

Music Long Term Plan							
	Musical Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or ingroups. <p><u>Expressive Arts and Design (ELG)</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems 	<p>I've got a grumpy face</p> <p>Learn about timbre, beat and pitch contours.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Explore making sound with voices and percussion instruments to create different feelings and moods. Understand what percussion instruments are and the instruments in the percussions family. Understand how to use different percussion instruments. Name different percussion instruments. <ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Sing with a sense of pitch, following the shape of the melody with voices. 	<p>Row, row, row your boat</p> <p>Learn about beat, pitch and timbre.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Understand the difference between 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. <ul style="list-style-type: none"> Know what a steady beat is and how it sounds. <p>African drumming workshop.</p>	<p>Bird spotting: Cuckoo polka</p> <p>Learn to engage in active listening. Learn about beat, pitch and vocal play.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. <ul style="list-style-type: none"> Explore actions that can be done in response to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music. 	<p>Five fine bumble bees</p> <p>Learn about timbre, tempo, structure (call-and response). Learn how to engage in active listening.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response. <ul style="list-style-type: none"> Understand what a call-and-response is. Change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance. Understand what makes a piece of music classical and identify and name the instruments in the music. <p>Yr R Spring performance</p> <p>Performance to school & parents. Pupils will learn a range of songs and sing them to a live audience.</p>	<p>Down there under the sea</p> <p>Learn about timbre and structure. Engage in active listening. Learn about a soundscape.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. Listen to a range of sea-related pieces of music and respond with movement. 	<p>Slap clap clap</p> <p>Learn about music in 3-beat time and understand beat.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> Compose a three-beat body percussion pattern and perform it to a steady beat. Explore using own body to make different sounds. Understand different number of beats in music. Sing a melody in waltz time and perform the actions. Play a range of percussion instruments (replacing the action words with playing words). Find the beat in a partner clapping game.

	and stories with others, and (when appropriate) try to move in time with music.	• Mark the beat of the song with actions.					
Assessment	<p>Evidence me assessments of children’s self-initiated music learning</p> <p>Video recordings of self-initiated music learning</p> <p>Evidence me assessments from sing up lessons</p> <p>Video recordings from sing up lessons</p>						
EYFS Key Vocabulary	<p>Pitch: shape, high and low, higher, lower, stepping notes, up/down melody, interval, scale jumping notes.</p> <p>Structure: Call-and-response, phrase, echo singing, verse and chorus</p> <p>Tempo: beat, faster, slower, strong beat, pulse, steady beat</p> <p>Timbre: hard and soft, scratchy and smooth, scratchy percussion, sounds, tone, tuned/untuned percussion, vocal play, quality of sounds, quality of voice.</p> <p>Duration: long, short, beat, pulse, rhythm, rests, dotted rhythms dotted notes</p> <p>Dynamics: louder, quieter, loud, quiet. <i>forte</i> (loud), <i>piano</i> (quiet), <i>crescendo</i> (getting louder), <i>diminuendo</i> (getting quieter).</p> <p>Texture: solo, together (unison), accompaniment</p> <p>Other: storytelling, classical music, composer, orchestra, song writing, improvise, soundscape</p> <p>Names of percussion instruments: Chinese woodblock, glockenspiel, triangle, maracas, tambourine, castanets, cowbell, bells, drums, woodblock, xylophone.</p>						

