



Music Long Term Planning Overview

Term	Autumn	Spring	Summer
Nursery F1	<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms.</p> <p>Say some of the words in songs and rhymes. Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Dough disco</p> <p>Squiggle</p>	<p>Sing a large repertoire of songs.</p> <p>Sings rhymes independently.</p> <p>Dough disco</p> <p>Squiggle</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person. Sing the melodic shape.</p>	<p>Develop their phonological awareness so that they can - spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound.</p> <p>Dough disco</p> <p>Squiggle</p> <p>Communication & Language – I know 3 nursery rhymes</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Reception F2	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing a range of well-known nursery rhymes and songs. ELG</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</p>
Year 1	<p>Recap</p> <ul style="list-style-type: none"> ✓ How the voice works – changing pitch from high to low. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Singing and signing. Developing vocal skills. ✓ Perform copycat rhythmic patterns. ✓ Create own clapping patterns and share with the class. ✓ Prepare for the Christmas Nativity performance. <p>Skill - Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen and discuss music from classical and 20th Century Genres. ✓ Listen to sounds around the environment and describe the 'Pitch'. <p>Outcome: To perform confidently to an audience in the Nativity play.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Keeping a steady beat. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ African drumming. Developing skills using the instruments and keeping patterns going. ✓ Singing songs. Are we using our voices correctly? Never louder than lovely. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to some classical music (relating to topic if possible) describe what can be heard. How does the piece make them feel? ✓ Keeping a steady beat to different pieces of music. <p>Skill – Composition </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Use a 6 grid graphic score to create a body percussion pattern that can be shared with others. ✓ Following patterns and adding on ideas. <p>Outcome: Demonstrate keeping a steady beat to a range of music.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Keeping a steady beat. How to beat syllables. <p>Skill – Composers and musical style. </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Suggested composers from the Classical and 20th Century Genres, specifically Mozart and Holst. <p>Skill – Composition. </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Using key words (both musical and phonics) clap the syllables to a partner. ✓ Compose a simple vocal chant. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Using key words, describe the Pitch and Pulse of a piece of music. (High and Low) ✓ Keeping a steady beat playing along to a piece of music. Clapping and using percussion instruments. <p>Outcome: To successfully compose a simple vocal chant.</p>
	<p>Wider Concepts. Year 1.</p> <p>Audience and Entertainment. </p> <ul style="list-style-type: none"> ✓ Why do certain musical elements help music to sound better? ✓ Can I give a confident performance in my Nativity play? <p>Rehearsal. </p> <ul style="list-style-type: none"> ✓ Why is it important to practice? ✓ How do I know if I have done enough practice? <p>Appraisal. </p> <ul style="list-style-type: none"> ✓ What feedback could I give myself for my composition work? ✓ What do I think of this music? Can I explain why I do/do not like it? 		
