



Music Long Term Plan

Reception	Autumn		Spring		Summer	
<p>To find singing voice on own and with others.</p> <p>To sing repertoire of chants and 2/3 tone songs from memory.</p>	<p>Explore pitch using body parts. Songs to support basic numeracy and explore musical repetition. Nursery Rhymes Songs and activities to familiarise children with well-known traditional rhymes. To develop awareness of rhythm and rhyme in speech. To talk about sounds made with our bodies and experiment with them e.g. clapping.</p>	<p>Use instruments to accompany singing. Listen to celebration songs. Christmas Nativity All children from Foundation Stage involved in learning and performing a Nativity play which includes singing, instrumental parts, acting, movement and dance.</p>	<p>Choosing instruments based on different story characters. Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities. Science Week: The senses, aurally recognise the sounds of a range of classroom instruments. Listen to music and respond to the mood through painting.</p>	<p>We're Going on a Bear Hunt – using voice at different dynamics. Topic Songs: Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities. Perform songs and music in class assembly</p>	<p>Exploring different water speeds and recreate effects with voice/ instruments. Topic Songs: build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities Perform songs and music in class assembly.</p>	<p>Use mini-beast names to create rhythm patterns. Topic Songs: build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities. Sounds Topical CD to develop awareness of sounds and rhythms.</p>
<p>National Curriculum links</p>	<p>Differentiate between high and low pitch. Show changes in pitch using tuned percussion e.g. steps/slides/jumps</p>	<p>Perform simple accompaniments to a melody. Use non-verbal methods to describe how music makes me feel. Respond to music through movement.</p>	<p>Explore sounds and classify sound makers e.g. scrape, tap and shake. Choose sounds to accompany a song or story. Play instruments safely and pick them up and put them down quietly. Understand different instruments produce different sounds.</p>	<p>Differentiate between loud and quiet sounds. Sit or stand to perform. Use your voice in different ways. Use big clear mouth shapes to form words.</p>	<p>Differentiate between slow and fast. Remain quiet while waiting for a turn. Watch and follow the leader's signals. Use pictures to represent and organise sounds.</p>	<p>Take turns at pattern making. Put sounds together with someone else's. Start and stop playing in unison with others. Differentiate between long and short sounds. Keep a steady pulse and play at different speeds.</p>

Year 1	Autumn		Spring		Summer	
<p>To internalise with some accuracy and control.</p> <p>To sing with an awareness of pitch and phrase following the shape of the melody and with good posture and breathing.</p> <p>To set a starting pitch for a song.</p>	<p>Three Billy Goats Gruff – sounds to accompany the story (trip, trap).</p> <p>Experience a range of structures through simple songs and musical activities.</p> <p>Use voices expressively to sing songs.</p>	<p>Fire SoundScape. Listening and Appreciation. Pitch and Duration. Performing.</p> <p>Topic Songs: London’s Burning, learning how to sing in a round.</p> <p>Christmas Nativity All children from Year 1 involved in learning and performing a Nativity play which includes singing.</p>	<p>Choosing instruments and composing using under the sea animals. – peer review. Composing and Improvising. Listening and Appreciation. Performing.</p> <p>Tempo and Dynamics.</p>	<p>Listen to the Carnival of the Animals. Make movements and sounds using tempo of different animals.</p> <p>Listening and Appreciation. Listen to music and respond to the mood through painting and words.</p> <p>Composing and Improvising. Performing.</p>	<p>‘Peace at last’ Notation, pitch and performing</p>	<p>Story of a growing plant – use pictures to represent sounds of each stage, accompanied with instruments.</p>
<p>National Curriculum links</p>	<p>Control changes in pitches with voice and instruments</p> <p>Create and perform simple melodies using two tones on a tuned instrument.</p>	<p>Control changes in dynamics with voice and instruments.</p> <p>Choose appropriate dynamics from songs and accompaniment.</p> <p>Respond to instructions given musically using the body and instruments.</p> <p>Sit silently with an instrument until it is your turn.</p> <p>Perform to people you are unfamiliar with.</p> <p>Respond to the needs of different performing locations.</p>	<p>Choose and order sounds and patterns to represent ideas.</p> <p>Compose in small groups with other children.</p> <p>Differentiate between metal, wood, tuned and untuned instruments.</p> <p>Accompany songs with thought to the meaning/mood.</p> <p>Suggest changes to performances by using the opposites e.g. faster/slower.</p> <p>Listen to other people perform and give feedback.</p> <p>Practise and refine performances in groups.</p>	<p>Control changes in tempo with the body and instruments.</p> <p>Describe music and express feelings about the mood of music through words and pictures.</p> <p>Listen and respond to a specific question about a piece of music.</p>	<p>Decide on combinations of sound for a particular task.</p> <p>Control duration with voice and instruments – longer/shorter sounds.</p> <p>Copy a simple rhythm.</p> <p>Differentiate between pulse and rhythm.</p> <p>Use a rhythmic ostinato to accompany a song.</p>	<p>Understand that a piece of music is made up of different sections e.g. beginning, ending, verse chorus.</p> <p>Perform sounds including pitch and rhythm from a simple graphic score.</p> <p>Use symbols to notate compositions.</p>

