

Music Long Term Plan



Music in the Early Years

Music is embedded within the Early Years' Foundation Stage Curriculum through the use of the indoor and outdoor learning environment and classroom provision. The children are given a wealth of opportunities to engage in activities, both child-initiated and adult directed, which enable them to develop their early musical skills. Music in the Early Years Foundation Stage is incorporated into all aspects of the curriculum. However, it can primarily be classified as 'Expressive Arts and Design'.

Music in Key Stage One and Key Stage Two

Music in Key Stage One and Two is taught in half termly units of work and each unit has a particular focus that meets the expectations of the National Curriculum. However, throughout each unit all aims of the National Curriculum are developed simultaneously. On our Subject Long Term Plan, learning is presented in a consistent manner as detailed below:

Autumn One: Exploring Simple Patterns

use their voices expressively and creatively by singing songs and speaking chants and rhymes

← Term Coverage and Unit Title

← National Curriculum Focus

How does music help us to make friends?

Can you clap the simple patterns that you can hear in the music?

← Unit Enquiry Question(s)

Focus:

To listen and appraise songs around the theme friendship.

To sing as an ensemble in a call and response song

← Unit Overview

Music Long Term Plan



<p>Nursery</p>	<p><u>In Nursey children will be learning to :</u></p> <p>Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know Play a range of untuned instruments with increasing control to express their feelings and ideas</p>		
<p>Reception</p>	<p><u>Children in Reception will be learning:</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups Play a range of untuned instruments with increasing control to express their feelings and ideas</p>		
	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Year One</p>	<p><u>Autumn One: Introducing Beat</u> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>How can we make friends when we sing together? What is the beat of the music like?</p> <p>Focus: To compare two genres of music (pop and rap) To perform two genres within one piece of music with growing confidence</p> <p><u>Autumn Two: Adding rhyme and pitch</u> <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p>How does music tell stories about the past? What is the role of music and musicians? What affect does changing the rhythm and pitch have on the song?</p> <p>Focus: To sing in an ensemble with varying pitches</p>	<p><u>Spring One: Introducing tempo and dynamics</u> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p>How does music make the world a better place? What does the term tempo mean? What does the term dynamics mean?</p> <p>Focus: To listen for meaning in a piece of music</p> <p><u>Spring Two: Combing pulse, rhythm and pitch</u> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>How does music help us to understand our neighbours? What affect does combining pulse, rhythm and pitch have on the music?</p> <p>Focus: To learn simple songs from memory To perform simple songs with control</p>	<p><u>Summer One: Having fun with improvisation</u> <i>play tuned and untuned instruments musically</i></p> <p>What songs can we sing to help us through the day? What is improvisation?</p> <p>Focus: To improvise creatively with tuned and untuned percussion</p> <p><u>Summer Two: Explore sound and make a story</u> <i>experiment with, create, select and combine sounds using the inter-related dimensions of music</i> <i>play tuned and untuned instruments musically</i></p> <p>How does music teach us about looking after our planet? What music can you hear in nature?</p> <p>Focus: To improvise, create and perform musical-theatre style pieces of music.</p>
<p>During Year One the children will use a variety of untuned instruments and develop their ability to play the Glockenspiel <u>Ongoing Wider Opportunities</u> Children will have the opportunity to participate in Choir extra-curricular club</p>			

Music Long Term Plan



Year Two

Autumn One: Exploring Simple Patterns
use their voices expressively and creatively by singing songs and speaking chants and rhymes

**How does music help us to make friends?
 Can you clap the simple patterns that you can hear in the music?**

Focus:
 To listen and appraise songs around the theme friendship.
 To sing as an ensemble in a call and response song

Autumn Two: Focus on Dynamics and Tempo
play tuned and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music

**How does music teach us about the past?
 Can you change the tempo and dynamics of the piece of music, what affect does it have?**

Focus:
 To play and perform improvised and composed patterns using tuned and untuned percussion

Spring One: Exploring Feelings Through Music
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music
play tuned and untuned instruments musically

**How does music make the world a better place?
 How does the music make you feel?**

Focus:
 To sing in an ensemble with control
 To understand how pulse can be kept at a steady pace and changed by the conductor.