Year 2	<p>Recap</p> <ul style="list-style-type: none"> ✓ Recognising and clapping along to a steady 3/4 or 4/4 beat. <p>Skill – Performance </p> <p>Learn</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Recognising and clapping along to a steady 3/4 or 4/4 beat. <p>Skill – Listening </p> <p>Learn</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Name orchestral instruments and recognise simple notation. <p>Skill – Composers and musical styles. </p> <p>Learn</p>



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	<ul style="list-style-type: none"> ✓ Learn the song '5 little firemen' with signs. (Singing hands – youtube). Sing through favourite songs and clap along with the beat. ✓ Introduce musical notation. 1, 2, and 4 beat notes. Draw and show in practice ✓ Prepare for Christmas Nativity performance. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Gamelan music and explain about the culture and genre. ✓ Listen to Rock n Roll and Pop music and discuss the pitch and dynamics that can be heard. (Specifically The Beatles and Elvis Presley) <p>Outcome: To prepare for a confident Christmas Nativity performance.</p>	<ul style="list-style-type: none"> ✓ Listen to a piece of classical music and describe what can be heard – style and specific instruments and how the piece makes them feel. ✓ Watch an orchestra performance and discuss the job of the conductor. <p>Skill – Composition </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Compose 16 square Graphic score for percussion instrument orchestra. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Learn the song "London's Burning" sing as a group and in round formation. Keeping a steady beat throughout. ✓ Copy and repeat patterns from a lead person. ✓ Follow a simple graphic score for body percussion. Create own. <p>Outcome: To perform a piece of music we have composed using a graphic score.</p>	<ul style="list-style-type: none"> ✓ Recap and identify the 1, 2, and 4 beat notes and be able to name and/or draw them. ✓ Listen to some 20th and 21st Century works specifically by Anna Clyne and Ravel. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Learn and practice 2 sea shanties. ✓ Learn the song 5 little sandcastles with signs. <p>Sk</p> <p>Skill – Listening </p> <p>Learn.</p> <ul style="list-style-type: none"> ✓ Watch and listen to a variety of Classical pieces for orchestra (BBC 10 pieces resource) and name the members of the orchestra. ✓ Listen to 'The Maple Leaf Rag' by Joplin and 'The Elephant' by Saint-Saens and talk about keeping the beat. ✓ Listen and sing some games linking to the recognising of pitch. <p>Outcome: To recognise different styles of music from listening to clips.</p>
	<p>Wider Concepts. Year 2. </p> <p>Audience and Entertainment.</p> <ul style="list-style-type: none"> ✓ Can I give a confident performance in my Nativity play? ✓ Why is it important for the audience to hear my words when I speak or sing? <p>Rehearsal. </p> <ul style="list-style-type: none"> ✓ Can I copy what other performers do to help me improve? <p>Appraisal. </p> <ul style="list-style-type: none"> ✓ How can I give positive and constructive feedback to my classmates? 		
Year 3	<p>Recap</p> <ul style="list-style-type: none"> ✓ 1, 2 and 4 beat notes. <p>Skill – Listening. </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Hallelujah from the Messiah by Handel and Night on a Bare Mountain by Mussorgsky and discuss similarities and differences. <p>Skill- Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Learn two or three songs with signing as a group. Split into groups and assess the performances. ✓ Develop recorder skills using the notation learnt and new skills. Can you appraise your performances. <p>Skill – Composers and musical styles. </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Using BBC 10 Pieces, watch some orchestral videos and listen to the sounds of specific instruments. Can you remember and name the 4 families of instruments? ✓ Listen to 'Peter and the Wolf'. By Prokofiev. 	<p>Recap</p> <ul style="list-style-type: none"> ✓ Understanding the musical language of dynamics and tempo. <p>Skill- Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Singing unison songs and explain pitch. ✓ Perform in Assembly. ✓ Prepare for Easter musical performance. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Indian classical music, specifically Kishori Amonkar and discuss the style and what can be heard. ✓ Discuss the genres of Funk and Disco. What can be heard? Can a steady beat be clapped? ✓ Listen to some Brazilian carnival music. Using key words describe how the music makes you feel. 	<p>Recap</p> <ul style="list-style-type: none"> ✓ The names and symbols for 1, 2 & 4 beat notes. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Create notation to play untuned percussion as a class. ✓ Introduce stave, lines and spaces. ✓ Use the notes, semibreve, minim, crotchet and quaver and follow a simple score. <p>Skill – Composition </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Create a piece of improvised music on percussion instruments. ✓ Create a composition on tuned percussion or recorder using 3 notes.



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	<ul style="list-style-type: none"> ✓ Look at the notation, crotchets, semibreve and minims. Practice drawing them in 3/4 and 4/4 time. <p>Outcome: To perform as a class a recorder piece using 3 note range following staff notation.</p>	<p>Outcome: To recognise different styles of music and what can be heard within the music.</p>	<p>Outcome: To compose a piece of music including improvised passages.</p>
	<p>Wider Concepts. Year 3.</p> <p>Audience and Entertainment. </p> <ul style="list-style-type: none"> ✓ Can I give a confident performance in my Easter play? ✓ How can I project my voice? <p>Rehearsal. </p> <ul style="list-style-type: none"> ✓ How does rehearsing make my performance better? ✓ How can I practice to make improvements every time I play/sing? <p>Appraisal. </p> <ul style="list-style-type: none"> ✓ What should I listen for in a piece of music to help me decide if I like it? 		
