



Music Long Term Planning

'Achieve Excellence'

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery Cycle 1 | <p>Happy and you know it- movement and repetition</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Enjoys joining in with moving, dancing and | <p>Christmas- Rudolph the Rednosd Reindeer (Performance)</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | <p>Humpty Dumpty</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms | <p>Related to Nursery Rhyme book focus</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms | <p>Minibeast Song https://www.youtube.com/watch?v=LoleelEPGJI</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home | <p>Over the deep blue sea</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally |

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| | <ul style="list-style-type: none"> ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally | | | | | |
| Nursery Cycle 2 | <p>Happy and you know it- movement and repetition</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple | <p>Bonfire Night (Call and Response)</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Joins in singing songs Enjoys joining in with moving, dancing and ring games Develops an understanding of how to create and use sounds intentionally | <p>Wheel on Bus</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home | <p>Superhero Song-Tune of Muffin Man</p> <p>Youtube link- https://www.youtube.com/watch?v=W6oKxrgsAek</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home | <p>The Animals went Marching Two by Two or The Ants Go Marching</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally | <p>Nursery Rhymes- Hey Diddle Diddle</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally |

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| | repeated rhythms • Develops an understanding of how to create and use sounds intentionally | | | | | |
| Reception | <p>Hokey Cokey-Movement</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | <p>The Music Man (Big Band)</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | <p>Row Row Your Boat- Changing Words- Composing on verse</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | <p>Brahms Lullaby-listening</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | <p>We are going on a bear hunt</p> <p>Old Mac Donald</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | <p>Growing Song-Barney Song</p> <p>https://www.youtube.com/watch?v=GUJHkujF1cA</p> <p><u>Expressive arts and design: Creating with materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to |
| Year 1 | <p>Pulse and Rhythm</p> <p>Building on from Reception with the children moving to music Clap rhythms/songs Identify beat of a tune Create short rhythmic phrases Understand difference in pulse and rhythm</p> | <p>Pitch and Tempo</p> <p>Building on from the pulse and the beat <u>Recognise changes in timbre, dynamics and pitch.</u> Make and control long and short sounds using voice Imitate changes and pitch /call and response Play simple patterns on tuned instruments</p> | <p>On this Island: British Songs and sounds</p> <p>Building on from Autumn terms work in pulse/rhythm, pitch/tempo Listen to and comment on descriptive features of music Sing short songs from memory with simple dynamics Respond expressively to music with body</p> | <p>Vocal and Body Sound</p> <p>Build on from pulse and rhythm and clapping to creating rhythmic phrases with body parts Create a mixture of sounds, long/short, loud, quiet, high/low. Create short rhythmic phrases with body. Use symbols to represent composition</p> | <p>Chanting (Sea Shanty)</p> <p>Build on from using body parts and vocals to create an effect to instruments Listen to and comment on descriptive features of music. Select appropriate instruments to create and intended effect, using dynamics and tempo to add interest.</p> | <p>Timbre and Rhythmic Patterns</p> <p>Build on from vocal and body sounds and chanting to learn a chant from memory. <u>Recognise changes in timbre, dynamics and pitch.</u> Identify the beat, create a chant. Perform a chant from memory with expression</p> |

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| | | including high/low -pitch, slow/fast- tempo, creating a sequence of notes. | Follow instructions on how and when to sing. Take part in singing following a melody. | and use to help a performance. Sequence sounds to create an overall effect. (body) | Choose sounds to create an effect. | Choose sounds to create an effect (instrumental) |
| Year 2 | Body Composition- I hear Thunder | Performance Quality (Link to Christmas Show) | Motifs, Dynamics, Tempo, Timbre- Fodens Band | London's Burning (Round) | African Drums | Orchestral Instruments- Holst- Planet Suite |
| | Building on from year 1 where children used their body and vocals. Use symbols to represent a composition and use it to help with performance Create short and rhythmic phrases Sequence sounds to create an effect, choose sounds to create an effect. Clap rhythms | Build on from year 1 with using instruments. Perform a story using vocal and instrumental sound effects. Take part in singing accurately following the melody Follow instructions on how and when to sing or play and instrument Recognise and apply changes in timbre, dynamics and pitch, | Build on from Autumn 2 using instruments to create a melody Perform a melodic motif musically. Create a motif Form a set of 5 notes Create a short musical pattern (long/short sounds) Listen for and recognise instrumentation Make and control long /short sounds using voices and instruments | Build on from previous term - using letter notation Sing and play tuned and untuned instruments at the same time Play a melody from letter notation Repeat a melody by ear Choose appropriate dynamics, timbre for a piece of music | Build on from using letter notation to then creating a short sequence using notation Recognise and play short rhythms from simple notation Suggest improvements to work Relate music to feelings Create a short sequence using notation. | Build on from letter notation to then creating a sequence of long and short sounds. Choose sounds to create an effect Identify instruments and describe features Create a sequence of long and short sounds. Create a mixture of different sounds long, short, loud, quiet, high and low. Use music to express and represent feelings |
| Year 3/4 Cycle 1 | Rhythm and Non-tuned instruments | Pentatonic Melodies and Compositions | Developing singing Techniques and Singing in Time | Ballads | Creating Compositions- Romans Stimulus | Adapting and Transposing Motifs |
| | Building on from year 2 using African drums and using symbols for sounds Create repeated patterns with a range of instruments Devise non standard symbols to know when to play and rest Perform with control and awareness of others Maintain a simple part with a group | Developing from Autumn 1 from non-standard notations to notes. Recognise the notes EGBDF and FACE on a musical stave. Play notes on an instrument with care Compose and perform melodic songs Create acco | Building on from Autumn 2 and performance qualities year 2 Autumn 2 Sing from memory with accurate pitch Sing in tune Pronounce words within a song clearly Show control of voice | Building on from Spring 1 - singing from memory with accurate pitch and control of voice Perform a ballad as a class Recognise the features of a ballad Write lyrics for a ballad | Building on from Autumn 2 Compose and perform melodic songs choose, order, combine and control sound to create an effect. Learn symbols to notate music | Building on from Spring 2 year 2. Put symbols and notes together Use digital technologies to compose a piece of music Play notes on an instrument so they are clear |
| Year 3/4 Cycle 2 | Body Percussion | Tuned Percussion | Carnival | South and West | Haiku, Music and | Rock and Roll |