Spring Two: Inventing a Musical Story
listen with concentration and understanding to a range of high-quality live and recorded music

**How does music teach us about our neighbourhood?
 How does the musical patterns, dynamics and tempo help you to tell a story?**

Focus:
 To listen and appraise songs with varying tempos
 To describe a piece of music using key vocabulary using the inter-related dimensions

Summer One: Music that Makes You Dance
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music
use their voices expressively and creatively by singing songs and speaking chants and rhymes

**How does music make us happy?
 How does pulse and rhythms help us as dancers?
 What music wants to makes you dance, why?**

Focus:
 To listen and appraise a classical piece of music.
 To sing in an ensemble.
 To compose a piece of music, which has a fast tempo, similar to The Flight of the Bumblebee.

Summer Two: Exploring Improvisation
play tuned and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music

**How does music teach us about looking after our planet?
 What is improvisation?
 How can you record a piece of music?**

Focus:
 To compare different styles of music.
 To perform using tuned percussion
 To read music notation when performing

During Year two the children will use a variety of untuned instruments and develop their ability to play the Glockenspiel.

Ongoing Wider Opportunities

Children will have the opportunity to participate in Choir extra-curricular club

Music Long Term Plan



Year Three

Autumn One: Developing Notation Skills
use and understand staff and other musical notations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

How does music bring us closer together?
What is sheet music?
How does notation play a part in music bringing people closer together?

Focus:
 To listen and appraise songs around the theme of music bringing people together
 To develop an understanding of music notation

Autumn Two: Enjoying Improvisation
use and understand staff and other musical notations develop an understanding of the history of music

What stories does music tell us about the past?
How does improvisation relate to something like storytelling?

Focus:
 To compare different styles of music.
 To perform using tuned percussion
 To read music notation when performing

Spring One: Composing Using Your Imagination
improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations

How does music make the world a better place?
Can music be unique?

Focus:
 To improvise using the notes D, E and F
 To compose simple rhythms using D, E and F
 To record compositions using music notation.

Spring Two: Sharing Musical Experiences
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music

How does music help us get to know our community?
What is a graphic score?

Focus:
 To understand how music celebrates and enriches our community and cultures
 To sing in an ensemble with control over pitch, tempo and dynamics.

Summer One: Learning More About Musical Styles
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory

How does music make a difference to us every day?
What is the musical style of the music?

Focus:
 To listen and appraise orchestral music
 To compose a piece of music using voice and instruments
 To widen and develop musical vocabulary

Summer Two: Recognising Different Sounds
listen with attention to detail and recall sounds with increasing aural memory improvise and compose music for a range of purposes using the inter-related dimensions of music

How does music connect us with our planet?
What different sounds can you hear?
What affect does silence have in a piece of music?

Focus:
 To understand how music celebrates and enriches our community and cultures
 To sing in an ensemble with control over pitch, tempo and dynamics.

During Year Three children will continue to develop their ability to play the Glockenspiel, building on the work completed in Year two.

Ongoing Wider Opportunities

Children will be introduced to the record and will have an additional short recorder lesson
 Children will have the opportunity to participate in violin extra-curricular lessons
 Children will have the opportunity to participate in Choir extra-curricular club

Music Long Term Plan



Year Four

Autumn One: Interesting Time Signatures

How does music bring us together?
What is a time signature?
What is the pulse of the music like?

Focus:
To sing songs in an ensemble, which have different tempos and styles
To listen and appraise music from another era
To play and perform tuned and untuned instruments to accompany the songs.

Autumn Two: Combining Elements to Make Music

How does music connect us with our past?
How are musical elements combined whilst making music?
What is the timbre of__ like?

Focus:
To sing songs in an ensemble with more than one part
To read music notation
To play and perform tuned percussion according to the music notation

Spring One: Developing Pulse and Groove Through Improvisation

How does music improve our world?
Have you developed your understanding of pulse and groove whilst improvising, how?
What is a graphic score?

Focus:
To widen children's understanding of key musical vocabulary
To play a tuned instrument from music notation
To play a tuned instrument using the time signature provided on the score

Spring Two: Creating Simple Melodies Together

How does music teach us about our community?
What is a melody?
What is the theme of the music?

Focus:
To listen and appraise classical music
To improvise and compose using tuned and untuned instruments
To record compositions using music notation

Summer One: Words, Meaning and Expression

How does music shape our way of life?
What musical meaning is being expressed in the words of a song?

To sing songs in an ensemble with more than one part
To read music notation
To play and perform tuned percussion according to the music notation

Summer Two: Identifying Important Musical Elements

How does music connect us with the environment?
What are the most important musical components in the piece?
What musical elements can you identify in non-musical sound?