Year 4	<p>Recap</p> <ul style="list-style-type: none"> ✓ Reading notation from the stave. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Sing rounds and partner songs. ✓ Perform melodies on the recorder using a 5 note range. ✓ Read and perform a short melody from a score. ✓ Sing and sign some appropriate Christmas songs. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to some traditional war time songs. What are the main themes that run throughout – both in lyrics and music? What technical language can be used? What are the song structures? (Intro – verse-chorus-outro etc). ✓ Using BBC 10 pieces resources listen and appraise a variety of styles of music using technical language. <p>Outcome: Perform a piece of music on the recorder as both a soloist and ensemble.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Use technical language to describe a piece of music. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Continue with Singing and signing songs. ✓ Prepare for Easter musical performance. <p>Skill – Listening </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen and appraise the songs from the Easter musical performance. ✓ Listen to and discuss the Carnival of the Animals suite. Using previous knowledge and technical language explain what they can hear. Introduce the words duration and rhythm. <p>Skill – Composers and musical styles. </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Beethoven, (Classical) Rutter (20th Century) and A.R. Rahman (21st Century) and discuss the similarities and differences. ✓ How did Jazz and Indie Pop develop from other Genres? <p>Outcome: To recognise different genres of music – including Classical, Jazz, Disco and Pop.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Read notation and apply knowledge to perform a piece of recorder music. <p>Skill – Performance </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Prepare a piece of music for performance to an audience. Are all the notes correct? (If needed give a simpler version of the song.) ✓ Perform a song in Assembly. <p>Skill – Composition </p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Discuss pentatonic scales. ✓ Create a short phrase using the pentatonic scale on recorder or tuned percussion. ✓ Record your composition onto staff notation. ✓ Create a composition to accompany a short clip/advert. Can be live instruments or technology. <p>Outcome: Compose a short pentatonic phrase.</p>
	<p>Wider Concepts. Year 4.</p> <p>Audience and Entertainment. </p> <ul style="list-style-type: none"> ✓ Can I give a confident performance in my Easter play? ✓ How can I make my recorder sound good to an audience? <p>Rehearsal. </p> <ul style="list-style-type: none"> ✓ How does rehearsing make my performance better? ✓ What recorder playing skills do I find the hardest? <p>Appraisal. </p> <ul style="list-style-type: none"> ✓ Do you need the same skills to play a solo as in an ensemble? 		



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Year 5	<p>Recap</p> <ul style="list-style-type: none"> ✓ Reading simple notation, recognising notes on the stave. <p>Skill – Performance</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Singing and Signing – Learn to sing and sign the songs, ‘One call away’ and ‘Shotgun’. ✓ Learn a three part round song and perform in Assembly. ✓ Using staff notation, play a simple piece of music on the keyboard. <p>Skill – Listening</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Recap the musical terms, Pitch, duration, dynamics, tempo, structure, and rhythm. Introduce the word timbre. How can you use these words to describe music? ✓ Listen and appraise your own keyboard performance and those of your peers. ✓ Listen to some pieces from previous genres can they recognise them? ✓ Listen to 80’s and 90’s Pop. What can be heard? <p>Outcome: Play a melody on Keyboards using Staff notation.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Technical language linked to Musical elements. <p>Skill – Performance</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Singing and signing. Work towards a performance in assembly, of one of the signing songs you have learnt in class. <p>Skill – Composition</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Technology. Using Garage Band create a simple composition, exploring the different elements of the app. Ensure your composition has a structure and style. <p>Skill – Composers and musical styles.</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Timeline of musical styles. Beginning from the classical era create a timeline showing the main musical styles and their dates. ✓ Listen to more 20th Century composers such as Vaughan Williams, Britten and Coleridge-Taylor. Describe similarities/differences between these and pieces heard before. <p>Outcome: Create a structured composition on either Keyboard or Garage Band app.</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Technical language to describe a piece of music. <p>Skill – Performance</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Watch some African drumming. Copy some of the rhythms and create a performance to show the class/assembly. ✓ Prepare for the Summer musical performance. <p>Skill – Listening</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to a selection of songs from musicals. How do the songs help enhance the story? Do they make a positive difference to a story? Use detailed language to explain your answer. ✓ Listen to some of the pieces listened to from previous year groups, describe the structure and what musical elements are being used. <p>Outcome: Listen and describe features of certain styles of music.</p>
	<p>Wider Concepts. Year 5.</p> <p>Audience and Entertainment.</p> <ul style="list-style-type: none"> ✓ Can I give a confident performance in my Summer play? ✓ What strategies can I use to overcome nerves when performing? <p>Rehearsal.</p> <ul style="list-style-type: none"> ✓ How does rehearsing make my performance better? ✓ What musical element is the most entertaining to an audience? <p>Appraisal.</p> <ul style="list-style-type: none"> ✓ What is the best way to give constructive feedback? 		
