



LONG TERM PLAN: MUSIC (ALL YEAR GROUPS)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Continuous provision</u></p> <p>Using familiar, everyday objects to create new instruments and sounds listening to music and dance together</p>	<p><u>Celebration music</u></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p>	<p><u>Exploring sound</u></p> <p>Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment</p>	<p><u>Music and movement</u></p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><u>Musical stories</u></p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p><u>Big Band</u></p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>
Year 1	<p><u>Pulse and rhythm (theme: all about me)</u></p> <p>Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p><u>Classical music, dynamics and tempo (theme: animals)</u></p> <p>Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.</p>	<p><u>Musical vocabulary (theme: under the sea)</u></p> <p>Exploring key musical vocabulary</p>	<p><u>Timbre and rhythmic patterns (theme: fairy tales)</u></p> <p>Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p>	<p><u>Pitch and tempo (theme: superheroes)</u></p> <p>Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>	<p><u>Vocal and body sounds (theme: by the sea)</u></p> <p>Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>



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Year 2	<p><u>West African call and response song (theme: animals)</u> Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.</p>	<p><u>Orchestral instruments (theme: Traditional stories)</u> Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p><u>Musical me</u> Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</p>	<p><u>Dynamics, timbre, tempo and motifs (theme: space)</u> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.</p>	<p><u>On this Island: British songs and sounds</u> Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes</p>	<p><u>Myths and legends</u> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song</p>
Year 3	<p><u>Ballads</u> Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p><u>Creating compositions in response to an animation (Theme: Mountains)</u> Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p>	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p><u>Developing singing technique (Theme: The Vikings)</u> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><u>Jazz</u> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p><u>Traditional instruments and improvisation (Theme: India)</u> Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>



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Year 4	<p><u>Body and tuned percussion (Theme: Rainforests)</u> Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p><u>Rock and roll</u> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p>	<p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><u>Haiku, music and performance (Theme: Hanami)</u> Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.</p>	<p><u>Samba and carnival sounds and instruments</u> Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>	<p><u>Adapting and transposing motifs (Theme: Romans)</u> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p>
Year 5	<p><u>Composition notation (Theme: Ancient Egypt)</u> Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.</p>	<p><u>Blues</u> Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing</p>	<p><u>South and West Africa</u> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords and learning to play the djembe and some dance moves.</p>	<p><u>Composition to represent the festival of colour (Theme: Holi festival)</u> Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi</p>	<p><u>Looping and remixing</u> Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.</p>	<p><u>Musical theatre</u> An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.</p>



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<p>Year 6</p>	<p><u>Advanced rhythms</u> Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p><u>Dynamics, pitch and tempo (Theme: Fingal's cave)</u> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><u>Film music</u> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><u>Theme and variations (Theme: Pop Art)</u> Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p><u>Composing and performing</u> Creating their own song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies</p>	<p><u>KS2 Play composing and Performing</u> Performing to peers, friends, families and local community</p>
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