



Music Long Term Plan

Curricular Goal

Autumn Term 1

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|---|--|---|
| <p>Nursery Rhymes</p> <p>Harvest</p> <p>Listen and respond to a variety of music</p> <p>Sing nursery rhymes</p> <p>Maintain a steady beat</p> <p>Use instruments to maintain a steady beat</p> | <p>Body Percussion</p> <p>Walk to/keep a steady beat</p> <p>Use body percussion to maintain a steady beat to different pulses</p> <p>Perform copycat rhythms led by the teacher</p> <p>Perform short, repeating patterns while keeping time to a beat</p> <p>Create and perform whole class word chants</p> <p>Start to use graphic notation</p> <p>Explore body percussion sounds to enhance storytelling</p> <p>Create music in response to musical</p> | <p>Musical Elements</p> <p>Understand dynamics and tempo</p> <p>Understand that speed can change</p> <p>Mark the beat of a listening piece by tapping or clapping</p> <p>Begin to group beats in twos and threes</p> <p>Identify beat grouping in familiar music</p> <p>Copycat rhythms led by the teacher and other children, using untuned percussion</p> <p>Listen to a wide range of recorded performances</p> | <p>Glockenspiel (2)</p> <p>Use tuned percussion and perform melodies using a small range of C - E as a class or in small groups (glockenspiel)</p> <p>Introduce the stave, bars and bar lines and the treble clef</p> <p>Introduce crotchets, quavers and crotchet rest</p> | <p>Recorder (1)</p> <p>Develop facility in the recorder and opportunities for ensemble playing</p> <p>Perform melodies using the note range of C - G as a class or in small groups</p> <p>Play a melody written on a stave</p> <p>Use dynamics e.g. ff, f, mf, mp, p, pp, crescendo, diminuendo</p> <p>Read a play from staff notation</p> <p>Use equivalent rests</p> | <p>Recorder (2)</p> <p>Further develop facility in the recorder and opportunities for ensemble playing</p> <p>Perform melodies using the note range of C - C as a class or in small groups</p> <p>Play a variety of melodies written on a stave</p> <p>Use dynamics e.g. ff, f, mf, mp, p, pp, crescendo, diminuendo</p> <p>Read a play from staff notation</p> <p>Use equivalent rests</p> | <p>Music Genres</p> <p>Listen to music from a variety of genres (pop, rock, hiphop, rap, jazz, country, classical, edm, indie, soul, funk etc.)</p> <p>Look at some different influential musicians/composers</p> <p>Sing some songs from different genres</p> <p>Look at how some genres have influenced others</p> <p>Create a poster on a chosen genre, discussing musical elements, influential musicians etc.</p> |



Music Long Term Plan

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| | stimuli e.g. a storm | | | | |
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| Autumn Term 2 | | | | | | |
|--|---|--|--|---|---|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Action Songs</p> <p>Nativity</p> <p>Listen and respond to a variety of music</p> <p>Sing songs with actions</p> <p>Prepare songs to perform in front of an audience</p> | <p><u>Musical Elements</u></p> <p>Maintain a steady beat to different pulses</p> <p>Perform copycat rhythms</p> <p>Perform word chants</p> <p>Understand the difference between rhythm and pitch</p> <p>Understand that speed can change</p> <p>Compare high and low sounds</p> <p>Consider the shape of the melody</p> <p>Introduce loud/quiet</p> <p>Listen to and discuss a range of performances</p> | <p>Glockenspiel (1)</p> <p>Copycat rhythms led by the teacher</p> <p>Read and respond to word phrases using stick notation</p> <p>Use dot notation</p> <p>Play and copy do-mi tunes</p> | <p>Glockenspiel (2)</p> <p>Use tuned percussion and perform melodies using a small range of C - E as a class or in small groups (glockenspiel)</p> <p>Introduce the stave, bars and bar lines and the treble clef</p> <p>Introduce crotchets, quavers and crotchet rest</p> <p>+</p> <p>Christmas productions rehearsal</p> | <p>Recorder (1)</p> <p>Develop facility in the recorder and opportunities for ensemble playing</p> <p>Perform melodies using the note range of C - G as a class or in small groups</p> <p>Play a melody written on a stave</p> <p>Use dynamics e.g. ff, f, mf, mp, p, pp, crescendo, diminuendo</p> <p>Read a play from staff notation</p> <p>Use equivalent rests</p> <p>+</p> <p>Christmas productions rehearsal</p> | <p><u>Latin Music</u></p> <p><i>BBC Ten Pieces</i></p> | <p>Ukulele</p> <p>Develop facility in the ukulele and opportunities for ensemble playing</p> <p>Play a melody written on a stave</p> <p>Accompany a melody using chords</p> <p>Use dynamics e.g. ff, f, mf, mp, p, pp, crescendo, diminuendo</p> <p>Read a play from staff notation</p> <p>Use equivalent rests</p> |



