

Music Long Term Plan

2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Me - Sing nursery rhymes and action songs, including: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Name Song Things for Fingers	Christmas - Sing and play a selection of Christmas songs building to a performance.	My Stories - Sing and play nursery rhymes and action songs, including: Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Wind The Bobbin Up	Everyone - Sing and play nursery rhymes and action songs, including: Five Little Monkeys, Twinkle Twinkle, If You're Happy And You Know It, and Head, Shoulders, Knees and Toes.	Our World - Sing and play nursery rhymes and action songs, including: Incy Wincy Spider Baa Baa Black Sheep Old Macdonald Five Little Ducks	Big Bear Funk - Transition unit to prepare for Year 1. Sing and play Big Bear Funk, and listen and respond to a range of funk songs.
Foundation Stage (skills)	<p>22-36 months: Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing. Show an interest in the way musical instruments sound.</p> <p>30-50 months: Enjoy joining in with dancing and ring games. Sing a few familiar songs. Begin to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms. Explore and learns how sounds can be changed.</p> <p>40-60 months: Begin to build a repertoire of songs and dances. Explore the different sounds of instruments.</p>					
Year 1	Hey You - Old School Hip Hop	Hey You (cont'd) Introduce glockenspiels Christmas Production - Singing and performing.	Rhythm in the Way we Walk / Banana Rap - Reggae, Hip Hop	In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra styles	Philharmonic Scheme - 'Seeing Sounds' Round and Round - Latin Bossa Nova, Big Band Jazz,	Your Imagination - composing
Year 1 (skills)	<p>1 When talking about music, show simple understanding of the dimensions of music in isolation. Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.</p>					
Year 2	Hands, Feet, Heart - South African styles Glockenspiels	Christmas Production - Singing and performing	Glockenspiel Stage 1 - Learning basic instrumental skills by playing tunes in varying styles	I Wanna Play in a Band - Rock	Philharmonic Scheme - 'Seeing Sounds' Zootime - Reggae	Reflect, Rewind and Replay - Western Classical music and your choice from Year 2
Year 2 (skills)	<p>2 Make broad distinctions between the interrelated dimensions of music and describe how they are used in simple terms. Notice how music can be used to create different moods and effects and to communicate ideas. Sing with a sense of the shape of a melody. Perform songs using creativity</p>					

	and expression and create dramatic effect. Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound as they should. Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea. Recognise how musical elements can be used together to compose music.					
Year 3 (Recorders)	Recorders: Hold recorder in correct position. Produce a clear sound. Play the note B and tongue each note. Recognise a treble clef. Perform pieces using B. Demonstrate understanding of rhythm and pulse. Play notes A and C.	Philharmonic Scheme - 'Our Global Vision' Recorders: Play the notes G, A, B and C and tongue each note. Recognise a treble clef. Perform pieces using 4 notes. Demonstrate understanding of rhythm and pulse. Compose simple pieces using 4 notes and perform to class.		Recorders: Play notes E and F. Perform pieces using 5+ notes. Demonstrate understanding of rhythm and pulse. Compose simple pieces using 5+ notes and perform to class. Show ability to improvise. Recognise simple notation using the stave.		
Year 3 (skills)	Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Sing in tune. Perform simple melodic and rhythmic parts. Notice and explore the way sounds can be combined and used expressively. Understand that the sense of occasion affects the performance. Recognise how musical elements can be used together to compose music.					
Year 4 (Clarinets)	Clarinets: Learn care and maintenance of clarinet (cleaning). Hold clarinet (head joint) in correct position. Produce a clear sound with good posture. Improvise vocally (Charanga). Experience and learn how to apply key musical dimensions e.g. finding a pulse, clapping a rhythm, use of pitch. Work together in a band / ensemble. Play the notes A and B.	Philharmonic Scheme - 'Our Global Vision' Clarinets: Play the notes G, A and B. Perform pieces using these notes. Recognise a treble clef. Compose simple pieces using 3 notes and perform to class. Show ability to improvise. Recognise simple notation using the stave.		Clarinets: Play the notes G, A and B, C, D. Perform pieces using these notes. Recognise a treble clef. Demonstrate understanding of rhythm and pulse. Compose simple pieces using 5 notes and perform to class. Show ability to improvise. Recognise simple notation using the stave.		
Year 4 (skills)	Compare music and express growing tastes in music. Describe, compare and evaluate different pieces of music using the interrelated dimensions of music. Describe the different purposes of music throughout history and in other cultures. Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing. Carefully choose, order, combine and control sounds with awareness of their combined effect. Notice, analyse and explore the way sounds can be combined and used expressively. Explain how musical elements can be used together to compose music.					
Year 5	Jazz Stage 1	Make You Feel My Love - Pop Ballad	Philharmonic Scheme - 'Our Global Vision'	The Fresh Prince of Bel-Air - Hip-Hop	Livin' on a Prayer - Rock	Dancin' in the Street - Motown

Year (skills)	5	Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Understand the different cultural meanings and purposes of music, including contemporary culture. Breathe well and pronounce words, change pitch and show control in singing. Play an accompaniment on an instrument (e.g. ostinato on glockenspiel, keyboard or flute). Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.				
Year 6	Jazz Stage 2	Adventure of a Lifetime - Coldplay	Philharmonic Scheme - 'Our Global Vision'	Music and Identity - Representation of women in music	Don't Stop Believing - Journey	Summer production
Year (skills)	6	Use a range of words to help describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). Explain and evaluate how musical dimensions, features and styles can be used together to compose music. Notice and explore how music reflects time, place and culture. Perform significant parts from memory and from notations with awareness of my own contribution. Sing or play from memory with confidence, expressively and in tune. Take turns to lead a group. Sing a harmony part confidently and accurately. Maintain an independent vocal/instrumental group part in an ensemble. Compose using a variety of different musical devices including melody, rhythms, and chords. Read the musical stave and work out the notes EGBDF and FACE, and know how many beats they represent. Improvise melodic and rhythmic material within given structures.				

* We promote an integrated approach to music, where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.