



# Music Long Term Plan 2024-25

## *Woodlands Academy*

### Music Intent

Our music curriculum aims to provide our children with a wide range of interesting and exciting experiences to enhance their awareness of their own abilities and strengths as a learner both in playing music and encountering the huge variety of musical styles and types down the centuries.

Our music curriculum will engage and inspire pupils to develop a love of music and explore their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children will develop self-confidence and teamwork skills through performance. They will have opportunities to sing and play instruments as a class, in smaller groups and as a school community.

Children will listen to, review and evaluate a range of music across a range of historical periods, genres, styles and traditions, including contemporary music and the works of the great composers and musicians using subject specific vocabulary relating to the musical elements; pulse, voice, rhythm, pitch, tempo, texture, structure and melody. Children will also get the chance use music technology to compose simple rhythms and melodies. Children will have the opportunity to join the Woodlands Choir and use the voices and signs to express their creativity and joy through music.

Music also forms part of the school's total communication approach and is a key part of classroom routines particularly in the Yellow Pathway.



The Five Cs	Yellow Pathway	Green Pathway	Blue Pathway
Confidence	Children will develop confidence through increasing their independence and generalising their skills through exploring different sounds.	Children will become more independent and confident through a wide range of encounters with music, including playing instruments and singing and performing to an audience	Children will become experienced in their analysis of music through comparing and contrasting different musical styles and comment on its impact.
Challenge	Children will be challenged through encountering new experiences and sounds and textures.	Children will familiarise themselves with musical instruments and singing and work towards performing in front of an audience.	Children will encounter unfamiliar music forms and be asked to express thoughtful opinions on what they have heard.
Curiosity	Children will initiate new experiences by exploration and through making choices and trying new things	Children will be encouraged to explore music both through performance and through active listening.	Children will explore a wide range of musical styles and genres from down the centuries.
Character	Children will play alongside and with others and sharing interactive exchanges.	Children will apply themselves to an interactive curriculum with positivity and understand the importance of their learning and performing alongside their peers and friends.	Children will widen their cultural perspectives through listening to unfamiliar music both in class and in live music venues.
Creativity	Children will express themselves through different forms of communication and sounds.	Children will express themselves through exploring and playing music and singing.	Children will express their responses and impressions thoughtfully with reference to other music they have encountered.



Subject: <b>Music</b>	Stage: <b>KS1-4</b>	Pathway: <b>Yellow</b>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
KS1-4	Use of songs as part of daily routines, including use of Makaton, to develop four key strands of musical learning and development. Hearing and Listening Vocalising and Singing Moving and Dancing Exploring and Playing					



Subject: <b>Music</b>	Stage: <b>KS1-4</b>	Pathway: <b>Green</b>
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### Active Listening units labelled in red

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
KS4	<p><b>Pulse</b></p> <p>Understand that pulse is the heartbeat of the music. It's also known as the beat which steadily sits underneath the sounds in a piece of music.</p>	<p><b>Voice</b></p> <p>Understand that voice is the production of sound from the vocal chords, often used in music. The voice falls into six basic categories defined by pitch, ranging, from bottom to top, Bass, Baritone, Tenor, Contralto, Mezzo Soprano, and Sopranos (three male and three female).</p>	<p><b>Rhythm</b></p> <p>Understand that rhythm is the pattern of sound, silence, and emphasis in a song. In music theory, rhythm refers to the recurrence of notes and rests (silences) in time. When a series of notes and rests repeats, it forms a rhythmic pattern.</p>	<p><b>Pitch</b></p> <p>Understand that pitch is a fundamental element of music that describes the perceived highness or lowness of a sound. It's a vital component of melody, harmony, and rhythm, and it plays a key role in the emotional impact of a musical performance.</p>	<p><b>Music Technology</b></p> <p>Understand music technology is the use of tools, devices, and machines to create, perform, record, and analyze music. It can also refer to the technologies that have been developed to create, distribute, and listen to music since the late 19th century.</p>	<p><b>20<sup>th</sup> Century</b></p> <p>Understand 20th century music is a term that refers to music composed between 1901 and 2000. It was a time of great musical diversity, with many different styles emerging,</p>



