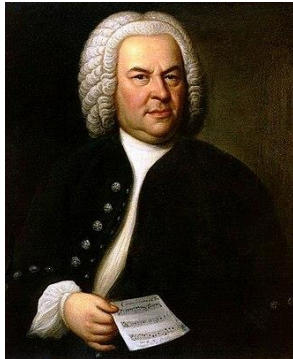




## Reception Music Plan – Sustained Listening

Intended End Points			
EYFS	KS1		KS2
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.		Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.		Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.		Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.
Key Composer:	Genres of Music:		
<div></div> <div><p><b>Johann Sebastian Bach</b> 31 March 1685 – 28 July 1750</p><p>Bach was a German composer and musician of the late Baroque period. He is know for his orchestra music and instrumental compositions and has been regarded as one of the greatest composers in Western history.</p></div>	<p><b>Simple Songs, Chants &amp; Rhymes</b></p> <ul style="list-style-type: none"><li>• Twinkle Twinkle Little Star</li><li>• Row, Row, Row Your Boat</li><li>• Head, Shoulders, Knees and Toes</li><li>• Old MacDonald Had a Farm</li><li>• If You're Happy and You Know It</li><li>• Hickory Dickory Dock</li><li>• Incy Wincy Spider</li></ul>	<p><b>Traditional (Baroque)</b></p> <p><b>Key Song: Air on a G String - Bach</b></p> <p>Bach compose "Air on a G String" and placed it as the second movement, following its French overture opening movement. The suit is composed for a range of orchestral instruments, however, during the second movement only strings and the continuo play.</p> <p>YouTube Link <a href="https://www.youtube.com/watch?v=GMkmQIfOJDk">https://www.youtube.com/watch?v=GMkmQIfOJDk</a></p>	<p><b>Film Music: The Jungle Book (1967)</b></p> <p><b>Key Song: The Bare Neccessities</b></p> <p>"The Bare Necessities" is a jazz song, written for the Disney Film - The Jungle Book.</p> <p>YouTube Link <a href="https://www.youtube.com/watch?v=6BH-Rxd-NBo">https://www.youtube.com/watch?v=6BH-Rxd-NBo</a></p>
Points to Discuss:			
<ul style="list-style-type: none"><li>• Key characterisitics of each genre</li><li>• Contextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)</li><li>• Typical instruments / features of each genre</li><li>• Song lyrics and their meanings</li><li>• Songwriters / artists / bands</li><li>• Musical terminology (appropriate to each year group)</li><li>• Historical context of songs</li></ul>	<p><b>*Pop (2011)</b></p> <p><b>Key Song: Count On Me - Bruno Mars</b></p> <p>The song features a laid-back groove and 'tropical vibes'. An acoustic guitar and bongos contribute to a 'Hawaiian background' which the song presents through its calming and relaxing qualities.</p> <p>YouTube Link <a href="https://www.youtube.com/watch?v=6k8cpUkKK4c">https://www.youtube.com/watch?v=6k8cpUkKK4c</a></p>	<p><b>*Pop (2000)</b></p> <p><b>Key Song: Reach - S Club 7</b></p> <p>"Reach" is an up-tempo pop song written by Dennis and Todd for S Club 7. The pop anthem holds a bouncy energy with theatrical ad-libs and harmonies. There is a key-change after the bridge challenges singers during one of the climactic crescendos.</p> <p>YouTube Link <a href="https://www.youtube.com/watch?v=50kP4S0peAs">https://www.youtube.com/watch?v=50kP4S0peAs</a></p>	<p><b>World Music: Country &amp; Western</b></p> <p><b>Key Song: Achy Breaky Heart - Billy Ray Cyrus</b></p> <p><i>(to be completed on World Music Day)</i></p> <p>YouTube Link <a href="https://www.youtube.com/watch?v=byQIPdHMpjc">https://www.youtube.com/watch?v=byQIPdHMpjc</a></p>
Ideas	Expectations		
<ul style="list-style-type: none"><li>• Reading comprehension / song lyric annotation</li><li>• Timeline of the history of musical genres / periods</li><li>• Orchestra and instrument study</li><li>• Composer / writer research</li><li>• Compare a variety of songs from the same genre</li></ul>	Floorbook	Website Posts / Talk Homework	Contributions to Displays
	<p><b>1 floorbook per week</b></p> <p>Cold - Gold tasks evidenced (via Menti / discussions / Kahoot)</p> <p>Evidence of discussions through quotes</p> <p>Box grids / impact sheets</p>	<p><b>1 talk homework per term</b></p> <p>Try to evidence as much work as possible on Seesaw and via the school's website.</p>	<p><b>1 pic-collage per term</b></p> <p>This will be used on the school's music display in the KS2 corridor.</p>
<p>*Songs will be performed during the St. Oz Music Fest in Summer Term.</p>			