Year 1	Musical Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To be taught use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To be taught to play tuned and untuned instruments musically.</p> <p>To be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Menu song</p> <p>Learn to engage in active listening (movement). Learn about beat in musical pieces.</p> <p>Complete progression snapshot 1.</p> <p>Teachers to watch Oliver clip before lesson 1 autumn 1 term 1 as children previously have found upsetting</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Perform in a group. Create a dramatic group performance using kitchen themed props. Identify verse and chorus in a song. Sing a cumulative song from memory, remembering the order of the verses. <ul style="list-style-type: none"> Identify and clap the beat. Play classroom instruments on the beat. Copy a leader in a call-and-response song. <ul style="list-style-type: none"> Show the shape of the pitch moving with actions. Listen and move in time to the song. 	<p>Magical musical aquarium</p> <p>Learn about timbre, pitch, structure and graphic symbols whilst focusing on classical music.</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Identify and name tuned and untuned percussion instruments. Identify the difference between tuned and untuned percussion. Play percussion instruments expressively representing the character of their composition. Listen to Aquarium, reflecting the character of the music through movement. <p>Christmas Nativity Performance</p> <p>Performance to school & parents. Pupils will learn</p>	<p>Football</p> <p>Learn about beat, ostinato and pitched/unpitched patterns.</p> <p>Complete progression snapshot 2.</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Compose word patterns in groups. Sing a call-and-response. Improvise four note call-and-response vocal phrases. Chant together rhythmically, marking rests accurately. <ul style="list-style-type: none"> Describe, identify and create an ostinato - a short pattern of notes which is repeated many times. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<p>Dawn' from Sea Interludes</p> <p>Learn about beat, active listening (singing game, musical signals, movement) whilst focusing on 20th century classical music</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Sing a simple singing game. Identify musical signals such as a musical rest. Listen actively by responding to musical signals and musical themes using movement. Create a musical movement picture. Identify and clap a beat. Move and rock to music to develop a sense of beat. 	<p>Cat and mouse</p> <p>Learn about mood, tempo, dynamics, and rhythm and dot notation.</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Create rhythm patterns and sequencing them. Identify and respond to stick and other notations. <ul style="list-style-type: none"> Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. Notice how a change of pitch is used to create an effect. 	<p>Come dance with me</p> <p>Learn about call-and-response, tuned percussion skills, rhythm and syllables and pitch.</p> <p>Complete progression snapshot 3.</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. Listen and copy call-and-response patterns on voices and instruments.

			a range of songs and sing them to a live audience. African drumming workshop.				
Assessment	3 progression snapshot recordings at given times Evidence me assessments from sing up lessons Video recordings from sing up lessons						
Year 1 Key Vocabulary	<p>Pitch: low voices, high voices, low instruments, high instruments, lower/ higher notes, untuned, beat, lower/higher stepping notes, interval, highness or lowness of a note, melody</p> <p>Structure: echo, call-and-response, cumulative, ternary form (ABA), repeated lines, verse, repeated sections, ostinato (repeating pattern), duet, chorus</p> <p>Tempo: beat, pulse fast, slow steady beat, spoken and sung words, metre, time signature (4/4 and 6/8), time change</p> <p>Timbre: untuned/tuned percussion instruments, antiphony (an interaction or dialogue between two different groups), percussion instruments (tuned, untuned) deep bright squeaky booming</p> <p>Duration: rhythm, rest, march on the beat, beat</p> <p>Texture: hard, soft, smooth, scratchy, tinkly, dull, wood, metal, skin etc. solo</p> <p>Dynamics: soft, loud, louder quieter, dotted rhythm, 'skippy' rhythm, rests, repeating pattern, gradual, sudden changes</p> <p>Other: perform, record, improvise, compose, graphic symbol, graphic score, music technology, jig</p> <p>Names of percussion instruments: Chinese woodblock, glockenspiel, triangle, maracas, tambourine, castanets, cowbell, bells, drums, woodblock, xylophone.</p> <p>Names of brass instruments: trombone, tuba, trumpet, French horn, tenor horn, euphonium.</p> <p>Names of woodwind instruments: Saxophone, bassoon, clarinet, flute, oboe, piccolo, bagpipes, recorder, whistle.</p> <p>Names of string instruments: Double bass, cello, viola, violin, guitar, harp, mandolin.</p>						

