

Music Long Term Plan – 2024 – 25

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | <p>Music taught through continuous provision</p> <p>Join in with songs Sing call-and-response songs, so that children can echo phrases of songs you sing. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> | <p>Christmas songs</p> <p>Listen to music and make their own dances in response</p> | <p>Exploring sound</p> <p>Children can use their bodies and voices to make different sounds Children can explore sounds in their environment Explore how instruments can be used to make sounds</p> | <p>Music and movement</p> <p>Children can sing a song using makton. To explore the beat in a song To respond to changes in tempo of music</p> | <p>Musical stories</p> <p>Children can move to music They can sing a song based upon a story To select instruments to help retell a story</p> | <p>Big band</p> <p>Children know about the four groups of musical instruments They can keep the beat using instruments They can play instruments and sing along to familiar songs</p> |
| Year 1 | <p>Kapow – Pulse and Rhythm (all about me)</p> <p>Identify the difference between the pulse and rhythm of a song</p> | <p>Nativity songs</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p>Kapow- Pitch and Tempo (superheroes)</p> <p>How to identify high and low notes and to compose a simple tune</p> | <p>Kapow- Vocal and body sounds (by the sea)</p> <p>Make links between music, sounds and environments to represent calm and stormy seas</p> | <p>Kapow- Musical vocabulary (under the sea)</p> <p>Exploring musical vocabulary through focusing on under the sea</p> | <p>Kapow- Timbre and Rhythmic patterns (Fairytales)</p> <p>To understand what timbre is and creating rhythmic patterns</p> |
| Year 2 | <p>On this island (British songs and sounds) To explain what a soundscape is.</p> | <p>Singing (Carols) To model different pitches when singing.</p> | <p>African call and response song To describe how different instruments can be used to mimic</p> | <p>Orchestral instruments (Traditional stories)</p> | <p>Musical me To explain what letter notation is. Show me how to follow the letter</p> | <p>Myths and legends To explain what a graphic score is To explain how to write a graphic score.</p> |

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| | <p>To model 3 types of body percussion. To name 3 instruments which would be good for making sounds from the city.</p> | <p>To show that they can use musical cues to start / stop singing</p> | <p>different animal noises. To sing Che Che Kule To explain what call and response is.</p> | <p>To explain what timbre, dynamics and tempo mean To identify and name instruments in orchestral music To explain how music can create different moods.</p> | <p>notation to play 'Once an old man fell in a well.' Explain how I would write the letter notation for my own melody.</p> | |
| Year 3 | <p>Kapow- Developing singing technique (The Vikings). Children know and sing the 'Dragon Ships' song. Children create and perform their own Vikings song.</p> | <p>Kapow- Jazz Learning about ragtime style music, Dixieland music and scat singing. Children know the ragtime and Dixieland styles of music. Children create a scat singing call. Children know that a motif is a short snippet of music, which repeats. Children play a jazz version of a nursery rhyme.</p> | <p>Kapow-Ballads Children know that ballads tell a story through song. Children know how to perform a ballad. Children write and perform a ballad.</p> | <p>Kapow- Pentatonic melodies and composition (Chinese New Year). Children dance in response to musical elements- crescendo, tempo and duration. Children know the pentatonic scale. Children create and perform a piece of music called 'Enter the Dragon'.</p> | <p>Kapow- Creating compositions in response to an animation (mountains) Children create stories through music. Children create sound effects. Children add rhythm to an animation.</p> | <p>Kapow- Traditional instruments and improvisation (India). Children know some traditional Indian music and instruments. Children read notes to improvise a rag and then add a drone. Children know the different timbres and pitches that can be made using drums. Children learn and perform a traditional Indian song.</p> |
| Year 4 | <p>Body and tuned percussion (Rainforests)</p> | <p>Rock and roll Identify the origins and features of Rock and Roll Music.</p> | <p>Changes in pitch, tempo and dynamics (Rivers)</p> | <p>Haiku, music and performance (Theme: Hanami)</p> | <p>Samba and carnival sound and the instruments.</p> | <p>Adapting and transposing motifs (Romans)</p> |

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| | <p>Identify the structure and texture within the music they hear. Create rainforest compositions using body percussion rhythms to suit the movement of rainforest animals. Identify the meaning of 'repeated melodies' and 'loops'. Complete a composition, using rhythms, melodies and adding dynamics and tempo.</p> | <p>Perform the hand jive. Learn to sign and perform 'Rock Around the Clock' Play rock and roll bass line, using glockenspiels.</p> | <p>Make links between the course of a river and music. Sing in rounds and add in a harmony line. Understand the meaning of ostinato. Recognise an ostinato in different types of music.</p> | <p>Understand what is included in the Japanese festival of Hanami. Use the 5 senses to describe spring blossom trees. Create sounds to represent descriptive words of spring blossom trees, on a range of percussion instruments. Write a well-known form of Japanese poetry – the haiku. Compose a melody to accompany their haikus. Record music notes.</p> | <p>Identify the features of Samba music, where it originates and the main instruments used. Practise identifying and performing different rhythms. Use untuned percussion instruments to play a variety of rhythms while keeping in time with the pulse. Compose a verse or 'break'. Trafford Wider Opportunity</p> | <p>Learn the Road Building Song through call and response. Learn what a motif is and how to identify one. Play and incorporate motifs into the Road Building Song. Experiment with a different form of notation to record a composition. Experiment with rhythm, note order and the notes themselves. Combine different versions of motifs. Trafford Wider Opportunity</p> |
| Year 5 | <p>Composing notation: Egyptians talk about staff notation explain what improvisation is compose a piece of music explain what a verse is</p> | <p>Blues explain what Blues music is talk about the instruments associated with Blues music explain the difference between sharp and flat notes Compose a piece of music inspired by the Blues</p> | <p>South and West Africa understand the importance of music in South and West Africa talk about what a chord is explain the difference between major and minor chords create a piece of music inspired by</p> | <p>Composition to represent the festival of colour: Holi what does composition mean? Listen and appraise music work as a group to compose a piece of music inspired by Holi</p> | <p>Looping and remixing: Dance music talk about electric dance music and how it is made explain the terms looping and mixing create a piece of music inspired by EDM Know what a repeating section is</p> | <p>Musical Theatre explain what musical theatre is talk about the different jobs involved in musical theatre compose a piece as part of a group inspired by musical theatre perform a piece of musical theatre</p> |

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| | | | South and West African music | | | |
| Year 6 | <p>Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> | <p>Songs of WW2 Developing pitch, control and confidence when singing</p> | <p>. Dynamics, pitch and texture (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> | <p>Advanced Rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition</p> | <p>Theme and Variation: Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> | <p>Performance Y6 Production / Leavers' Song</p> |