	<b>Composition and Performance</b> Woodlands Choir working towards a concert performance at Nottingham Albert Hall and the Woodlands Christmas Show. Learners will experience live performance in different settings.		<b>Composition and Performance</b> Woodlands Choir working towards a concert performance at 'A Taste of Woodlands'. Learners will experience live performance in different settings.		<b>Composition and Performance</b> Learners will experience live performance in different settings.	
KS3	<b>Pulse</b> Understand that pulse is the heartbeat of the music. It's also known as the beat which steadily sits underneath the sounds in a piece of music.	<b>Voice</b> Understand that voice is the production of sound from the vocal chords, often used in music. The voice falls into six basic categories defined by pitch, ranging, from bottom to top, Bass, Baritone, Tenor, Contralto, Mezzo Soprano, and Sopranos (three male and three female).	<b>Rhythm</b> Understand that rhythm is the pattern of sound, silence, and emphasis in a song. In music theory, rhythm refers to the recurrence of notes and rests (silences) in time. When a series of notes and rests repeats, it forms a rhythmic pattern.	<b>Pitch</b> Understand that pitch is a fundamental element of music that describes the perceived highness or lowness of a sound. It's a vital component of melody, harmony, and rhythm, and it plays a key role in the emotional impact of a musical performance.	<b>Music Technology</b> Understand music technology is the use of tools, devices, and machines to create, perform, record, and analyze music. It can also refer to the technologies that have been developed to create, distribute, and listen to music since the late 19th century.	<b>20<sup>th</sup> Century</b> Understand 20th century music is a term that refers to music composed between 1901 and 2000. It was a time of great musical diversity, with many different styles emerging,
	<b>Composition and Performance</b> Exploring different musical activities, different sounds, instruments, conducting and ensemble skills. Recognising the melody, what difference between beats and rhythm and able to know what instruments form the music. Learning "Don't bring me down" on instruments and singing and work as an ensemble.		<b>Composition and Performance</b> Learning instruments and singing and work as an ensemble to work towards a concert performance for 'A Taste of Woodlands'. Woodlands Choir working towards a concert performance at 'A Taste of Woodlands'.		<b>Composition and Performance</b> Learners will experience live performance in different settings.	



	<p>Woodlands Choir working towards a concert performance at Nottingham Albert Hall and the Woodlands Christmas Show.</p> <p>Learners will experience live performance in different settings.</p>	<p>Learners will experience live performance in different settings.</p>	
KS1&2	<p><b>Composition and Performance</b></p> <p>Exploring different musical activities, different sounds, instruments, conducting and ensemble skills. Recognising the melody, what difference between beats and rhythm and able to know what instruments form the music. Learning "Don't bring me down" on instruments and singing and work as an ensemble.</p> <p>Woodlands Choir working towards a concert performance at Nottingham Albert Hall and the Woodlands Christmas Show.</p>	<p><b>Composition and Performance</b></p> <p>Learning instruments and singing and work as an ensemble to work towards a concert performance for 'A Taste of Woodlands'.</p> <p>Learners will experience live performance in different settings.</p>	<p><b>Composition and Performance</b></p> <p>Learners will experience live performance in different settings.</p>



Subject: <b>Music</b>	Stage: <b>KS4</b>	Pathway: <b>Blue</b>
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**Active Listening units labelled in red**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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	<b>Composition and Performance</b> Woodlands Choir working towards a concert performance at Nottingham Albert Hall and the Woodlands Christmas Show. Learners will experience live performance in different settings.		<b>Composition and Performance</b> Woodlands Choir working towards a concert performance at 'A Taste of Woodlands'. Learners will experience live performance in different settings.		<b>Composition and Performance</b> Learners will experience live performance in different settings.	

