

## MUSIC Long Term Plan

Year A	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Terms 1+2</b></p> <p>Why this? Why now?</p>	<p><b>Ourselves</b> - exploring sounds - voices</p> <p><b>Number</b> - steady beat- movement</p> <p><b>Weather</b> - exploring sounds- voices, movement and instruments.</p> <p><b>Nativity performance</b></p>	<p><b>Ourselves</b> - voices to describe feelings and moods - performance</p> <p><b>Our bodies</b> - beat &amp; rhythm patterns on body percussion and instruments.</p> <p><b>Toys</b> - beat &amp; tempo</p> <p><b>Nativity performance</b></p>	<p><b>In the Past</b></p> <p><b>Pitch</b> Reading simple pitch notation</p> <p><b>Poetry Performance</b> Exploring mood Extending performance with vocal patterns</p> <p><b>Whole Class instrumental delivered by LMS</b></p>	<p><b>Sounds</b> Exploring Sounds Learn to classify instruments by the way sounds are produced Exploring the combined effects of different instrument groups <b>Communication</b> Composition Copying rhythms melodies Playing ostinati and layering them</p> <p><b>Whole Class instrumental delivered by LMS</b></p>	<p><b>Celebration Performance</b> Singing a song in unison and part harmony Learn a melody and harmony part on instruments to accompany a song 4 part structure</p> <p><b>Solar System Listening</b> Listening to music with focus and analysing using musical vocabulary</p> <p><b>Christmas performance</b></p>	<p><b>Journeys Music history/ Listening/ Performance</b> Singing in 3 parts Singing a pop song with backing harmony Learning about a song's structure</p> <p><b>Roots Compose Appreciate Perform</b> Songs from another culture Devising rhythmical actions to music</p>
<p><b>Terms 2+3</b></p> <p>Why this? Why now?</p>	<p><b>Machines</b> - beat, word rhythms and tempo</p> <p><b>Seasons</b> - pitch, singing, tuned percussion.</p> <p><b>Our school</b> - exploring sounds in their environment, use</p>	<p><b>Animals</b> - pitch, using line notation, voices and tuned instruments.</p> <p><b>Our land</b> - explore timbre and texture</p> <p><b>Number</b> - steady beat and rhythm patterns.</p>	<p><b>Environment Composition</b> Singing in two-part harmony Accompanying a song with a melodic ostinato</p> <p><b>Human Body Structure</b> Call and response 2-part harmony</p>	<p><b>Time Beat</b> Creating music which tells a story Identifying metre Understanding syncopation and using off-beat rhythms in improvisation Combining independent</p>	<p><b>Whole class instrumental</b> <b>Xylophones notation</b> Meter Dynamics Rehearsing Performing</p> <p><b>Keeping Healthy Beat</b> Singing and playing</p>	<p><b>Whole class instrumental</b> <b>Xylophones notation</b> Meter Dynamics Rehearsing performing</p> <p><b>Growth Notation Listening</b></p>

	ICT to stimulate musical ideas.  <b>Pattern</b> - beat, body-percussion and reading scores		Understanding binary form	parts in more than one metre <b>Singing Spanish</b> <b>Pitch</b> Singing in a minor key in groups Developing song accompaniments Singing in 2 parts	scales and chromatic melodies Using steady beat and syncopated rhythms	<b>Performance</b> Feeling and moving to a three-beat pulse and revising rhythmic ostinato Singing in harmony Learning about chords
<b>Terms 5+6</b>  Why this? Why now?	<b>Story time</b> - exploring sounds, fast and slow, loud and quiet  <b>Our bodies</b> - steady beat and rhythm  <b>Travel</b> - performance skills  <b>Water</b> - pitch - using voices, movement and instruments to explore pitch.	<b>Weather</b> - exploring sounds- create descriptive sounds and word rhythms, raps, songs. Composition as a class using voices and instruments.  <b>Pattern</b> - beat, simple notations, create and combine rhythms using body percussion and instruments.  <b>Water</b> - pitch, movement, scores and composition.  <b>Travel</b> - performance, listening and improvising	<b>Building</b> Beat, simple rhythms and sequence  <b>Singing French</b> Understanding pitch through singing and playing a melody	<b>Around the World</b> <b>Pitch</b> Exploring the pentatonic scale <b>Reading graphic notation</b> <b>Recycling</b> <b>Structure</b> Making instruments Interpreting notation Improvising ABA structure	<b>Our community</b> <b>Improvisation/ Performance</b> Understanding and conducting a metre of four  <b>At the Movies</b> <b>Composition</b> Composing sound effects to perform Identifying changes in tempo and their effects Exploring and understanding phrase structure of a song melody	<b>World Unite</b> <b>Compose Notation</b> Exploring beat and syncopation through a song and body percussion Developing the idea of pitch shape and relating it to movement Combining different rhythms  <b>Leavers Assembly</b> <b>Rehearsing</b> <b>Listening</b> <b>Performance</b>

For 2024-25, Y3 and 4 are combined and will follow the units highlighted in red to ensure coverage of elements

