

Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	I've Got a Grumpy Face (3 lessons) • 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.	Preparing for Carol Concert We Wish You a Merry Christmas Must Be Santa Stable Under a Star Oh We Have to Go • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. • Enjoy moving freely and expressively to music.	Shake my sillies out (3 lessons) • 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 Bird Spotting (Cuckoo Polka) (3 lessons) • 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.	Up and Down (3 lessons) • 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. Five Fine Bumblebees (3 lessons) • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • 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.	It's oh so quiet (3 lessons) • 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. Slap clap clap (3 lessons) • 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.	Down There Under the Sea (3 lessons) • 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. Bow, bow, bow Belinda (3 lessons) • 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.

Year 1	Menu Song (6 lessons) • 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.	Colonel Hathi's march (3 lessons) • Compose music to march to using percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary. Magical musical aquarium (3 lessons) • Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively representing the character of their composition. • Listen to Aquarium, reflecting the character of the music through movement.	Football (6 lessons) • Compose word patterns in groups. • Improvise four-note call-and-response vocal phrases using 'so' and mire-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).	'Dawn' from Sea interludes (3 lessons) • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture. Musical conversations (3 lessons) • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform simple graphic scores. • Recognise how graphic symbols can represent sound.	Cat and mouse (3 lessons) • 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 (3 lessons) • 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.	Come dance with me (continued - 3 lessons) • 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. The King is in the Castle (3 lessons) 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.
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Year 2	Tony Chestnut (6 lessons) • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.	Carnival of the Animals (3 lessons) • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement.	Grandma rap (6 lessons) • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Orawa (3 lessons) • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Trains (3 lessons) • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.	Swing-along with Shostakovich – (3 lessons) • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. Charlie Chaplin (3 lessons) • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.	Tanczymy labada (6 lessons) • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
		Composing music inspired by birdsong (3 lessons) • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.				

Year 3	I've been to Harlem (6 lessons) • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.	Nao chariya de/ Mingulay boat song (3 lessons) • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. • Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place. Sound symmetry/ Preparing for Carol Concert (3 lessons) • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry.	Recorder Stage 1 (Notes B A G) Learning to play an instrument (6 lessons) • Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. • Play notes B A G clearly. • Start and stop playing at the same time. • Perform the chant, keeping a steady beat. • Improvise on one or more notes using word rhythms. • Create owl sounds using the head joint of the recorder. • Play as part of an ensemble, in smaller and larger groups, including singing and playing.	Latin dance - Classroom percussion (6 lessons) • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Just three notes (3 lessons) • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. Samba with Sérgio (3 lessons) • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).	Fly with the stars - Classroom percussion (6 lessons) • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
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Year 4	This little light of mine (6 lessons) • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style.	The Pink Panther theme (3 lessons) • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). Composing with colour/Preparing for Carol Concert (3 lessons) • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	The doot doot song (Classroom percussion) (6 lessons) • ‘Doodle’ with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.	Recorder Stage 2 Learning to play a Musical Instrument (Revise B A G and introduce high C, high D and low E) (6 lessons) • Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. • Learn how to play the notes B A G C D and low E on the recorder. • Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds. • Play as part of an ensemble, in smaller and larger groups, including singing and playing.	Global pentatonics (3 lessons) • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. The horse in motion (3 lessons) • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context	Favourite song (Classroom percussion) (6 lessons) • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.
Year 5	What shall we do with the drunken sailor? (6 lessons) • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Why we sing (3 lessons) • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices	Madina tun nabi (6 lessons) • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins.	Building a groove (3 lessons) • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.	Balinese gamelan (3 lessons) • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance.	Kisne banaaya (6 lessons) • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement.

	• Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). Introduction to songwriting/ Preparing for Carol Concert (3 lessons) • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process.	• Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.	• Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Época (3 lessons) • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango.	• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. Composing in ternary form (3 lessons) • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form.	• Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.
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Year 6	Hey, Mr Miller (6 lessons) • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Shadows (3 lessons) • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music.	Dona nobis pacem (6 lessons) • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	You to me are everything (3 lessons) • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Twinkle variations (3 lessons) • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star.	Race! (3 lessons) • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. Exploring identity through song (3 lessons) • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.	Ame sau vala tara bal (6 lessons) • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.
		Composing for protest! / Preparing for Carol Concert (3 lessons) • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.				