Year 2	Autumn		Spring		Summer	
<p>To internalise with some accuracy and control. To sing with awareness of pitch and phrase following the shape of the melody and good posture and breathing. Set a starting pitch for a song.</p>	<p>From Leeds to Leodis</p> <p>Using maps to link pulse to symbols.</p>	<p>Kolkata – The City of Joy!</p> <p>Use BBC resources to learn about Indian instruments/ compare and use, then make up own India inspired soundscapes.</p>	<p>To the four corners of the earth and beyond</p> <p>The planets</p> <p>Listen to Mars/Venus by Holst. Compare tempo and create own slow/fast.</p>	<p>In the light of the Moon</p> <p>Echoes – call and response</p>	<p>Frog Belly Rat Bone 1,2,3...</p> <p>Descriptive Soundscape</p>	<p>Let's go outdoors</p> <p>The sounds of nature – sounds for a walk around the outdoors.</p>
<p>National Curriculum links</p>	<p>Control duration with voice and instruments – longer/shorter sounds. Copy a simple rhythm. Differentiate between pulse and rhythm. Can use a rhythmic ostinato to accompany a song.</p>	<p>Choose sounds to represent ideas. Differentiate between metal, wood, tuned and untuned instruments. Accompany songs with thought to the meaning/mood. Suggest changes to performances by using opposites e.g. faster/slower. Listen to other people perform and give feedback.</p>	<p>Describe music and express feelings about the mood of music through words or pictures. Listen and respond to a specific question about a piece of music. Control changes in tempo with my body and instruments</p>	<p>Control changes in pitches with voice and instruments. Create and perform simple melodies using two tones on a tuned instrument. Control changes in dynamics with my voice and instruments. Choose appropriate dynamics from songs and accompaniment.</p>	<p>Respond to instructions given musically using the body and instruments. Choose and order sounds and patterns. Compose in a small group with other children. Suggest changes to performance by using the opposites e.g. faster/slower Layer patterns together. Decide on combinations of sounds for a particular task. Perform to an unfamiliar audience. Respond to the needs of different performing locations.</p>	<p>Instrument selection/dynamics to represent different elements in nature. Compose in small group with others. Understand a piece of music is made up of different sections e.g. Beginning, ending, verse chorus. Perform sounds including pitch and rhythm from a simple graphic score. Use symbols to notate compositions. Sit silently with an instrument until it is my turn to play. Practice and refine performances in groups as a class.</p>

