



St. George's Catholic Primary School

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Music Long Term Planning						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Charanga Hey You Themes: How pulse, rhythm and pitch work together. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	Charanga Rhythm In The Way We Walk and The Banana Rap Themes: Pulse, rhythm and pitch, rapping, dancing and singing. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from	Charanga In The Groove Theme: How to be in the groove with different styles of music. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove. Most children should know that music has	Charanga Round and Round Themes: Pulse, rhythm and pitch in different styles of music. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise,	Charanga Your Imagination Themes: Using your imagination. Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination. Most children should	Charanga Reflect, Rewind & Replay The history of music, look back and consolidate learning, learn some of the language of music.



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		words, our names, favourite food, colours and animals.	a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	compose, perform, audience. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.	
Year 2	Charanga Hands, Feet, Heart South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Charanga Ho, Ho, Ho Christmas, Big Band, Motown, Elvis, Freedom Songs. Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	Charanga I Wanna Play in A Band Teamwork, working together. The Beatles. Historical context of musical styles	Charanga Zootime Animals, poetry and the historical context of musical styles.	Charanga Friendship Song Friendship and being kind to one another.	Charanga Reflect, Rewind and Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through in their correct time and space. Consolidate the foundations of the language of music.
Year 3	Musical Minds Contrasts Basic history of percussion. • Learn the first three note values and read then on a staff (Semibreves, minims and crotchets.)		Musical Minds Pulse 1 • Learn the concept of pulse in music. • Find the difference between pulse and rhythms by listening to We Will Rock You. • Learn the importance of 'Beat 1' in music.		Musical Minds Boomwhackers 1 • Revise how to quickly recognise and clap rhythms using animals (fleas/spiders). • Tuned Percussion and Boomwhacker introduction. •	



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	• Learn our first musical 'contrast' – Loud & Quiet and the correct musical terminology. (Piano & Forte). • Listen to a piece of music and identify the talking points of the lesson. • Listening: Listen to Bolero focussing on percussion and the piano & forte contrast. • Reading: Learn how to recognise and clap quavers and their relation to the first three note values. o Introduce rests – the importance of silence in music – reacting to silence and staying quiet. Learn the crotchet rest symbol on the stave. • Contrasts: Introduce High/Low. o Hearing the differences on the xylophone. o Relate high and low to the animal kingdom – Birds and Elephants. • Moving like the animals in reaction. • Listening: Listen to Jaws theme focussing on percussion and the four contrasts. • Reading: Learn how to recognise and clap semiquavers and their relation to other note values. o Introduce flea, spider and caterpillar as insect notes – Clap some mixed rhythms. • Contrasts: Recap first contrasts and introduce a new one – Fast/Slow. o Learn the musical terms – Adagio/Allegro. • Horse/Tortoise game – Hearing the differences. • Listening: Listen to Flight of the Bumblebee focussing on six contrasts and the story being told by the music. • Reading: Reading combinations of notes	2 • Maintain a steady pulse around the whole class. • Individually perform a clapped rhythm around a circle, keeping a steady pulse. • Find the Beat 1 in famous songs. • Clap on the 2 and 4 of the pulse. The backbeat. 3 • Reading: o Build bars of music using the four beats of the pulse. o Mixing crotchets, quavers, and rests. • Use pulse to keep rhythms going – Try and stay in time with instruments and famous songs. • Pulse in Three/Four – Learning a new time signature and how this affects the way count pulse. 4 • Magic Card Game – Show an understanding of different note values. • Ostinatos – Reading and understanding different rhythmic phrases. • Play ostinatos over famous songs keeping steady pulses. 5 • Transcribing: o Practice writing rhythms from ear. o See who can most accurately hear and transcribe music patterns. • Reading and layering different rhythms, playing them on different percussion instruments. 6 • Pulse & Harmony: o Discuss how songs' harmony usually hangs and develops along with pulse. o Play along with songs with tuned percussion in groups, keeping the pulse and hearing how the harmony changes. o Try with both 4 and 3 beat pulses.	Play and sing the C Major Scale. Reading music: Read and perform a mystery song. 2 • Learn about Minor and pentatonic Scales. • Read more Boomwhacker music with mixed rhythms (quavers and crotchets). • Compose a pentatonic piece of music in groups using a Theme and Variation model. 3 • History of the Blues. • Playing with Swing. • Use the C Major scale and chord numbers to learn a 12-bar blues structure. • Perform this on the boomwhackers along with music. 4 • Learn how blues music has affected the development of pop music. • Learn how simple pop songs are constructed. • Read a 'Lead-sheet' to play along with the chords of a pop song. 5 • Recap the 12-bar blues structure from week 3. • Listen to and discuss the importance of solos and improvisation in blues music. • Improvise small solos with the boomwhackers. • Perform a full 12-bar blues piece with solos and 'stabs' with the whole class working together.