Music Long Term Plan

| Spring Term 1 | | | | | | |
|--|--|--|--|--|---|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Earth Sounds</p> <p>Responding through Movement</p> <p>Listen and respond to a variety of music</p> <p>Respond to different pulses through movement and dance</p> | <p>Production</p> <p>Consider the shape of the melody</p> <p>Sing do-mi tunes</p> <p>Respond to signals (stop/start, counting in)</p> <p>Respond to different pulses through movement and dance</p> <p>Have opportunities to experience live music making</p> | <p>Production</p> <p>Dynamics and tempo</p> <p>Sing do-so tunes</p> <p>Respond to signals (stop/start, counting in)</p> <p>Respond to different pulses through movement and dance</p> <p>Have opportunities to experience live music making</p> | <p><u>African Music</u></p> <p>Listen to music from western classical tradition and film, popular music, and world music (e.g. Africa)</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music</p> <p>Listen to a wide range of recorded performances</p> <p>Sing call and response and unison songs</p> | <p><u>Indian Music (Ravi Shankar)</u></p> <p><i>BBC Ten Pieces</i></p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music.</p> <p>Listen to music from western classical tradition and film, popular music, and world music (e.g. India).</p> <p>Perform melodies over drones.</p> <p>Copy short melodic phrases from ear using a limited range of notes.</p> <p>Follow and perform a simple rhythm score</p> | <p><u>Enigma Variations</u></p> <p><i>BBC Ten Pieces</i></p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music.</p> <p>Listen to a wide range of recorded performances</p> <p>Listen to music from western classical tradition</p> <p>Play and perform in ensemble contexts, using voices and playing musical instruments</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> | <p><u>World Music</u></p> <p>Listen to music from a range of countries and traditions.</p> <p>Compare and contrast music from different countries and traditions, focussing on the musical elements.</p> <p>Sing some songs from different countries and traditions</p> <p>Play some rhythms from different countries and traditions on untuned percussion</p> <p>Play a melody from a different country written on a stave using a tuned instrument (glockenspiel, recorder, keyboard)</p> |



Music Long Term Plan

| Spring Term 2 | | | | | | |
|--|---|---|---|---|---|---|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Musical Elements</p> <p>Listen and respond to a variety of music</p> <p>Consider pitch in songs and melodies</p> <p>Understand that speed can change</p> <p>Introduce quiet and loud</p> <p>Respond to different pulses through movement and dance</p> | <p><u>The Lark Ascending</u> <i>(BBC Ten Pieces)</i></p> <p>Respond to different pulses through movement and dance</p> <p>Compare high and low sounds</p> <p>Understand the difference between rhythm and pitch</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of music</p> <p>Listen to music from western classical tradition</p> | <p><u>In the Hall of the Mountain King</u> <i>(BBC Ten Pieces)</i></p> <p>Mark the beat of a piece by tapping or clapping</p> <p>Compare high and low sounds</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of music</p> <p>Listen to music from western classical tradition</p> <p>Instrument families</p> | <p><u>Holst Planets Suite</u> <i>BBC Ten Pieces</i></p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music</p> <p>Listen to music from western classical tradition</p> <p>Use listening skills to order phrases using dot notation</p> <p>Instrument families</p> | <p><u>Rhapsody in Blue</u> <i>BBC Ten Pieces</i></p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music</p> <p>Listen to a wide range of recorded performances</p> <p>Listen to music from western classical tradition and film, popular music, and world music</p> | <p>Composing</p> <p>Compose a simple melody in C Major or A minor</p> <p>Use staff notation to record the composed melody</p> <p>Work in pairs to compose a piece in ternary form (section A, section B, section A) using music technology</p> | <p>Composing</p> <p>Improvise a melody over a simple chord sequence</p> <p>Create music with multiple sections that includes repetition, contrast, dynamics and articulation</p> <p>Compose a melody in the key of G Major or E Minor using simple phrases</p> <p>Use a short sequence from a film to create a soundtrack</p> <p>Enhance melodies with chords</p> <p>Compose a song to celebrate leaving school</p> |