Year 3	Autumn		Spring		Summer	
<p>To sing songs with complicated texture e.g. partner songs and 2 part rounds. To sing in tune with expression (dynamics, phrasing). To perform a song as part of a group, to an audience with increasing confidence.</p>	<p>Charanga Music Scheme</p> <p>Let you spirit fly</p>	<p>Charanga Music Scheme</p> <p>Ho Ho Ho Christmas –</p>	<p>Charanga Music Scheme</p> <p>Glockenspiel Stage 2</p> <p>Let There Be Light Soundtracks to a fairytale</p> <p>Assorted percussion</p> <p>Compose a theme to accompany their fairytale shadow puppet performance.</p>	<p>Charanga Music Scheme</p> <p>Benjamin Britten – There was a monkey.</p> <p>We Will Rock You</p> <p>Pompeii improvisation</p>	<p>Charanga Music Scheme</p> <p>Three Little Birds Look</p> <p>Local Music through the ages - Understanding of different musical ensembles with a range of listening and analysing.</p>	<p>Charanga Music Scheme</p> <p>Reflect Reward and Replay.</p> <p>May The Force Be With You Children listen to and analyse star wars theme – explore different dynamics linked to forces.</p>
<p>National Curriculum links</p>	<p>Describe music and express feelings about the mood of music through words or pictures. Listen and respond to a specific question about a piece of music. Build up a bank of extended musical vocabulary to express personal taste</p>	<p>Use the body to show the pulse of the music. Describe music and express feelings about the mood of music through words or pictures.</p>	<p>Show an understanding of scales in composition and performances e.g. pentatonic, blues, raga. Understand the concept of and use the home note when composing. Understand that composers think and plan, make music and try to make better. Can be both in charge of a group and take direction when working on a composition. Perform as part of a team. Carry on if I make a mistake. Change the way music is performed to reflect the occasion. Perform by ear and using notation Suggest improvements to group compositions using appropriate vocabulary.</p>	<p>Explore and create melodies that use steps and leaps and a wider range of notes. Select a sound or instrument to achieve an effect e.g. quiet playing on chimes to create something peaceful. Identify families of instruments and world instruments e.g. wind, brass, African drums. Use extended musical vocabulary to express personal taste.</p>	<p>Use texture for special effects Recognise different ensembles – orchestra, choir etc. Be a good audience member showing willingness to listen and commenting on music from different historical periods showing understanding of how history has impacted musical development.</p>	<p>Listen to short extracts commenting on aspects of the music e.g. the genre. Listen to a piece of music several times to get to know it. Change dynamics gradually or abruptly. Use dynamics to improve the quality of my compositions. Understand and make use of the Italian terms f,p,mf,mp, crescendo and diminuendo.</p>

Year 4	Autumn		Spring		Summer	
<p>To sing songs with more complicated texture e.g. partner songs and 2 part rounds; in tune with expression.</p> <p>To perform a song both as part of a group, to an audience and with increasing confidence.</p>	<p>Romans Comparison of different themes in song in tempo Planets – Holst with Gods/Goddess Theme Assorted percussion</p>	<p>Gladiator Using range of instruments to make a theme to a God/Goddess Singing with Sophie – Covering a range of genres.</p>	<p>Anglo Saxons Vs Vikings Viking Saga Soundtrack Manipulation of sounds using technology BBC Viking Saga sounds to teach terminology tempo/pitch Viking Saga Soundtrack using instruments journey.</p>	<p>Use children’s story/drama/Blah’s work to make a soundtrack to narrate a</p>	<p>National Anthems I pads- Garage band Take national anthem of UK and learn on glocks then rework using Garage band.</p>	<p>Chariots of Fire Glockenspiels Learn theme for Chariots of fire on glocks using stave notation</p>
<p>National Curriculum links</p>	<p>Listen to a piece of music to get to know it. Be a good audience member showing willingness to listen and commenting on music from different historical periods showing understanding of how history has impacted musical development. Explore and create melodies that use steps and leaps and a wider range of notes. Show an understanding of scales in composition and performances e.g. pentatonic, blues, raga.</p>	<p>Understand the concept of and use the home note when composing. Understand that composers think and plan, make music and try to make better. Be in charge of a group and take direction when working on a composition. Suggest improvements to group compositions using appropriate vocabulary. Use extended musical vocabulary to express personal taste.</p>	<p>Tap a pulse in different meters (2, 3, 4, 5). Improvise a rhythm over a steady pulse. Explore and compose using simple structures e.g. binary, rondo, question and answer. Create my own ostinato and riffs and play them in time with others. Use a range of changes in tempo both gradually and suddenly. Use tempo for effect.</p>	<p>Change dynamics gradually or abruptly. Use dynamics to improve the quality of compositions. Understand and make use of the Italian terms f,p,mf,mp, crescendo and diminuendo Perform as part of a team Carry on if I make a mistake. Change the way music is performed to reflect the occasion. Perform by ear and by using forms of notation.</p>	<p>Use texture for special effects. Recognise different ensembles – orchestra, choir etc. e.g. wind, brass, African drums. Select a sound or instrument to achieve an effect e.g. quiet playing on chimes to create something peaceful.</p>	<p>Identify families of instruments and world instruments I can use a graphic score with more complex texture. Recognise crotchets, rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p>