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	• Contrasts: Recap first 6 contrasts and • Listening: Listen to Mars – Bringer of War. Focus on all 8 contrasts and how the music creates a sense of place. • Reading: Reading, writing and performing combinations of notes. • Contrasts: Story telling with contrasts. Putting music to stories and performing in front of the class.		
Year 4	Musical Minds Chimes 101 1 • Introduction to the instruments: o Tuned percussion based on the glockenspiel. • Perform the C Major Scale as a class. • Read along with music written on a traditional stave, paying close attention to the colours and positions of the notes. • Learn about Clair de La Lune. • Perform the song as a class. 2 • Break down the song from last week: o Spot patterns in the written music. o Always clap the rhythms first. o Break down the song into sections to learn it. • Learn about Beethoven's Ode to Joy: o Watch a performance and discuss the orchestra/choir. o Play close attention to the dynamics as this is what creates the excitement in the performance. o Play along with the song by spotting patterns, clapping and then breaking the song down. • Play along as a class with the backing track. 3 • Perform last week's songs. • Combining crotchets and quavers: o Perform several combinations of crotchets and quavers along with the backing track. o Solos to figure each	Musical Minds Recorder • Listening: Introduction to the Recorder: Brief history of the instrument. o Listening to the instrument in its original context. o Watch a short performance of a classical recorder piece. • Technique: o Locate the key parts of the recorder – Mouthpiece, finger holes. o Talk about the importance of control of breath when playing wind instruments. o Learn first note – • Performance: o Learn, sing and play Buzzy B. 2 • Listening: o Learning about the Woodwind family. o Watch performance of a Clarinet and guitar. o Discuss the differences and similarities between the clarinet and recorder. • Technique: o Learn second note – A. o Move between the two notes. • Performance: o Learn, sing and play Siren Song. 3	Musical Minds Percussion 1. • History of percussion leading from Body percussion to the present day. • Learn first body percussion rhythms just by listening and copying. • Introduce symbols (alternative notation) for different body parts. • Write our own ostinatos. 2 • Writing and playing crotchet and quaver rhythms. • Introduction of quaver patterns to body percussion rhythms. • Learn symbols for quavers. • More difficult compositions! 3 • Learn about the drum kit and rock drumbeats. • Use our knowledge of body & bucket percussion to create a whole class drum kit. • Learn crotchet drumbeats as a whole class. • Use the accompaniment of the guitar to create a whole class ensemble. 4 • Add quavers to the drumbeat.



