

Music



Music Long term plan 2024-2025

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
N	Travel and movement		Let's be friends.		This is me		Animal tea party		I've got feelings		Let's jam!	
R	I've got a grumpy face	The sorcerer's apprentice	Witch, witch and	Row, row, row your boat.	Bird spotting: Cuckoo polka	Shake my sillies out	Up and down	Five fine bumble bees	Down there under the sea	It's oh so quiet	Slap clap clap	Bow, bow, bow Belinda
1	Menu song *		Colonel Hathi's march	Magical musical aquarium	Football*		'Dawn' from Sea interludes	Musical conversations	Dancing and drawing to Nautilus	Cat and mouse	Come dance with me*	
2	Tony Chestnut *		Carnival of the animals	Composing music inspired by birdsong	Grandma rap*		Orawa	Trains	Time* (Progression snapshot taken from lesson 3 of Tanczmy labada)			
3	I've been to Harlem *		Nao chariya de/Mingulay boat song	Sound symmetry	Latin dance (Classroom percussion)*		'March' from The nutcracker	From a railway carriage	Mangrove twilight * (progression snapshot taken from lesson 3 of fly with the stars)			
4	This little light of mine*		Theme' from The Pink Panther	Composing with colour	The doot doot song (Classroom percussion)*		Fanfare for the common man	Spain	Ripples* (Progression snapshot taken from lesson 3 of favourtie song)			
5	What shall we do with the drunken sailor?*		Why we sing	Introduction to songwriting	Madina tun nabi*		Building a groove	Época	Rosewood Gratitude * (Progression snapshot taken from lesson 3 of Kisne banaaya)			
6	Hey, Mr Miller. *		Shadows	Composing for protest	Aint gonna let nobody *(progressions snapshot taken from lesson 3 of Dona nobis pacem.		You to me are everything	Twinkle variations	Calypso soley leve* (progression snapshot taken from lesson 3 of Ame Sau vala tara bal)			

Sing and Play Autumn 1



Year 1:

- 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 mi-re-do.
- Sing a unison song rhythmically and in tune.
- Play percussion instruments expressively, representing the character of their composition.

Year 2:

- Play the melody on a tuned percussion instrument
- Sing with good diction

Year 3:

- Sing a call-and-response song in groups, holding long notes confidently.
- Play melodic and rhythmic accompaniments to a song.
- Sing by improvising simple melodies and rhythms.

Year 4:

- 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.

Year 5:

- 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.
- Develop and practise techniques for singing and performing in a Gospel style.

Year 6:

- Sing a syncopated melody accurately and in tune.
- Sing and play a class arrangement of the song with a good sense of ensemble

Improvise and Compose Autumn



Year 1:

- Participate in creating a dramatic group performance using kitchen-themed props.
- Compose music to march to using tuned and untuned percussion.
- Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols

Year 2:

- Improvise rhythms along to a backing track using the note C or G.
- Compose call-and-response music.
- Select instruments and compose music to reflect an animal's character.
- 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:

- Compose a pentatonic ostinato.
- Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.

Year 4:

- Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).
- Improvise and compose, creating atmospheric music for a scene with a give
- Create short sounds inspired by colours and shapes.
- Structure musical ideas into a composition.
- Create and read graphic scores.

Year 5:

- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.
- Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.
- Create fragments of songs that can be developed into fully fledged songs.

Year 6:

- Compose a syncopated melody using the notes of the C major scale.
- 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.

Listen and appraise Autumn

Year 1:

- Listen and move in time to the song.
- Respond to musical characteristics through music
- Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).
- Listen to 'Aquarium', reflecting the character of the music through movement.

Year 2:

- Recognise and play echoing phrases by ear.
- 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.

Year 3:

- Listen and identify where notes in the melody of the song go down and up.
- 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.
- Identify how the pitch and melody of a song has been developed using symmetry.

Listen and appraise Autumn

Year 4:

- Listen and move in time to songs in a Gospel style.
- 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).
- Understand that instruments can be used individually and in combination to create different effects of timbre and texture.

Year 5:

- Talk about the purpose of sea shanties and describe some of the features using music vocabulary.
- Recognise individual instruments and voices 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.)
- 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.

Year 6:

- Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
- 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.

Sing and play Spring

Year 1:

- Chant together rhythmically, marking rests accurately.
- Play a simple ostinato on untuned percussion.
- Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.
- Sing a simple singing game, adding actions to show a developing sense of beat.
- Create, interpret, and perform simple graphic scores.

Year 4:

- Sing swung rhythms lightly and accurately

Year 2:

- 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 rhySing and play, performing composed pieces for an audience.
- 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

Year 5:

- Sing a song in two parts with expression and an understanding of its origins.
- Sing a round and accompany themselves with a beat
- Play a drone and chords to accompany singing.