Year 5	Autumn		Spring		Summer	
<p>To maintain own part with accurate pitch whilst hearing other parts. To sing confidently to a variety of audiences in different venues. To demonstrate control of vocal techniques – breathing, posture, good tuning and diction. Artforms Music Teacher working with Year 5 alongside the class teachers.</p>	Samba and Samba song writing.	Chime Bars based on Firework by Katy Perry.	Ukuleles.	Blues		
<p>National Curriculum links</p>	Create music that uses appropriate sound to achieve an intention.	Select appropriate sounds to achieve an effect for a purpose.	<p>Plan a composition alone or in a group and monitor its development.</p> <p>Play confidently to a variety of audience</p>	Play in an ensemble, taking an individual part and showing an awareness of balance.		

Year 6	Autumn		Spring		Summer	
<p>To maintain own part with accurate pitch whilst hearing other parts. To sing confidently to a variety of audiences in different venues. To demonstrate control of vocal techniques – breathing, posture, good tuning and diction.</p>	<p>The Groovy Greeks Listen and Appraising Gluck-Orpheus and Eurydice.</p>	<p>The Groovy Greeks Developing texture of chords, tune and bassline within an ensemble Listening and appraising performance.</p>	<p>Pole to Pole Listen and Appraising Vaughan Williams – sinfonia for Antarctica Focus to compose music for an Antarctica slide show Listen and Appraising Vaughan Williams – sinfonia for Antarctica</p>	<p>Pole to Pole Pictures at an exhibition Compositions – linking art/literacy and music. Appraisal of Pictures at an exhibition. Writing a short ostinato in notation form. Composition and Notation based on topic work.</p>	<p>Rivers of Life Focus to compose music to enhance a presentation on the Indus Valley Listen and Appraising Ravi Shankar – Discovery of India Planning a composition to be performed as a group Chord changes within a bar.</p>	<p>Rivers of Life Melodies with syncopation or complex chord rhythms as an ensemble. Appraisal of different types of music through history. Composition and Notation based on topic work. Singing -covering a range of genres.</p>
<p>National Curriculum links</p>	<p>Identify and suggest purposes for musical extracts.</p>	<p>Listen to longer extracts and describe.</p>	<p>Identify and suggest purposes for musical extracts. Listen to longer extracts and describe. Make decisions on how best to structure a piece of music. Use octave to compose an improvise melodies.</p>	<p>Make an informed choice about tempo in composition. Compose and perform from notations.</p>	<p>Create music that uses appropriate sound to achieve an intention. Select appropriate sounds to achieve an effect for a purpose. Build texture in my compositions to create an effect. Unpick a texture in compositions to recognise instruments in the background, middle or foreground.</p>	<p>Discuss the purpose of a piece and the ability of players. Plan a composition alone or in a group and monitor its development. Play confidently to a variety of audience Play in an ensemble, taking an individual part and showing an awareness of balance.</p>