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combination out first. • Hot Cross Buns: o Break down the song using our techniques. o Perform with backing tracks. 4 • Perform all the songs and rhythms. • Play call & response games with the children performing solos. • Three-Four time signature: o Playing with a three beat pulse. o Explore how combining rhythms feels different with a three beat pulse. • Oranges and Lemons: o Learn this three beat pulse tune with our reading music technique. o Perform as a class with the backing track. 5 • Triplets: o Add triplets into our rhythm combinations. o Perform triplet patterns along with the backing tracks. • Row Row - Learn and perform this song using triplets along with the backing. 6 • Adding Semiquavers: o Play the three variations of semiquaver & quaver patterns. o Cat-ter-pil-lar, but-ter-fly and grass-hop-per. • Play combinations of these rhythms on the different notes of the chimes. • A Sailor Went to Sea: Learn and perform this song that uses semiquavers and play along with the backing. • Play all the songs from this term and see how much the class has improved at reading music.	• Listening: o Learning about the Woodwind family. o Watch performance of a Flute and an orchestra. o Discuss the differences and similarities between the flute and other woodwind instruments. o Discuss how an orchestra has to perform in order to make a solo instrument heard effectively. • Technique: o Learn third note: G. o Move between the three notes. • Performance: o Learn, sing and play The Recorder Song. 4 • Listening: o Learning about the Brass family. o Watch performance of a Brass ensemble. o Discuss the differences and similarities between the woodwind and brass families and why they are all related as wind instruments. • Technique: o Learn how to read our three notes on the Stave. o Write examples of 4 beat bars with all 3 notes and crotchet rests. • Performance: o Sing and play all three songs so far. 5 • Listening: o Learning about the Bagpipes. o Watch performance of the Edinburgh Tattoo. o How do the bagpipes differ from the other woodwind instruments we've looked at. • Technique: o Put last weeks' rhythms together to create a performance. o Learn how to perform a drone. o Learn the C & D notes. • Performance: o Perform the G major scale with a drone.	• Play along with several songs paying close attention to the pulse. • Learn about the Reggae one drop rhythm and try this as a class. 5•Learn and perform triplets. Three equally spaced notes. •Playing a complex drumbeat – A drumbeat with a pulse of 3. •Play along with We are the Champions.
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Year 5	Musical Minds Chimes 201	Musical Minds Ukulele 201	Musical Minds Singing
	1 • Introduction to the instruments: o Tuned percussion based on the glockenspiel. • Perform the C Major Scale as a class. • Read along with music written on a traditional stave, paying close attention to the colours and positions of the notes. • Learn about Clair de La Lune. • Perform the song as a class. 2 • Break down the song from last week: o Spot patterns in the written music. o Always clap the rhythms first. o Break down the song into sections to learn it. • Learn about Beethoven's Ode to Joy: o Watch a performance and discuss the orchestra/choir. o Play close attention to the dynamics as this is what creates the excitement in the performance. o Play along with the song by spotting patterns, clapping and then breaking the song down. • Play along as a class with the backing track. 3 • Perform last week's songs. • Combining crotchets and quavers: o Perform several combinations of crotchets and quavers along with the backing track. o Solos to figure each combination out first. • Hot Cross Buns: o Break down the song using our techniques. o Perform with backing tracks. 4 • Perform all the songs and rhythms.	1. Listening: o Listen to and learn about the banjo. o How does it compare to the guitar? • Technique: o Recap all the chords from Ukulele 101. o C, F, G and Am. o Play these chords along with the famous songs. • Performance: o Songs from Ukulele 101. 2 • Listening: Learn about the strings family: o Balalaika. o Instruments sometimes sound very particular to a place. Name some more! o Note how it differs from the mandolin. • Technique: o New chord – D Major. o Practice moving between D and C Major. • Performance: o Play along with Carly Rae Jepsen – Call Me Maybe. 3 • Listening: Learn about the strings family: o Listen to and learn about the sitar. o Another national instrument. o Talk about the sitar's link to the Beatles and why it had a moment in UK pop music. • Technique: o Learn about time signature changes. (Half bar) o Switch between D Major and G major. • Performance: o Play along with American Authors – Best Day of My Life. 4 • Listening: Learn about the strings family: o Listen to and learn about the Erhu. (Chinese fiddle)	Listening: o Watch and listen to two singers with contrasting voices (bass and soprano). o Discuss the difference in pitch and why the singers differ. o Learn the four traditional voice types – Bass, Tenor, Alto and Soprano. • Warmups: o Learn the importance of warming up when singing. o What muscles are used when singing. o The importance of breath control. • Major Scale: o Sing the C Major scale. o Concentrate on moving between the 1 and 3 of C Major. o Singing a Major Third. • Listening: o Watch a vocal duet. o Try to guess which voice types they have. o Their melodies are sometimes the same and sometimes different – We call this a Counterpoint. o Briefly discuss the genre – Musicals use singing to tell stories. What story are they telling with this song? • Warmups: o Move through different syllables to warm up the mouth and tongue. o Learn 'Oh When the Saints' as a warm-up song. • Major Scale: o Sing the C Major scale. o Concentrate on moving between the 1 and 5 of C Major. • Singing a Perfect Fifth. • Listening: o Watch a choir performance.