Year 3:

- 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.
- 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.
- Play repeating rhythmic patterns.
- Count musically

Year 6:

- Sing accurately in three parts.
- Play chords on tuned percussion
- Decipher a graphic score.
- Play Twinkle, twinkle, little star

Improvise and Compose Spring

Year 1:

- Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).
- Compose musical sound effects and short sequences of sounds in response to a stimulus.
- Improvise question-and-answer conversations using percussion instruments.

Year 2:

- Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.
- Improvise and compose, structuring short musical ideas to form a larger piece.
- Begin to understand duration and rhythm notation.
- Structure musical ideas into a whole-class composition

Year 3:

- Compose a 4-beat rhythm pattern to play during instrumental sections of a song.
- Working in small groups, sing a call-and-response song with an invented drone accompaniment
- Explore ways to create word-based pieces of music.
- Explore ways to communicate atmosphere and effect.

Year 4:

- ‘Doodle’ with voices over the chords in the song.
- Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
- Compose a fanfare using a small set of notes and short, repeated rhythms.
- Invent a melody.
- Fit two patterns together
- Structure musical ideas into their own compositions

Year 5:

- Improvise freely over a drone.
- Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.
- Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.
- Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas

Year 6:

- Improvise over the chords C minor and G7.
- Learn some simple choreography to accompany a disco song.
- Create variations using a wide variety of composing techniques.
- Improvise on top of a repeating bassline.

Listen and appraise Spring

Year 1:

- Recognise the difference between a pattern with notes (pitched) and without (unpitched).
- Listen actively by responding to musical signals and musical themes using appropriate movement.
- Create a musical movement picture
- Recognise how graphic symbols can represent sound.

Year 2:

- Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers)
- Listen and appraise, with focus and attention to detail, recalling sounds and patterns.
- Listen to and analyse four pieces of music inspired by travel/vehicles.

Year 3:

- Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features
- Develop active listening skills by responding to musical themes through movement.
- Understand the structure of rondo form (A-B-A-C-A).
- Develop a sense of beat and rhythmic pattern through movement
- Experience call-and-response patterns through moving with a partner.
- Listen and compare how different composers have approached creating word-based compositions.

Year 4:

- Listen and identify similarities and differences between acoustic guitar styles
- Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.

Year 5:

- Listen and copy back simple rhythmic and melodic patterns.
- Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.
- 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.

Year 6:

- Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.
- Listen and appraise, recognising and identifying

Sing and Play Summer

Year 1:

- Perform actions to music, reinforcing a sense of beat.
- Sing and chant songs and rhymes expressively.
- Sing either part of a call-and-response song
- Play the response sections on tuned percussion using the correct beater hold.
- Echo sing a line independently with teacher leading, then move on to pair singing in echo format.

Year 2:

- Hold beaters and instruments correctly, achieving a good tone from the instruments
- Play the triangle, tambourine, and clave rhythms over a steady beat.
- Sing and play a C major scale
- Play Parts 1 and 2 of TIME
- Participate in an ensemble performance

Year 3:

- Learn body percussion patterns to perform to Mangrove twilight
- Sing Four white horses and play the clapping game.
- Sing and play a C major scale.
- To play a simple melody in C major
- To play key notes in the chord sequence (C-G7-G7-C).
- To play two-note and broken chord shapes in calypso rhythm (C and G7).
- Learn Big Sing Up mambo

Year 4:

- Show note lengths with actions
- Learn the tune of I've got peace like a river
- Sing and play a C major scale.
- Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing.
- Learn to play 2 or 3 parts fluently from Ripples

Year 5:

- Play three patterns from Rosewood gratitude fluently and by ear.
- Practise travelling down notes in the C major scale using both hands.

Year 6:

- To play chords G, C, and D major in the key of G (G-C-G-D) to Calypso Soly leve
- To practise playing ostinatos over a steady beat (calypso rhythm), using tuned and untuned percussion instruments.
- To play 2-note chord shapes and broken chords (arpeggios) using the calypso rhythm.
- To play more challenging melodies on tuned percussion.

Listen and appraise Summer

Year 1:

- Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece
- Develop awareness of duration and the ability to move slowly to music.
- Create art work, drawing freely and imaginatively in response to a piece of music.
- Listen and copy rhythm patterns
- Listen and copy call-and-response patterns on voices and instruments

Year 2:

- Listen to the piece TIME, noticing the constant beat and the music building up and fading away.
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Year 3:

- Find out about calypso music from Trinidad and Tobago
- Listen to calypso music and practise the claves rhythm
- Listen to call -and -response music

Year 4:

- Describe how Ripples makes them feel
- Explore timbre and create water sounds with body percussion and instruments.
- Learn about ascending and descending scale patterns
- Follow Ripples using a listening map
- Explore instrument timbres and create a sound picture in response to an image.

Year 5:

- Develop understanding of music written for the balafon
- Recognise patterns from Rosewood gratitude written in staff notation.
- Listen to the piece Rosewood gratitude and use descriptive words to talk about the music.
- Listen to music that features the 'son' clave rhythm.

Year 6:

- Learn about calypso music and steel bands
- Listen to the Calypso Soley levy, noticing the changes in chords .

