



Music Long Term Plan

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Reception	<p><u>I've got a grumpy face</u></p> <ul style="list-style-type: none"> • Explore making sound with voices and percussion instruments to create different feelings and moods. • Make up new words and actions about different emotions and feelings. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. <p><u>The sorcerer's apprentice</u></p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/ slower, higher/lower). • Respond to music in a range of ways e.g. movement, mark making, writing. <p><u>Witch, witch</u></p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call and response song. 	<p><u>Birdspotting: Cuckoo polka</u></p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). • Enjoy moving freely and expressively to music. <p><u>Shake my sillies out</u></p> <ul style="list-style-type: none"> • Listen to music and show the beat with actions. • Sing an action song with changes in speed. • Play along with percussion instruments. • Create a sound story using instruments to represent different animal sounds/movements. • Perform the story as a class <p><u>Up and down</u></p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. <p><u>Five fine bumble bees</u></p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and 	<p><u>Down there under the sea</u></p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. • Listen to a range of sea-related pieces of music and respond with movement. <p><u>It's oh so quiet!</u></p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. <p><u>Slap clap clap</u></p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Play a range of percussion instruments (replacing the action words with playing words). • Find the beat in a partner clapping game.

	<p><u>Row, row, row your boat</u></p> <ul style="list-style-type: none">• Make up new lyrics and vocal sounds for different kinds of transport.• Sing a tune with 'stepping' and 'leaping' notes.• Play a steady beat on percussion instruments.	<p>change voices to make a buzzing sound.</p> <ul style="list-style-type: none">• Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.• Listen to a piece of classical music and respond through dance.	<p><u>Bow, bow, bow Belinda</u></p> <ul style="list-style-type: none">• Invent and perform actions for new verses.• Sing a song while performing a sequence of dance steps.• Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.• Listen to examples of other folk songs from North America.
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Year 1

Menu song

- Create a dramatic group performance using kitchen themed props.
- Sing a cumulative song from memory, remembering the order of the verses.
- Play classroom instruments on the beat.
- Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mire-do.
- Listen and move in time to the song.

The king is in the castle

- Explore using timbre, dynamics and pitch to tell a story.
- Change voice to suit different characters while performing appropriate actions.
- Play contrasting accompaniments to reinforce the verse structure.
- Identify a simple song structure and rhyme pattern.

Football

- Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using 'so' and mi-re-do.
- Chant together rhythmically, marking rests accurately.
- Play a simple ostinato on untuned percussion.
- Recognise the difference between a pattern with notes (pitched) and without (unpitched).

Who stole my chickens and my hens?

- Make up new lyrics and create short body percussion patterns to accompany the song.
- Sing familiar songs in low and high voices, recognising higher and lower.
- Play a partner clapping game while singing a song.
- Copy short rhythm patterns by ear

Dancing and drawing to Nautilus

- Perform actions to music, reinforcing a sense of beat.
- Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.
- Develop awareness of duration and the ability to move slowly to music.
- Create art work, drawing freely and imaginatively in response to a piece of music.

Cat and mouse

- Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.
- Attempt to record compositions with stick and other notations.
- Sing and chant songs and rhymes expressively.
- Listen and copy rhythm patterns.
- Notice how a change of pitch is used to create an effect.

Come dance with me

- Create musical phrases from new word rhythms that children invent.
- Sing either part of a call-and-response song.
- Play the response sections on tuned percussion using the correct mallet hold.
- Listen and copy call-and-response patterns on voices and instruments.