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	• Play call & response games with the children performing solos. • Three-Four time signature: - o Playing with a three beat pulse. - o Explore how combining rhythms feels different with a three beat pulse. • Oranges and Lemons: - o Learn this three beat pulse tune with our reading music technique. - o Perform as a class with the backing track. 5•Triplets: - o Add triplets into our rhythm combinations. - o Perform triplet patterns along with the backing tracks. •Row Row - Learn and perform this song using triplets along with the backing. 6• Adding Semiquavers: - o Play the three variations of semiquaver & quaver patterns. - o Cat-ter-pil-lar, but-ter-fly and grass-hop-per. • Play combinations of these rhythms on the different notes of the chimes. • A Sailor Went to Sea: Learn and perform this song that uses semiquavers and play along with the backing. • Play all the songs from this term and see how much the class has improved at reading music.	- o What instruments have we looked at which are like this? How do they differ? • Technique: o Learn the new chord – Bb - o What is a flat? Does it make a difference when we're playing the ukulele? • Performance: o Play along with Carly Rae – I Really Like You 5•Listening: Learn about the strings family: - o Listen to and learn about the Mandolin. - o Irish instrument used for folk dances. - o Why is it good for dance music? •Technique: o Dotted rhythms. - o Practice clapping and then strumming across a 4/4 pulse. •Performance: o Play along with Budapest – George Ezra.	- o Close harmony singing – What is Harmony and how are they using it? - o Can the class spot any counterpoint? • Warmups: o Learn Swing Low as a new warm-up song. • Major Scale:o Using the 3rds and 5ths from the last two weeks, practice singing in harmony with half the class singing two different sections. • Listening: o Watch a piece of opera singing. - o Discuss the technique of coloratura. - o How is she able to control her voice in that manner? • Warmups: o Add 'I wanna Sing as a new warm-up song. - o Try singing the first two songs together as a counterpoint exercise. - o Do the two songs fit together? • Major Scale: o Sing the C Major scale. - o Concentrate on the last 3 steps of the scale (la, ti and do). • Singing with different note lengths. • Listening: o Watch and listen a Sea Shanty. - o Learn about Acapella singing. - o Why is this piece sung like this? - o Discuss use of Call & Response. • Warmups: o Try all three warm-up songs together. • Major Scale: o Sing the full performance with dynamics and acapella harmony section. • Sing a school Sea Shanty
Year 6	Musical Minds Samba	Musical Minds Keys	Musical Minds Band



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	1 • Learn the names of each part of the samba ensemble and learn how to play each one. • Talk about the history of samba music and where its heard and played. • Learn and perform an ostinato pattern on the instruments using insect names as the rhythms. • Perform a paradinha (the fast 5) and watch and listen for instructions from the maestro/band leader. 2 • Watch a batucada performance and analyse what we like/dislike – What could we incorporate into our own performances? • Add an intro to the performance using dynamic changes in volume. • Add the rumble paradinha which demonstrates greater control of our dynamic range on the instruments. • Add a call & response section where pupils must respond to improvised rhythms – Students can try to improvise their own patterns too! 3 • Watch a taiko drumming performance – Discuss any effective techniques used during the performance. Small history of taiko drumming in Japan. • Composition: Compose rhythms for each instrument type in groups using cards – Students can differentiate between semiquaver and quaver combinations. • Perform these rhythms and have other students guess the patterns – This takes excellent awareness of different rhythmic patterns. 