Improvise and Compose Summer

Year 1:

- Explore using sound quality (timbre), dynamics, and pitch to tell a story
- Compose new lyrics and create short body percussion patterns to accompany the song.
- Compose new words for the greeting section of the song.

Year 2:

- Create a class arrangement.
- Rehearse and perform their class arrangement

Year 3:

- To explore melody improvisation using the C major scale.
- Invent their own clapping pattern to Four white horses.
- Improvise call -and -response patterns using untuned and tuned percussion.
- Compose their own call and-response pieces in groups.

Year 4:

- Explore and create their own music inspired by water
- Create water soundscapes using tuned and untuned percussion.
- Work in groups to compose a moving sound picture to represent water.

Year 5:

- Create their own arrangement of Rosewood gratitude.

Year 6:

- To improvise melodic phrases using notes of a G major pentatonic scale (G-A-B-D-E).

Progression snapshot

One song is introduced introduced in week three of Autumn 1 and is revisited and developed in Spring and Summer term. Record video and add to pupil shared drive in year group folder. Every child

KS1

<p>Year 1</p> <p>Song: <i>Rain is falling down</i></p> <p>Units: 1. Menu song 2. Football 3. Come dance with me</p>	<p>Aim: Year 1 children develop pitch matching skills singing a song that moves in step (mi-re-do song). They can demonstrate keeping a beat as they sing and clap the rhythm. They are happy to sing independently and with a partner.</p>		
<p>Year 2</p> <p>Song: <i>Hi lo chicka lo</i></p> <p>Units: 1. Tony Chestnut 2. Grandma rap 3. Tańcymy labada</p>	<p>September</p> <p>Objective: Echo (copycat) sing following a leader, show the shape of the pitch with actions, and sing using mi-re-do.</p>	<p>February</p> <p>Objective: Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p>	<p>June</p> <p>Objective: Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>

Lower KS2

<p>Year 3</p> <p>Song: <i>Tongo</i></p> <p>Units: 1. <i>I've been to Harlem</i> 2. <i>Latin dance</i> (Classroom percussion) 3. <i>Fly with the stars</i> (Classroom percussion)</p>	<p>Aim: Year 3 children begin to develop the skills of singing in harmony by holding a note while another part sings. Children will sing smoothly and gently, and accompany themselves with a drone.</p>		
<p>Year 4</p> <p>Song: <i>I wanna sing scat</i></p> <p>Units: 1. <i>This little light of mine</i> 2. <i>The doot doot song</i> (Classroom percussion) 3. <i>Favourite song</i> (Classroom percussion)</p>	<p>September</p> <p>Objective: Sing a call-and-response song in groups, holding long notes confidently.</p>	<p>February</p> <p>Objective: Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p>	<p>June</p> <p>Objective: Sing solo or in a pair in call-and-response with a drone accompaniment.</p>
	<p>September</p> <p>Objective: Sing Part 1 of a partner song rhythmically.</p>	<p>February</p> <p>Objective: Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p>	<p>June</p> <p>Objective: Sing a part in a partner song, rhythmically and from memory.</p>

Upper KS2

<p>Year 5</p> <p>Song: <i>Hey, ho! Nobody home</i></p> <p>Units: 1. <i>What shall we do with the drunken sailor?</i> 2. <i>Madina tun nabi</i> 3. <i>Kisne banaaya</i></p>	<p>Aim: Year 5 children are able to sing a part in a round with a pitched ostinato, and perform with a sense of ensemble.</p>		
<p>Year 6</p> <p>Song: <i>Throw, catch</i></p> <p>Units: 1. <i>Hey, Mr Miller</i> 2. <i>Dona nobis pacem</i> 3. <i>Ame sau vala tara bal</i></p>	<p>September</p> <p>Objective: Sing in unison while playing an instrumental beat (untuned).</p>	<p>February</p> <p>Objective: Sing in a round in two parts and accompany themselves with a beat (untuned).</p>	<p>June</p> <p>Objective: Sing in a four-part round accompanied with a pitched ostinato.</p>
<p>Year 6</p> <p>Song: <i>Throw, catch</i></p> <p>Units: 1. <i>Hey, Mr Miller</i> 2. <i>Dona nobis pacem</i> 3. <i>Ame sau vala tara bal</i></p>	<p>Aim: Year 6 children can hold a part in three-part harmony, while dancing in time with the music and each other. Children sing with a sense of ensemble.</p>		
<p>Year 6</p> <p>Song: <i>Throw, catch</i></p> <p>Units: 1. <i>Hey, Mr Miller</i> 2. <i>Dona nobis pacem</i> 3. <i>Ame sau vala tara bal</i></p>	<p>September</p> <p>Objective: Learn the melody and dance steps. Combine singing and dancing.</p>	<p>February</p> <p>Objective: Sing the chorus in two-part harmony with dancing on the beat.</p>	<p>June</p> <p>Objective: Sing the chorus in three-part harmony with dancing.</p>