<p>Year 2</p>	<p><u>Tony Chestnut</u> Singing and Performing</p> <ul style="list-style-type: none"> • Action songs and rhymes. <p><u>Creepy Castle</u> Composing and Singing</p> <ul style="list-style-type: none"> • Exploring sounds and graphic scores. 	<p><u>Carnival of the Animals</u></p> <ul style="list-style-type: none"> • Composing using a musical stimulus based upon Saint Seans famous work. <p><u>Grandma Raps</u></p> <ul style="list-style-type: none"> • Exploring instrument sounds and rhythm to perform raps. 	<p><u>Rockpool Rock</u></p> <ul style="list-style-type: none"> • Singing and composition unit based on the Blues and Rock n' Roll <p><u>How Can Technology help me make music?</u></p> <ul style="list-style-type: none"> • Music and ICT unit based on composing and performing.
<p>Year 3</p>	<p><u>Wider Opps: Glockenspiel Stage1</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • Pupils will learn the notes B, A, G, C' using standard notation <p><u>Cross Curricular link</u> <i><u>History - Ancient Egypt topic - Egyptian songs to be learnt across the term</u></i></p> <p><u>I've Been to Harlem</u> Singing and Performing</p> <ul style="list-style-type: none"> • Performance unit based upon call and response, rounds and using ostinato patterns. 	<p><u>Wider Opps: Glockenspiel stage 2</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • Revision of notes B, A, G, C'. Introduction to D', E' F', F# Bb and low F, E, D, C. Building upon reading from standard notation. <p><u>From a Railway Carriage.</u> Performing and Composition unit</p> <ul style="list-style-type: none"> • Unit based upon improvisation and using different sound sources to create a sound picture or composition based upon another musical work, art or poetry. 	<p><u>Samba Brazillia!</u> Music from different Cultures - Performing</p> <ul style="list-style-type: none"> • (Exploring built up rhythm patterns. Listening to Samba music. Ensemble and composition unit). <p><u>Cross Curricular Link</u> <i><u>History Vikings Topic – selection of vikingssongs</u></i></p> <p><u>Wider Opps: Glockenspiel stage 3</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • Ensemble playing in two or more parts using other instruments for accompaniment. Building repertoire for a performance.

<p>Year 4</p>	<p><u>Wider Opps: Recorder Stage 1</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • Pupils will learn the notes B, A, G, C' using standard notation. <p><u>This Little Light of Mine!</u> Musical Styles - Performing</p> <ul style="list-style-type: none"> • Unit based on Gospel songs and exploring pentatonic scales and drones. 	<p><u>Wider Opps: Recorder Stage 2</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • Revision of notes B, A, G, C'. Introduction to D', F, E and low D and C <p><u>Gamelan Music.</u> Music from different Cultures - Performing</p> <ul style="list-style-type: none"> • Performing and composing using repeated patterns and Tablatures: 	<p><u>Global Pentatonics/Just 3 notes</u> (Composing and Performing Unit using staff notation and different rhythm patterns)</p> <p><u>Wider Opps: Recorder Stage 3</u> Learning to Play a Musical Instrument.</p> <ul style="list-style-type: none"> • New notes Low c, F# and Bb. Consolidation of all notes taught to prepare for a performance.
<p>Year 5</p>	<p><u>Wider Opps: Ukulele Stage 1</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C. <p><u>What shall we do with the drunken sailor?</u> Musical Styles</p> <ul style="list-style-type: none"> • Using a range of accompaniments to support rounds and part singing using sea shanties. 	<p><u>Wider Opps: Ukulele Stage 2</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Revisit chords C, F, G7. Extending to Em Dm, Am, C7. Build new repertoire <p><u>Cross Curricular Link</u> <i>Geography - Extreme Earth topic- songs from Oceans, Seas and Rivers to be learnt across the term</i></p> <p><u>Three Little Birds.</u> Music from different Cultures - Performing</p> <ul style="list-style-type: none"> • Focus on Reggae music . Composition and class ensemble 	<p><u>Empress of the Pagodas</u> Musical form and style</p> <ul style="list-style-type: none"> • Create a piece in ternary form using a pentatonic scale, with accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from. <p><u>Wider Opps: Ukulele Stage 3 and 4</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Revising all the known chord progressions C, F, G7, Em, Dm, Am and C7 Extending the repertoire. Preparing for a performance.
<p>Year 6</p>	<p><u>Hey, Mr Miller</u> Musical Styles : Jazz</p> <ul style="list-style-type: none"> • Introduction to Swing music and syncopated rhythms. <p><u>Wider Opps: Keyboard Stage 1</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Pupils will learn the notes B, A, G, C' using standard notation 	<p><u>Keep the home fires burning.</u> Music from different times in history: Performing Focus on duration using sings and music from WWII</p> <p><u>Wider Opps: Keyboard stage 2</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Revision of notes B, A, G, C'. Introduction to D', E' F', F# Bb and low F, E, D, C. Continue to build skills reading standard notation. 	<p><u>Ame sau vala tara bal.</u> Music from different Cultures – Performing and Composing</p> <ul style="list-style-type: none"> • Learning all about Indian music and ragas. <p><u>Wider Opps: Keyboard Stage 3</u> Learning to Play a Musical Instrument</p> <ul style="list-style-type: none"> • Performance through Ensemble Consolidation of all notes taught in order to extend repertoire. Focus on putting on a performance.