



Music Long Term Plan 2021-22

Supported with Charanga Music & BBC Ten Pieces

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Each Unit of Work comprises the of strands of musical learning which correspond with the National Curriculum for music: Listening and Appraising; Singing; Playing instruments; Improvisation; Composition; Performing (See Music Progression Docs)					
		The following interrelated dimensions of music are at the centre of all learning: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.					
Rec	Unit Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, rewind and Replay
	School Focus						
	Style/Historical Context						
Year 1	Unit Title	How can we make friends when we sing together?	-	How does Music tell stories from the past?	-	How does Music make the world a better place?	How does Music teach us about looking after our planet?
	School Focus		Rutland Music Hub project	Performing Arts	Singing Phonics		
	Style/Historical Context	Wide range of Musical Styles		-	-		
Year 2	Unit Title	Our Wonderful World	-	I Wanna Play in a Band	-	Hands, Feet , Heart	Friendship Song
	School Focus	Performing Arts	Rutland Music Hub project		Singing Grammar & Performing Arts		
	Style/Historical Context	Cultural Traditions	-	Rock	-	South African styles including Afropop	Pop, Soul, Film, Musicals

Colour Coding: CHARANGA UNIT, NEW MMC CHARANGA UNIT, SCHOOL FOCUS UNIT



Music Long Term Plan 2021-22

Supported with Charanga Music & BBC Ten Pieces

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Unit Title	-	Recorder – Unit 1	Glockenspiel Stage 1	-	Three Little Birds	Bringing Us Together
	School Focus	Performing Arts	Recorder Strategy		Performing Arts LKS2 Musical		
	Style/Historical Context	-	N/A	-	Reggae	N/A	Disco
	BBC Ten Pieces		Beethoven, Symphony No. 5 (1st Movement) (1804-1808)			Igor Stravinsky - The Firebird Suite (1911)	

Year 4	Unit Title	Mamma Mia	Egyptian Dance	Glockenspiel Stage 2 (Stage 1 in 2021/22)	Stop!	Recorder – Unit 2	Lean On Me	Blackbird
	School Focus		Performing Arts		LKS2 Musical	Recorder Strategy		
	Style/Historical Context	Pop	Ancient Civilisations	Mixed styles	Grime		Gospel	The Beatles/Pop
	BBC Ten Pieces				Benjamin Britten – Storm Interlude from Peter Grimes (1945)			



Music Long Term Plan 2021-22

Supported with Charanga Music & BBC Ten Pieces

Year 5	Unit Title	Livin' on a Prayer	Classroom Jazz 1	Rutland Recorder Jamboree	Connect It	Make you feel my love	Dancing in the Street
		Music and Me					
	School / Instrumental Focus	Orchestral Instrumental First Access Project (Ukelele)	Garage Band	Recorder Strategy			UKS2 Musical
	Style/Historical Context	Rock	Bossa Nova and Swing		Non-Instrumental	Pop Ballads	Motown
	BBC Ten Pieces				Anna Meredith – Connect It		

Year 6	Unit Title	Classroom Jazz 2	A Traditional Christmas	A New Year Carol	You've Got a Friend	Guinea Pig Gig	
	School Focus		Christmas Carols: Hand Chimes	Garage Band		Ukelele	
			Performing Arts (Anti-Bullying focus)			UKS2 Musical	
	Style/Historical Context	Bacharach and Blues		Urban Gospel	70s Ballad/Pop	N/A	
	BBC Ten Pieces						John Adams – Short Ride in a Fast Machine (1986)

Colour Coding: CHARANGA UNIT, SCHOOL FOCUS MUSIC UNIT, RUTLAND MUSIC HUB DELIVERY, INDIVIDUAL INSTRUMENT FOCUS



Music Long Term Plan 2021-22

Supported with Charanga Music & BBC Ten Pieces



Note: There will be taught elements of the Vocal Strategy taught throughout a number of units but this will also be taught using the resource 'Sing Up' during our Singing Assemblies. Additional resources used to support the learning of individual songs/hymns are also used e.g. Out of the Ark, [BBC School Radio Songs for Collective Worship & Assemblies](#).

In addition to the above specific taught curriculum within designated Music Teaching, teachers will also enhance pupils' music learning experiences with focused 'listen and appraise' opportunities – these may be during allocated times within the school day or as part of collective worship. Within the Model Music Curriculum (MMC) - March 2021, a number of pieces/songs have been suggested as a listening repertoire for pupils across the key stages – these will be used to provide enhanced experiences. This is presented within the MMC in Appendix 2 in chronological order. These have helpfully been put into easily accessible playlists on YouTube and can be accessed at the following links.

Year 1: <https://www.youtube.com/playlist?list=PLitQ2pP9mJehgHI2SKh41Y5eUrFHmRo-V>

Year 2: https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W

Year 3: https://www.youtube.com/playlist?list=PLitQ2pP9mJehJa2_AYSJQOoxpvZy7kBrd

Year 4: <https://www.youtube.com/playlist?list=PLitQ2pP9mJeiqXP056mW2dTK4Kp2Wgbpx>

Year 5: <https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL>

Year 6: <https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP>

In addition to a wide range of pieces/songs which are presented in chronological order for each year group, the MMC also suggests key pieces/songs linked to different cultures/traditions and these are identified under particular countries/regions or continents (see Page 72 of the MMC). Teachers will include these pieces as appropriate to their thematic/foundation learning – these are available at the end of the above playlists. Teachers will be encouraged to make this valuable time a listening experience, not impacted or influenced by accompanying imagery.