4 • Watch a Gamelan orchestral performance. Learn about the history of these instruments and the cultural significance of the art-form. • Learn how to split our rhythms up across different instruments to add dynamic and rhythmic	• Listening: o Watch two performances on Piano and Keyboard. o Talk about the history of the development of the keyboard. • Reading o Learn how the keyboard's keys are laid out. o Introduce the stave and learn some simple exercise with both hands. • Chords / Play A long o Try and play thirds on the keyboard. These are simple chords. o Play along with the verse and chorus to Wham – Wake Me Up. • Listening: o Listen to Aretha Franklin's Respect. o What role is the piano playing? • Reading o Learn the C Major finger pattern and play it together. • Improvisation o Play the C Major Scale. o Try and improvise using the notes of the scale with whatever rhythm the children want. • Chords / Play A long o Learn more chords o Play along with the bridge of Wake Me Up. o Learn the verse and chorus of Respect playing close attention to the staccato markings. • Listening: o Listen to Bill Withers – Lean on Me. o Talk about and watch short clip about the Rhodes electric piano. o In between a piano and a keyboard, what can the player do on this instrument that they couldn't on a piano? • Reading o Practice the scale finger pattern forwards and backwards and try the A Minor Scale as well. • Improvisation o Play the two improvisations of C Major and A minor but	1 • Watch video of the Roots performing on Jimmy Fallon with Adele. • We can use our classroom instruments in the same way to play along with songs. • Introduction to a full class score: O Combining ukulele, boomwhackers and chime bars. O The class will learn how to read one part at the same time as the others. • Learn each part to Can't Stop the Feeling separately and then combine. 2 • Learn and perform the class score for Believer by Imagine Dragons. 3 • Learn and perform the class score for Can't Feel My Face by The Weeknd. 4 • Learn and perform the class score for High Hopes by Panic at the Disco. 5 • Learn and perform the class score for End of the World by Miley Cyrus.
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	interest. • This requires the students to be able to keep a steady pulse and play different at the same time as others – aware of the total sound of the performance. • Perform this with several paradinhas showing awareness of the maestro and hand signals/whistle. 5 • Watch a thayambaka performance. Discuss the cultural significance of this type of percussion ensemble. • Build a brand new ostinato with several intersecting rhythms – The children should try and compose the patterns with awareness of the piece as a whole. • Work on the ostinato constructively to try and create a simple but effective syncopated pattern across all four instruments. • Perform this with the intro and other paradinhas. 6 • Watch a Western Percussion Ensemble performance. • Talk about the variety of percussion instruments – Are they similar to the instruments seen in other cultures? • Introduce the triplet insect card and use this to try new ostinatos. • Combine everything into a final performance.	concentrate on the rhythms and finish improves on the 'keynote'. • Chords / Play A long o Try the full version of 'Respect' with the breakdown. o Learn the chord sequence for the verse of 'Lean on Me. o Moving up and down with thirds. • Listening: o Listen to Hound Dog by Big mama Thornton and Elvis. o Talk about the difference in the versions. o Elvis brings the song to a new genre – Rock 'n' Roll, but it still uses the 12 Bar Blues structure. • Reading o Learn about the black keys – How do they relate to the white keys we've learned already. • Improvisation o Play the F Sharp Pentatonic scale. o Try improvising with this – Is it easier or harder than the major and minor scales? • Chords / Play A long o Learn about triads. o Play the three main triads in the key of C Major. • Play along with all of 'Lean on Me'. 5 • Reading o Play the C 'Blues' scale adding in the Blue notes. o What effect does this have to the scale? • Chords / Play A long o Practice playing the triads as 'broken' chords. o Try playing the 12 bar blues sequence with these chords. o Play along with Hound Dog. • Improvisation o Try the blues scale with some 12 Bar Blues backing. • Play all the songs from the module if time.	
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