The aim will be to use all of this to help represent components of a visual story by composing mini soundscapes.		The children are introduced to the language of music through playing the glockenspiel. They will be introduced to the Stave for traditional western notation and will have the opportunity to learn to play, compose with and read the notes C, D, E and F. They will have the opportunity to develop their ensemble skills, embedding their knowledge of melodic and rhythmic notation. Children may also be given the opportunity to experience and develop these skills through Music Technology. They would apply their knowledge and understanding of melodic and rhythmic notation to MIDI style input, using applications such as GarageBand or Chrome Music Lab. Both formats would also give the opportunity for melodic composition, creating short pieces of music and learning how to perform these on an instrument (including iPads).	
Terminology	Pulse, Rhythm, Heart Beat, Beat, Crotchet, Quaver, Rest, Echo, Call & Response, Unison, Sequence, Tempo	Pulse, Rhythm, Heart Beat, Beat, Crotchet, Quaver, Rest, Echo, Call & Response, Unison, Sequence, Pitch, Dynamics, Loud, Quiet, High, Low, Round, Canon, Posture	Pitch, Tempo, Dynamics, Composing, Improve, Forte, Piano, Crescendo, Diminuendo, High, Low, Sequence, Devices, Woodwind, Strings, Brass, Percussion, Soundscapes, Contrast, Rhythm, Timbre		Pitch, Melody, Tempo, Notation, Stave, Rhythm, Phrase, Finished, Unfinished, Sequence, Pattern, MIDI, Composing, Performing, Ensemble, Call & Response, Unison, Pulse, Music Technology, Percussion	
Key Listening	Ravel: Bolero, Sousa: Liberty Bell, Shostakovich: Waltz (from Jazz Suite No. 2), Brubeck: Take 5, Gorillaz: 5/4, SingUp: Rhythm Robot	Whitacre: The Seal Lullaby, Zimbe: Sansa Kroma, Handel: Hallelujah Chorus	Saint Saens: Carnival of the Animals (The Swan, Elephant, Aquarium, Avery) - contrasting versions with changed instrumentation, John Williams: E.T., Hans Zimmer: This Land, Chopin: Raindrop Prelude		Graham Fitkin: Hook, Zenith: for Solo Glockenspiel, Rimsky Korsakov: Flight of the Bumble Bee, Karos Percussion Ensemble: Pirates of the Caribbean	