Year 2	Musical Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To be taught use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To be taught to play tuned and untuned instruments musically.</p> <p>To be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Tony Chestnut</p> <p>Learn the song and develop understanding of beat, rhythm, pitch and echo.</p> <p>Complete progression snapshot 1.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> • Name tuned and untuned percussion instruments. • Play the song's melody on a tuned percussion instrument. • Sing with good diction. • Listen to, recognise, and play echoing phrases. • Improvise rhythms along to a backing track. 	<p>Carnival of the animals</p> <p>Learn about timbre, tempo, dynamics, and pitch whilst focusing on a classical piece of music.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> • 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) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. • Select instruments and compose music to reflect an animal's character. 	<p>Grandma Rap</p> <p>Learn about duration (crotchet, quavers, crotchet rest), singing in unison and as a round.</p> <p>Complete progression snapshot 2.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> • Compose 4-beat patterns. • Chant rhythmically and perform in unison and in a round. • Chant and play rhythms (using the durations of crotchet, quavers and crotchet rests from stick notation. • Learn a clapping game to Hi lo chicka lo • Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<p>Orawa</p> <p>Learn about beat, rhythm, structure and repetition whilst focusing on 20th century classical music.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> • Structure short musical ideas to form a larger piece. • Perform composed pieces for an audience. • Listen with attention to detail and recall sounds and patterns. 	<p>Swing-along with Shostakovich</p> <p>Learn about 2- and 3-time, beat, beat groupings whilst focusing on 20th century classical music.</p> <p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Mark the beat by tapping, clapping and swinging to the music. • Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. 	<p>Tanczyny labada – first 3 lessons</p> <p>Learn about duration (crotchet, quavers, crotchet rest) and chords.</p> <p>Complete progression snapshot 3.</p> <p><u>Pupils will know how to:</u></p> <p>Compose rhythm patterns to accompany the song.</p> <ul style="list-style-type: none"> • Sing confidently in another language and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion. • Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. <p>Year 2 summer show</p> <p>Performance to school & parents. Pupils will learn a range of songs and sing them to a live audience in the hall.</p>

			<p>Christmas Carols Performance to school & parents. Pupils will learn a range of songs and sing them to a live audience in the church.</p> <p>African drumming workshop.</p>				
Assessment	<p>3 progression snapshot recordings at given times</p> <p>Evidence me assessments from sing up lessons</p> <p>Video recordings from sing up lessons</p>						
Year 2 Key Vocabulary	<p>Pitch: melody, high, low, minor key, interval, pitch match, chord, notes F, C, G, A, D.</p> <p>Structure: echo, call-and-response, phrase, section, duet, coda, repetition, phrase, 12-bar blues, introduction, verse, chorus.</p> <p>Tempo: beat, steady beat, fast, slow, <i>Andante</i>, <i>Moderato</i>, bpm (beats per minute), pulse, metre,</p> <p>Timbre: tuned and untuned percussion instruments, strings, voice/vocal and instrument sound quality, chant, antiphony (an interaction or dialogue between two different groups),</p> <p>Duration: staccato (short, detached notes), beat, pulse, rhythm, note, crotchet, quavers, crotchet rest, pulse, 4 beats per bar, crotchet, pairs of quavers, rhythm, beat</p> <p>Texture: round, scrape, tap, bright, dull, shake, slide, scratchy, accompaniment</p> <p>Dynamics: quiet (piano), loud (forte).</p> <p>Rhythm: long/short notes,</p> <p>Articulation: sliding (glissando), smooth (legato), short/detached notes (staccato),</p> <p>Other: diction, improvise, motif conductor, orchestrate, accompaniment, improvise, graphic score, internalising, Ragtime, compose, music technology, improvise, compose, choreograph, scat syllables, rock 'n' roll, spoken part, two parts.</p> <p>Names of percussion instruments: Chinese woodblock, glockenspiel, triangle, maracas, tambourine, castanets, cowbell, bells, drums, woodblock, xylophone.</p> <p>Names of brass instruments: trombone, tuba, trumpet, French horn, tenor horn, euphonium.</p> <p>Names of woodwind instruments: Saxophone, bassoon, clarinet, flute, oboe, piccolo, bagpipes, recorder, whistle.</p> <p>Names of string instruments: Double bass, cello, viola, violin, guitar, harp, mandolin.</p>						