Year 6	<p>Recap</p> <ul style="list-style-type: none"> ✓ Technical language. <p>Skill – Listening</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listening and appraising – listen to Reggae. Discuss where the genre originated from, how history affected the music/lyrics and the artists involved. Use technical language to describe what you can hear. ✓ 90’s RnB – Listen to Destiny’s child. What musical elements can be heard? What is different about this style to others listened to. <p>Skill – Performance.</p> <p>Learn</p>	<p>Recap</p> <ul style="list-style-type: none"> ✓ Notation. <p>Skill – Listening</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Listen to Motown and learn about the Genre. What influenced the style? Who were the main performers involved? Who created the style and where was its base? <p>Skill – Composition</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Compose an 8-16 beat melodic phrase. Perform to the class and appraise the success of the composition. ✓ Notate your melodic composition. ✓ Create a groove to improvise over. 	<p>Recap</p> <ul style="list-style-type: none"> ✓ Timeline of musical styles. <p>Skill – Listening</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Folk music from different countries. <p>Skill – Composers and musical styles</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Create a timeline of the composers/artists that have been studied so far. ✓ Look at Tchaikovsky and Anna Meredith and see how their works differ to those heard before. ✓ Listen and recognise characteristics of 20th Century composers. <p>Skill – Performance</p>



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	<ul style="list-style-type: none"> ✓ Notation. Write a short piece of notation using written instructions. Are the notes and symbols all correct? ✓ Keyboard work. Play a piece of music following staff notation using notes within an octave range. ✓ Singing and signing. Learn the song 3 little birds. Making sure that all signs are correct. Other songs available if this is successful. (Singing Hands resources). <p>Outcome: Perform a melody on the keyboard using staff notation.</p>	<p>Skill – Performance</p> <p>Learn</p> <ul style="list-style-type: none"> ✓ Singing and Signing. Practice ‘Roar’ ensuring that all the signs are correct and at the right time. Perform in assembly. ✓ Perform a percussion piece using rhythm notation cards in up to 4 parts. <p>Outcome: Compose an 8-16 beat melodic phrase.</p>	<p>Learn</p> <ul style="list-style-type: none"> ✓ Practice a performance song for leavers assembly. ✓ Prepare for the Summer musical performance. <p>Outcome: Recognise the works of various 20th Century composers.</p>
	<p>Wider Concepts. Year 6.</p> <p>Audience and Entertainment. </p> <ul style="list-style-type: none"> ✓ Can I give a confident performance in my Summer performance? ✓ How can I give the most entertaining performance? <p>Rehearsal. </p> <ul style="list-style-type: none"> ✓ How does rehearsing make my performance better? ✓ How can I use my knowledge to rehearse independently? <p>Appraisal. </p> <ul style="list-style-type: none"> ✓ Can I give a good reason as to why I am using specific musical elements within my compositions? 		