

# Frieth CEC School

# Music Long Term Plan (knowledge)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b>Instruments of the orchestra</b>  Musical families; strings, Brass, Woodwind and Percussion. Importance of conductor.  Inventio of the orchestra, how did it differ in 1600. What music would have been heard around the time of the gunpowder plot.		<b>Rhythm</b>  Learning note time values. Performing basic rhythmic patterns on Boomwhackers and other percussion instruments. Rests. Understanding time Signatures. Musical Maths. The meaning of Beat and Pulse, listening for them in different musical styles.		<b>Pitch</b>  Notes on the stave, The difference between base and treble clef. Notes on the line and space. FACE and All Cows Eat Grass, Playing notated music on Pitched percussion instruments.	
<b>Year 2</b>	<b>Musical Features and Expression</b>  What are the key musical features, Pitch, Rhythm, Dynamics, Tempo, Texture, tonality. How do these features impact how the music makes us feel. Which features are linked with different emotions.		<b>Music From around the world</b>  Different music from around the world, and how it has impacted what we listen to now. Studying music from China, Indonesia, Jamaca, Brazil, Portugal, Israel and more		<b>African Drumming</b>  Where traditional African drumming comes from, how it has developed and how it is used in different celebrations. Create our own drum patterns, and perform them to the class. Work on a large group performance.	
<b>Year 3</b>	<b>Classical Music Styles</b>  How classical Music has developed, Studying the most important periods, Baroque, Classical, Romantic, Modernist. What are the most important features of each style. Prominent composers of each style.		<b>Ancient history Music, development of rhythm</b>  Medieval music, what instruments were used, what did it sound like. Basics of the recorder. More complex rhythms that were used. Performance on drums and recorder.		<b>Boomwhacker concert</b>  Difference between Melody and Harmon. Structure of a pop song. Learn a song with many different parts. Parts will be known from memory and be ready to perform to the school.	
<b>Year 4</b>	<b>Musical Notation</b>  Complex time signatures. ledger lines. Accidentals, Key signatures. Quavers, Semiquavers and equivalent rests. Dotted notes. Ties.		<b>Music From Eastern Europe</b>  Instruments used, features that differ to the music we listen to. Development of traditional Styles, including Romani, Balkan Brass, Klezma, Polka.		<b>Film Music</b>  Important film music composers, Motif, Ostinato, Drone. How can we create a piece for a scene using the most important musical features.	
<b>Year 5</b>	<b>History of Pop Music</b>  How has pop Music developed, starting at Music halls, covering Jazz and Blues, Roack and Roll, Beatles vs Stones, Punk, Electronica, Ballads, Boy and Girl Bands.		<b>Military Music</b>  Why do we have Military music, what is the importance. Time signatures and Marching in beat. What instruments are used. Where are the Pieces from.		<b>Jazz and Blue Music</b>  12 Bar Blues. Influences, important musicians of the era, improvisation and the importance, lead sheet, compose our own piece based on the 12 bar blues.	
<b>Year 6</b>	<b>Band Manager</b>  Create a band name, learn pop song structure and write own lyrics. Learn Chord patterns including Major and Minor to play on Guitar and Keys. Perform a battle of the bands.		<b>Music From WW1 and WW2</b>  Social effects and meaning of Music in the first and second world war. Famous songs from the time. Influential composers.		<b>Performance Unit</b>  Students will prepare several group performances ready for school events. Use several different instruments, including large African drumming performance to students preferred song.	