



Music Long-Term Plan

St James Church of England Primary School

	Whole School Progressions:							
Strands of Musical Learning Across a Unit	Listening and Appraising		Musical Activities (Singing, Playing Instruments, Improvisation, Composition)			Performing		
Transferrable Concepts – Interrelated Dimensions	Pulse/Beat/Metre	Rhythm	Pitch: Melody	Tempo	Dynamics	Timbre	Texture	Structure (Form)
Coverage of Musical Genres and Styles	Hip-Hop	Reggae	Blues	Funk	Folk	Baroque	Bhangra	Big-Band
	Musicals	Pop	Classical	Motown	Rock	Soul	Rhythm and Blues	Disco
	Grime	Jazz	Gospel	Rhymes	African	Latin	Asian	
Through Collective Worship	See 'Collective Worship - Music Coverage' Documentation for our diverse repertoire of musical genres and styles aimed to develop aural awareness and to help pupils appreciate and understand different types of music.							

Key	Colour
Core Teaching Unit	
Significant Musical Figures	
Deepening Musical Skills and Understanding – Delivered by Specialist Music Teacher	

	Curriculum Coverage:				
	Unit 1		Unit 3	Unit 4	Unit 5
Nursery	Nursery Rhyme	Musical Instruments	Movement and Dance	Singing and Rhythm	Music and Imaginative Play
	2-Year-Olds: Children will explore familiar nursery rhymes, joining in with repeated words, sounds, and simple actions. They will begin to sing parts of familiar rhymes and develop confidence in listening and joining in. 3-4-Year-Olds: Children will confidently join in with familiar nursery rhymes, remembering repeated words and phrases. They will begin to recognise rhyming words, copy rhythms, and suggest words.	2-Year-Olds: Children will explore different musical instruments, experimenting with sounds and ways of playing them. They will begin to copy simple rhythms and use instruments alongside familiar songs. 3-4-Year-Olds: Children will explore a range of instruments, creating and copying simple rhythms. They will begin to notice changes in sound, volume, and tempo and use instruments confidently during musical activities.	2-Year-Olds: Children will explore movement through music, copying simple actions and gestures. They will begin to move in different ways and respond to changes in music. 3-4-Year-Olds: Children will use movement and dance to express ideas and emotions. They will follow simple rhythms, copy sequences of movements, and create their own movements in response to music.	2-Year-Olds: Children will join in with familiar songs and rhymes, beginning to sing parts independently. They will copy simple rhythms, sounds, and actions and enjoy making music during play. 3-4-Year-Olds: Children will confidently sing familiar songs and rhymes, keeping a simple rhythm. They will experiment with sounds, create simple rhythms, and begin to perform songs and rhymes for others.	2-Year-Olds: Children will use music, songs, and actions in their imaginative play. They will explore different ways to move, make sounds, and act out familiar songs and rhymes. 3-4-Year-Olds: Children will combine music, movement, and imaginative play to create their own ideas and performances. They will use instruments, songs, and actions to act out stories and express themselves creatively.
Reception	Rhymes and Action Songs Mel	Rhymes and Action Songs My Stories	Rhymes and Action Songs Everyone	Rhymes and Action Songs Our World	Big Bear Funk (Rhymes and Action Songs).
	Through structured teaching and enhanced provision, children will have the opportunity to develop their musical understanding through progression of the following throughout their time in Reception: - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasing matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Remember and sing entire songs (taught progressively across the year – see below: Traditional Rhyme Progression).				
	1,2,3,4,5 Once I Caught a Fish Alive Alice the Camel Baa Baa Black Sheep Cobbler Cobbler Dingle Dangle Scarecrow Five Little Ducks Five Little Speckled Frogs Five Little Monkeys Swinging in the Tree Ten in the Bed Five Currant Buns		Ten Green Bottles Miss Polly had a Dolly The Wheels on the Bus Old MacDonald had a Farm Three Blind Mice Hickory, Dickory, Dock Little Miss Muffett Hey Diddle Diddle Doctor Foster Pat a Cake		There was a Crooked Man Old King Cole Jack and Jill Humpty Dumpty Ring a Ring o' Roses The Farmer's in his Den The Grand Old Duke of York Do You Know the Muffin Man Here We Go Round the Mulberry Bush Pop Goes the Weasel
Year 1	Hey, You! (Hip Hop).	Rhythm In the Way we Walk and Banana Rap (Reggae, Hip Hop).	In the Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra).	Round and Round (Latin, Big Band, Jazz).	Your Imagination (Pop, Musicals).
	Alicia Keys		A.R. Rahman [Jai Ho].		Andrea Bocelli
Year 2	Hands, Feet, Heart (African).	Ho Ho Ho (Big Band, Motown).	I Wanna Play in a Band (Rock)	Zootime (Reggae)	Friendship Song (Pop, Soul, Musicals).
	Soweto Gospel Choir [The Lion Sleeps Tonight].		Queen		Bruno Mars
Year 3 Recorder	Glockenspiel Tuition 1	Let Your Spirit Fly! (R & B)	Glockenspiel Tuition 2	Three Little Birds (Reggae).	The Dragon Song (Asian Traditional Music)
	Marvin Gaye		Bob Marley		Sister Sledge
Year 4 Glockenspiel	Recorder Tuition 1	Mamma Mia (Pop)	Recorder Tuition 2	Lean on Me (Soul)	Blackbird (Western Pop)
	The Beatles		The Beatles		The Beatles