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| | | Performance focus - Carol of the bells | Instruments- Calypso | African Music | Performance | |
| | Building on from African drums in year 2 and rhythm of non tuned instruments ¼ cycle 1 Compose using a drone, rag and tal. Perform a traditional song with voices and instruments using staff notation reate accompaniments for tunes Use drones s accompaniments | Building on from summer 2 year 2 and summer 2 ¾ cycle 1 Perform a soundscape accurately, fluently and expressively Perform a traditional song with voices and instruments from staff notation Recognise the symbols for a minim, crochet and semi breve and say how many beats they represent | Building on from African drums year 2, motifs y2 and motifs year ¾ cycle 1 Learn about the origins of Calypso Recognise the stylistic features of music Evaluate music using musical vocabulary and identify of likes and dislikes Understand layers of sound and discuss their effect on mood and feeling | Building on from African drums year 2 Consider how music is developed in other parts of the world Compare and identify different genres and styles of music Appreciate music and unpick its narrative. Understand layers of sound and discuss their effect on mood and feeling | Building on from Performance focus Autumn 2 Explore timbre, using voices expressively Create and perform a group composition Play a group composition accurately in time with their group Use sound to create abstract effects | Building on from y3/4 cycle 1 Sing songs with accuracy and control with developing vocal technique Recognise and explain the changes within a piece of music using musical vocabulary Recognise the features of Rock and Roll, understanding how the genre evolved over time. |
| Year 5/6 Cycle 1 | Musical Theatre- Developing Harmonies - Votes for women etc | Compositions to Represent a Cause | Changes in Pitch and Dynamics (James Bond) | Looping and Remixing | Classical Music | Transpositions |
| | Building on from y3/4 cycle 1 - Carol of the bells Sing songs in tune and with awareness of other parts. Identify phrases through breathing in appropriate places. | Building on from year ¾ cycle 1 - roman stimulus Create dances that reflect musical features. Identify different moods and textures. Compose and perform melodic songs choose, order, combine and control sound to create an effect. Learn symbols to notate music | Building on from Autumn 1 Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. | Building on from y3/4 cycle 2 summer term Use ICT to change and manipulate sounds Subdivide the pulse while keeping a steady beat | Building on from Spring 1 Listen to longer pieces of music and identify features. Create different effects using combinations of pitched sounds. | Building on from summer 1 Create different effects using combinations of pitched sounds. Explore, select, combine and exploit a range of different sounds to compose a soundscape. |
| Year 5/6 Cycle 2 | Songs of Wartime | Changes in Pitch and Dynamics | Film Music | Advance Rhythms- Rap/RnB | Blues | Composition and Notation |
| | Building on from ¾ cycle 1 - Carol of the bells and ¾ cycle 1 developing harmonies. | Building on from autumn 1 Write lyrics to a known song | Building on from ¾ cycle 1 Improvise rhythm patterns. | Building on from y3/4 cycle 2 Spring 2 | Building on from y5/6 cycle 1 summer 1 Compose music individually or in pairs | Building on from Autumn 1 and year ¾ cycle 2 summer 1 |

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| | <p>Sing with expression and rehearse with others. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Sing a round in two parts and identify melodic phrases and how they fit together.</p> | <p>Compose a short song to own lyrics based on everyday phrases.</p> | <p>Perform an independent part keeping a steady beat.</p> | <p>Identify different speeds of pulse(tempo) by clapping and moving Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> | <p>using a range of stimuli and developing their musical ideas into a completed composition. Identify different starting points for composing music,</p> | <p>Perform using notation as a support. Sing songs with notation as support.</p> |
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