Year B	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Terms 1+2</b></p> <p>Why this? Why now?</p>	<p><b>Ourselves</b> - exploring sounds - voices</p> <p><b>Number</b> - steady beat- movement</p> <p><b>Weather</b> - exploring sounds- voices, movement and instruments</p> <p><b>Nativity performance</b></p>	<p><b>Ourselves</b> - voices to describe feelings and moods - performance</p> <p><b>Our bodies</b> - beat &amp; rhythm patterns on body percussion and instruments.</p> <p><b>Toys</b> - beat &amp; tempo</p> <p><b>Nativity performance</b></p>	<p><b>Time</b></p> <p><b>Beat</b> Identifying metre Playing independent parts in more than one metre simultaneously Rhythmic ostinatos</p> <p><b>China</b></p> <p><b>Pitch</b> Understanding the pentatonic scale through using graphic notation, composing, Performing a pentatonic song with tuned and untuned accompaniment</p>	<p><b>In The Past</b></p> <p><b>Notation</b> Composing a fanfare Understanding simple musical structures</p> <p><b>Buildings</b></p> <p><b>Beat</b> Rhythmic ostinato Understanding texture Learning about layered structure Creating rhythmic ostinati Accompanying a melody with a drone</p> <p><b>Whole Class instrumental delivered by LMS</b></p>	<p><b>Celebration</b></p> <p><b>Performance</b> Understanding song structure Controlling short, loud sounds on a variety of instruments</p> <p><b>Our community</b></p> <p><b>Improvisation/ Performance</b> Understanding and conducting a metre of four</p>	<p><b>World Unite</b></p> <p><b>Compose Notation</b> Exploring beat and syncopation through a song and body percussion Developing the idea of pitch shape and relating it to movement Combining different rhythms</p> <p><b>Journeys</b></p> <p><b>Music history/ Listening/ Performance</b> Singing in 3 parts Singing a pop song with backing harmony Learning about a song's structure</p>
<p><b>Terms 2+3</b></p> <p>Why this?</p>	<p><b>Machines</b> - beat, word rhythms and explore changes in tempo</p> <p><b>Seasons</b> - pitch, singing, tuned</p>	<p><b>Animals</b> - pitch, using line notation, voices and tuned instruments</p>	<p><b>Sounds</b></p> <p><b>Exploring Sounds</b> Learning how sounds are produced and how instruments are classified Call and response</p>	<p><b>Sounds</b></p> <p><b>Exploring Sounds</b> Learn to classify instruments by the way sounds are produced</p>	<p><b>Whole class instrumental</b></p> <p><b>Xylophones /notation</b> Meter Dynamics</p>	<p><b>Whole class instrumental</b></p> <p><b>Xylophones /notation</b> Meter Dynamics</p>

<p>Why now?</p>	<p>percussion and listening games)</p> <p><b>Our school</b> - exploring sounds in their environment, producing and recording sound, use ICT to stimulate musical ideas</p> <p><b>Pattern</b> - beat, counting a beat, body percussion and reading scores</p>	<p><b>Number</b> - steady beat and rhythm patterns.</p> <p><b>Our bodies</b> - beat &amp; rhythm patterns on body percussion and instruments.</p> <p><b>Our land</b> - explore timbre and texture</p>	<p><b>Ancient Worlds Structure</b> Exploring musical phrases, melodic imitation and rounds</p> <p><b>Environment Composition</b> Exploring songs and poems. Creating accompaniments and sound pictures to reflect sounds in the local environment. (Could be linked to "No Place Like" from BBC 10 pieces.</p>	<p>Exploring the combined effects of different instrument groups</p> <p><b>Ancient Worlds Structure</b> Understanding that melodies have phrases Exploring layers and Layering</p> <p><b>Singing Spanish Pitch</b> Singing in a minor key in groups Developing song accompaniments Singing in 2 parts</p>	<p>Rehearsing performing</p> <p><b>Solar System Listening/ music History</b> Listening to music with focus and analysing using musical vocabulary</p>	<p>Rehearsing performing</p> <p><b>Roots Compose Appreciate Perform</b> Songs from another culture Devising rhythmical actions to music</p>
<p><b>Terms 5+6</b></p> <p>Why this? Why now?</p>	<p><b>Story time</b> - exploring sounds- music to tell a story, fast and slow, loud and quiet</p> <p><b>Our bodies</b> - steady beat and rhythm</p> <p><b>Travel</b> - performance skills</p> <p><b>Water</b> - pitch - using voices, movement and instruments to explore pitch.</p>	<p><b>Weather</b> - exploring sounds- create descriptive sounds and word rhythms, raps, songs. Composition as a class using voices and instruments</p> <p><b>Pattern</b>- beat, simple notations, create and combine rhythms using body percussion and instruments</p> <p><b>Water</b> - pitch, movement, scores and composition.</p> <p><b>Travel</b> - performance, listen to orchestral music</p>	<p><b>Communication Composition</b> Representing sounds with symbols</p> <p><b>Food and Drink Performance</b> Exploring beat and rhythmic patterns Using a score and combining sounds to create different musical textures</p>	<p><b>Environment Composition</b> Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion</p> <p><b>Poetry performance</b> performing poems rhythmically and creating accompaniments for poems using ostinatos</p>	<p><b>Life Cycles Structure</b> Singing in 2 and 3 parts Reading a melody in staff notation Accompanying a song with tuned and untuned instruments</p> <p><b>At the Movies Composition</b> Composing sound effects to perform Identifying changes in tempo and their effects Exploring and</p>	<p><b>Class Awards Play Perform Compose</b> Developing a song performance Performing together Developing a song arrangement</p> <p><b>Leavers Assembly</b> Rehearsing Listening Performance</p>

		and improvise descriptive music			understanding phrase structure of a song melody	
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