Focus:
To widen children's understanding of key musical vocabulary
To improvise and compose using tuned and untuned instruments, as well as digital technology
To listen, appraise and compare jazz and blues styles of music

Ongoing Wider Opportunities

Children will have the opportunity to participate in violin extra-curricular lessons
Children will have the opportunity to participate in Choir extra-curricular club

Music Long Term Plan



Year Five

Autumn One: Mars by Gustav Holst
listen with attention to detail and recall sounds with increasing aural memory
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

How does this piece of classical music make you feel?
How has the composer choice of instruments created mood?

Focus:
 To listen and appraise a piece of classical music
 To identify how the composer has created a mood using a variety of different instruments
 To compose short motifs in the same musical-style as 'Mars'

Autumn Two: Exploring Key and Time Signatures
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

What is a time signature and how are they are recorded?

Focus:
 To understand what time signatures are and how they are recorded
 To compare pieces of music with different time signatures
 To perform through voice and instruments songs with different time signatures

Spring One: Greensleeves
listen with attention to detail and recall sounds with increasing aural memory
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music

What era of time do you think this piece of music was made?
Can you describe a piece of music thinking about the interrelated dimensions of music?

Focus:
 To listen and appraise music from a different historical era
 To describe a piece of music using the interrelated dimensions of music.

Spring Two: Composing Tudor-style Music
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
use and understand staff and other musical notations

How can you improvise this short motif?
What musical notation can you use to record your composition?

Focus:
 To compose melodies in the style of Greensleeves, using appropriate tuned and untuned percussion
 To improvise short motifs
 To record compositions using music notation

Summer One: Introducing Chords
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music

Can you explain what a chord is?
Can you improvise using chords to create ostinatos?

Focus:
 To understand and explain what a chord is
 To improvise using chords to create ostinatos
 To identify different tempi to perform ostinatos

Summer Two: Earth by Hans Zimmer
improvise and compose music for a range of purposes using the inter-related dimensions of music
use and understand staff and other musical notations

Can you use a tuned and untuned instrument to create a different sound for effect?
Can you use dynamics whilst performing effectively to layer ostinatos?
What musical notation can you use to record your composition?

Focus:
 To improvise using tuned and untuned instruments to create different sounds for effect
 To use dynamics when performing effectively to layer ostinatos
 To record compositions using music notation

Ongoing Wider Opportunities
 Children will have the opportunity to participate in violin extra-curricular lessons
 Children will have the opportunity to participate in guitar extra-curricular lessons
 Children will have the opportunity to participate in Choir extra-curricular club

Music Long Term Plan



Year Six	<p><u>Autumn One: Exploring Notation Further</u> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>use and understand staff and other musical notations</i></p> <p>What do you like about this piece of music? Can you record your composition using music notation?</p> <p>Focus: To celebrate a wide range of musical styles. To develop the use of music notation independently.</p> <p><u>Autumn Two: Remembrance Day</u> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>develop an understanding of the history of music</i></p> <p>What era of time do you think this music is from? What are your impressions of this piece of music?</p> <p>Focus: To listen and appraise music from another era To play appropriate instruments with control</p>	<p><u>Spring One: Using chords and structure</u> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>What is a chord? What is the structure of this piece of music?</p> <p>Focus: To understand what chords are To improvise and compose using chords rhythmically on tuned instruments To identify the structure of a piece of music</p> <p><u>Spring Two: Vikings</u> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>use and understand staff and other musical notations</i></p> <p>How can you sing with 'control'? Can you perform your own composition using tuned and untuned instruments? Can you record your composition using music notation?</p> <p>Focus: To sing in an ensemble and in arrangements with control To perform using tuned and untuned instruments To record compositions with music notation</p>	<p><u>Summer One: Three Little Birds</u> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p>How can you sing with 'control'? What does it mean to play an instrument creatively?</p> <p>Focus: To sing in an ensemble and in arrangements with control To improvise creatively when playing instruments</p> <p><u>Summer Two: The Fresh Prince of Bell-Air</u> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>What does it mean to sing and rap in an ensemble with appropriate diction? Can you sing and rap at a fast tempo in time?</p> <p>Focus: To sing and rap in an ensemble with appropriate diction To sing and rap at a fast tempo in time To perform a rap</p>
	<p><u>Ongoing Wider Opportunities</u> Children will have the opportunity to participate in violin extra-curricular lessons Children will have the opportunity to participate in guitar extra-curricular lessons Children will have the opportunity to participate in Choir extra-curricular club</p>		