

Music – Long Term Plan

Nursery		
Autumn	Spring	Summer
<p>Exploring Sounds Communication and language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. <u>-ELG: Listening, attention and understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Understanding the world -Explore the natural world around them.</p> <p>Expressive arts and design -Explore and engage in music making and dance, performing solo or in groups. -Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Characteristics of Effective Learning -Playing and exploring. -Creating and thinking critically. -Active learning.</p>		<p>Music and movement Personal, social and emotional development -Think about the perspective of others.</p> <p>Expressive arts and design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <u>-ELG: Being imaginative and expressive:</u> Sing in a range of well-known nursery rhymes and songs. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Characteristics of Effective Learning -Playing and exploring. -Active learning. -Creating and thinking critically.</p>

Reception		
Autumn	Spring	Summer
<p>Celebration Understanding the world -Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Expressive arts and design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -Sing a range of well-known nursery rhymes and songs. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Characteristics of Effective Learning -Playing and exploring -Outcomes taken from Development Matters, 2021. -ELGs taken from the new statutory framework for the EYFS, 2021.</p>	<p>Musical Stories Communication and language -Learn new vocabulary. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Expressive arts and design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Explore and engage in music making and dance, performing solo or in groups. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Characteristics of Effective Learning -Playing and exploring. -Active learning. -Creating and thinking critically.</p>	<p>Big Band Expressive arts and design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Sing in a group or on their own, increasingly matching the pitch and following the medley. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>-ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs.</p> <p>Characteristics of Effective Learning -Playing and exploring. -Active learning. -Creating and thinking critically.</p>

Year 1		
Autumn	Spring	Summer
<p>All about me – Pulse and rhythm</p> <ul style="list-style-type: none"> -Clap the rhythm of their name. -Clap in time to music. -Sing the overall shape of a melody. -Play in time to music. -Copy and create rhythms based on word patterns. -Play on the pulse. 	<p>By the sea – Vocal and body sounds</p> <ul style="list-style-type: none"> -Create movements that match the music, explaining why they are moving in that way. -Identify descriptive sounds within the music. -Recreate and then adapt descriptive sounds heard using their voice or body. -Make appropriate instrument choices to represent a descriptive sound. -Control instruments and voices to make both quiet and loud sounds. -Follow simple instructions during a group performance. -Create their own graphic score and play from it. -Make more than one sound on their instrument and with their voice. 	<p>Animals – Classic music, dynamics and tempo</p> <ul style="list-style-type: none"> -Observe others and try to play appropriately. -Sing in time from memory, with some accuracy. -Play either a call and/or a response role in time with another pupil. -Keep a steady pulse. -Improvise, using their instrument, to a given stimulus.
Year 2		
Autumn	Spring	Summer
<p>Musical me</p> <ul style="list-style-type: none"> -Clap the rhythm of their name. -Sing the melody accurately while playing their instrument in time. -Show a range of emotions using their voices. -Describe the dynamics and timbre of pieces <p>-Play a known melody from letter notation in the right order, if not with the right rhythms.</p> <p>-Play a new melody from letter notation in the right order, if not in time.</p> <p>-Invent a melody, write it down and play it back.</p>	<p>On this Island- British songs and sounds</p> <ul style="list-style-type: none"> -To sing, play and follow instructions to perform as a group. -To describe music using simple musical vocabulary. -To explore multiple ways of making the same sound. -To represent the same sound in different ways. -To describe how they have adapted a sound using musical vocabulary -To contribute musically to a final performance. -To create a piece that clearly represents a particular environment. -To extend a piece of music so that it represents 3 distinct environment. 	<p>Animals (West African call and response song)</p> <ul style="list-style-type: none"> -Use tempo, dynamics and timbre in their piece. -Play in time with their group. -Use instruments appropriately. -Successfully sing back the melody line in time and at the correct pitch. -Play either a call and/or response role in time with another pupil. -Perform their composition.