Music Long Term Plan

| Summer Term 1 | | | | | | |
|---|---|---|--|---|---|---|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Instrument Families | <u>Singing and listening</u> | <u>Singing and listening</u> | Composing | Composing | <u>Singing and listening</u> | <u>Singing and listening</u> |
| Listen and respond to a variety of music | Sing chants, rhymes and call and response songs | Chants and rhymes Call and response songs | Become more skilled in improvising using voices, untuned and tuned percussion | Use a pentatonic scale to create short phrases | Sing songs in two parts | Sing songs in three parts; sing solos, duets and rounds in four parts |
| Compare high and low sounds | Keep a steady beat | Keep a steady beat | Invent short 'on the spot' responses using a limited note range | Begin to use simple rhythm notation to create short phrases | Sing rounds in three parts | Sing songs with syncopation |
| Listen to a wide range of recorded performances | Consider the shape of the melody | Consider the shape of the melody | Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) | Introduce major and minor chords | Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music | Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music |
| | Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music | Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music | Compose song accompaniments on untuned percussion using known rhythms and note values. | Compose a simple song (with or without lyrics) | Have opportunities to experience live music making in and out of school | Have opportunities to experience live music making in and out of school |
| | Listen to music from western classical tradition and film, popular music and world music (e.g. Indonesia - Gamelan) | Listen to music from western classical tradition and film, popular music and world music (e.g. Brazil - Samba) | | Use music technology to capture sounds | Listen to music from western classical tradition and film, popular music, and world music (e.g. Nigeria, South Africa) | Listen to music from western classical tradition and film, popular music, and world music (e.g. Middle East, Poland, Argentina) |
| | Listen to a range of recorded performances | Listen to a range of recorded performances | | | | |



Music Long Term Plan

| Summer Term 2 | | | | | | |
|--|--|---|---|---|--|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Graduation and Body Percussion</p> <p>Listen and respond to a variety of music</p> <p>Prepare and perform a class song with actions to perform in front of an audience</p> <p>Respond to signals</p> <p>Walk to a steady beat</p> <p>Perform copycat rhythms</p> <p>Perform short repeating patterns while keeping time to the beat</p> <p>Clap simple rhythms</p> | <p>Composing (Carnival of the Animals)</p> <p>Invent rhythm and pitch patterns using untuned and tuned percussion</p> <p>Start to use graphic notation</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Respond to different pulses through movement and dance.</p> <p>Use music technology to capture sounds</p> <p>Listen to music from western classical tradition</p> | <p>Composing</p> <p>Create music in response to musical stimuli e.g. a storm, rainforest.</p> <p>Work with a partner to create call and response phrases.</p> <p>Use more complex graphic notation with stick notation.</p> <p>Use music technology to capture sounds.</p> | <p>Singing and Listening</p> <p>Sing a wider range of unison songs</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music</p> <p>Listen to a wide range of recorded performances</p> <p>Listen to music from western classical tradition and film, popular music, and world music (e.g India)</p> | <p>Singing and Listening</p> <p>Introduce rounds and duets and simple vocal harmony</p> <p>Singing range of an octave (do - do)</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music</p> <p>Have opportunities to experience live music making in and out of school</p> <p>Listen to music from western classical tradition and film, popular music, and world music (e.g Punjabi, Trinidad)</p> | <p>Production</p> <p>Sing songs with a verse and chorus</p> <p>Consider ensemble and balance</p> <p>Perform in assemblies and to a wider audience</p> | <p>Production</p> <p>Encourage accurate pitch and appropriate style</p> <p>Consider expression and characterisation</p> <p>Perform in assemblies and to a wider audience</p> |