

Programme of Teaching

Subject: Music



Year 1

Autumn	Spring	Summer
Favourite Music	Music Around the World and History	Music Genres 1
Autumn Elegy/Computer Chip Rock	Bollywood Party	Rainbow Rag/Farm Reggae
Singing: - Joining in with favourite songs (singing/vocalising) - Speaking/vocalising in favourite chants/rhymes Playing: - Using favourite percussion instruments. - Play along with their favourite music and songs. Listening: - Favourite pop songs. - What is it about the music that makes it their favourite. - Listen to a range of styles and genres of music and see which pupils prefer. - Respond to the characteristics of the music. - Which genres do they prefer. Composing: - Use iPad/IWB to create their own music using different websites:	Listening: - Listen to a variety of live and recorded music from different: - Countries - Traditions - Cultures - Listen to individual instruments being played (live or recorded) from different countries. - Listen to how music has changed over the years. - See how the sound of historical musical instruments compares with modern instruments. Which do they prefer the sound of? Playing: - Explore playing instruments from different cultures (e.g., Didgeridoo, American flute, djembe drum).	Listening: - Listen to different genres of music: - Classical - Rag - Latin - Reggae - Rock - Jazz - Other - Respond to the characteristics of the music. - Which genres do they prefer. Playing: - Play percussion instruments in the style of the different genres: - Individually - As part of a group.

○ Chrome Music Lab - https://musiclab.chromeexperiments.com/ ○ Body Synth (very good for PMLD as it works on their body movements) - https://creatability.withgoogle.com/body-synth/ ○ Plink - https://dinahmoelabs.com/plink ○ Patatap (this one was very popular in the workshops) - https://patatap.com/ ○ Robot sequencer - https://www.doctormusik.com/apps-and-games/robot-sequencer/ ○ Blob opera (also very popular) - https://artsandculture.google.com/experiment/blob-opera/AAHWrq360NcGbw?hl=en ○ Clarion lite - https://creatability.withgoogle.com/clarion-lite/ ● Use the keyboard to create their own music. Encourage them to just use the black notes as these notes all work together.	● Play along to some traditional music from different countries using untuned percussion instruments. Singing: ● Join in by singing/vocalising with traditional songs from around the world. ● Join in with speaking/vocalising with different chants/rhymes from around the world.	● Play a variety of different percussion instruments that use different techniques to create sound. Composing and Notation: ● Use lines and dots to indicate long and short notes. Use this to help pupils to play rhythms from the different genres. ● Get pupils to create their own rhythms using the lines and dots that the group/teacher can play. ● Use different coloured lines and dots that can then be played on the coloured chime bars.
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Year 2

Autumn	Spring	Summer
Music and Emotions	Music and Movement	Music Genres 2
Winter Lament/Water Blues	Summer Jig	Urban Rap
Singing – use songs that they know well and enjoy. Focus on the feeling they get as they join in through singing/vocalising and moving. Listening – Use a range of music that instils different emotions e.g.: • Happy music • Sad music • Angry music • Energised – music that makes you want to move. • Calming music. Playing – Try different percussion instruments and choose those that work best to play along with the different music that they are listening to. Composing: Use percussion instruments to communicate a particular emotion. With untuned, encourage them to change the tempo and dynamic depending on the emotion they wish to convey. For tuned percussion use notes A, C and E (or A, C, D, E and G – minor pentatonic) to create	Singing: • Join in the singing and actions to a variety of action songs. Listening: • Listen to different styles of music that you can dance to (e.g., ballroom, hip hop, jazz, Irish, ballet etc.) and move in the style of the music. • Use sensory items to emphasise the movement e.g., ribbons, lights, etc. Playing: • Play different percussion instruments that can be used whilst moving to music e.g., tambourines, bells, shakers etc. Composing: ○ Use movement to create music using: Body Synth https://creatability.withgoogle.com/body-synth/ ○ Create their own music for the group to dance to using: ▪ Chrome Music Lab - https://musiclab.chromeexperiments.com/ ▪ Robot sequencer - https://www.doctormusik.com/apps-and-games/robot-sequencer/	Listening: • Listen to different genres of music: ○ Folk ○ Opera ○ Rap ○ Soul ○ Country ○ Pop ○ Other • Respond to the characteristics of the music. • Which genres do they prefer. Playing: • Play percussion instruments in the style of the different genres: ○ Individually ○ As part of a group. • Play a variety of different percussion instruments that use different techniques to create sound.

sad sounding music. Use notes C, E, and G (or C, D, E, G, A – major pentatonic) for a happier sound. Musical Notation: create art e.g., painting, drawing or sculpture whilst listening to music that produces different emotions. Do particular colours seem to go with the different types of music?		Composing and Notation: • Use lines and dots to indicate long and short notes. Use this to help pupils to play rhythms from the different genres. • Get pupils to create their own rhythms using the lines and dots that the group/teacher can play. • Use different coloured lines and dots that can then be played on the chime bars.
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