<ul style="list-style-type: none"> -Select instruments with different timbres. -Compose and perform a piece using different dynamic levels. 		
Year 3		
Autumn	Spring	Summer
<p>Creating compositions in response to an animation</p> <ul style="list-style-type: none"> -Verbalise how the music makes them feel. -Create actions or movements appropriate to each section of a piece of music. -Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. -Play melodies and rhythms which represent the section of animation they are accompanying. 	<p>Ballads</p> <ul style="list-style-type: none"> -Identify the key features of a ballad. -Perform a ballad using actions. -Sing in time and in tune with a song and incorporate actions. -Retell a summary of an animation's story. -Write a verse with rhyming words which tell part of a story. -Perform their lyrics fluently and with actions. 	<p>Jazz</p> <ul style="list-style-type: none"> -Explain what ragtime music is. -Play on the 'off beat' and sing a syncopated rhythm. -Play a call and then improvise a response. -Improvise or compose a scat singing performance with sounds and words. -Compose and play a jazz motif fluently, using swung quavers. -Play a swung rhythm using a tuned percussion instrument.
Year 4		
Autumn	Spring	Summer
<p>Samba and carnival sounds and instruments</p> <ul style="list-style-type: none"> -Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. -Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm. -Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). -Play their break in time with the rest of their group and play in the correct place in the piece. 	<p>Haiku, music and performance (Hanami)</p> <ul style="list-style-type: none"> -Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. -Recognise, name and describe the effect of the interrelated dimensions of music. -Select instruments and sounds which match their vocabulary. -Work as a group to create a piece of music. -Perform a piece of music as part of a group. 	<p>Rock and Roll</p> <ul style="list-style-type: none"> -Perform the hand jive hand actions in sequence and in time with the music. -Sing in tune and perform their actions in time. -Play the notes of the walking bass in the correct sequence. -Independently play their part with some awareness of the other performers.

<p>-Play in time and with confidence; accurately playing their break.</p>		
<h2>Year 5</h2>		
<h3>Autumn</h3>	<h3>Spring</h3>	<h3>Summer</h3>
<p>South and West Africa</p> <ul style="list-style-type: none"> -Sing using the correct pronunciation and with increasing confidence. -Play a chord with two notes, remaining in time. -Maintain their part in a performance with accuracy. -Play the more complicated rhythms in time and with rests. -Create an eight-beat break and play this in the correct place. 	<p>Musical Theatre</p> <ul style="list-style-type: none"> -Explain what musical theatre is and be able to recall at least three features of this kind of music. -Categorise songs as action songs or character songs. -Select appropriate existing music for their scene to tell the story of a journey. -Perform in time with their groups, ensure smooth transitions between spoken dialogue, singing and dancing. 	<p>Looping and remixing</p> <ul style="list-style-type: none"> -Perform a looped body percussion rhythm; keeping in time with their group. -Use loops to create a whole piece of music, ensuring that the different aspects of music work together. -Play the first section of 'Somewhere Over the Rainbow' with accuracy. -Choose a suitable fragment of music and be able to play it along to the backbeat. -Perform a piece with some structure and two different loops.
<h2>Year 6</h2>		
<h3>Autumn</h3>	<h3>Spring</h3>	<h3>Summer</h3>
<p>Advanced Rhythms</p> <ul style="list-style-type: none"> -Repeat rhythms accurately. -Successfully participate in rhythm games. -Feel the pulse while participating in activities, e.g. singing or chanting. -Notate rhythms accurately. -Clap the rhythm at the same time as chanting the words. -Choose rhythmic elements that add up to 8 counts. -Perform compositions demonstrating a good sense of pulse. 	<p>Film Music</p> <ul style="list-style-type: none"> -Identify how different styles of music contribute to the feel of a film. -Participate in discussions, sharing their views and justifying their answers. -Use the terms 'major' and 'minor'. -Identify different instruments to describe how music evokes different emotions. -Identify pitch, tempo and dynamics, and use these to explain and justify their answers. -Give reasonable and thought-out suggestions for 	<p>Composing and performing a leaver's song</p> <ul style="list-style-type: none"> -Identify and evaluate the musical features of a song. -Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. -Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. -Fit an existing melody over a four-chord backing track.

<p>-Perform their compositions securely with their partners.</p>	<p>what different graphic scores represent. -Use their body, voice and instruments to create sounds to represent a given theme. -Create a musical score to represent a composition. -Interpret their graphic score and performing their composition appropriately with their group. -Create sounds that relate to the scene of a film.</p>	<p>-Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. -Record melodies using letter notation. Perform the leavers' song with confidence.</p>
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