

Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Our senses</p> <p>This unit enables the children to explore and play with a wide range of media and materials. It also provides them with opportunities for sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play and d&t.</p>	<p>Working World</p> <p>This unit guides children in making sense of their physical world and their communities. This unit provides opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p>Moving Patterns</p> <p>This unit provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, and calculating simple addition and subtraction problems as well as shape and measures.</p>	<p>Growth and change</p> <p>This unit provides children with the opportunity to be active and interactive, and to develop their co-ordination, control and movement. Children also learn about the importance of physical activity and healthy eating.</p>	<p>Special People</p> <p>This unit helps children to develop a positive sense of themselves, to form relationships and respect for others, as well as developing social skills and the ability to manage their feelings.</p>	<p>Going places</p> <p>This unit provides children with opportunities to experience a rich language environment through speaking and listening, and to develop their confidence and skills in expressing themselves.</p>
<p>Year 1</p> <p>Composer study: Saint-Saëns (1835 – 1921) Romantic</p>	<p>Travel</p> <p>The children develop their performance skills and learn songs about travel and transport from around the world.</p>	<p>KS1 Play (Odd Years)/ Composers & Christmas songs (Even Years)</p> <p>Musical focus: Singing and performing together.</p> <p>The children will learn a range of songs for our play or carol service, focussing on singing with expression, confidence and creativity to an audience.</p>	<p>Water</p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>They will continue to study the composer Saint-Saëns and listen to another piece from 'Carnival of the Animals'.</p>	<p>Number</p> <p>The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Our School</p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p>	<p>Seasons</p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p>They will also study the composer Saint-Saëns and listen to some pieces from 'Carnival of the Animals'.</p>
<p>Year 2</p> <p>Composer study: Tchaikovsky (1840-1893) Romantic</p>	<p>Ourselves</p> <p>The children discover ways to use their voices to describe feelings and moods. they create and notate vocal sounds, building to a performance.</p>	<p>They will also learn about 4 famous composers: Bach, Vivaldi, Mozart and Haydn, and their music. (BBC Teach KS1 Music: History - Famous People lessons 6&7)</p> <p>(Also 3 BBC music lessons on Samuel Peyps)</p>	<p>Weather</p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. they create a descriptive class composition using voices and instruments.</p>	<p>Pattern</p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <p>(BBC music lessons – Queens)</p>	<p>Storytime</p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion. They will also study the composer Tchaikovsky and listen to music from 'The Nutcracker Suite'.</p>	<p>Water</p> <p>The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition, which describes the sounds and creatures of a pond.</p>

<p>Year 3</p> <p>Composer study: Edward Elgar (1857-1934) Romantic</p>	<p>Human body</p> <p>Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p>	<p>KS2 Play (Even Years)/ Environment (Odd Yrs)</p> <p>The children explore songs and poems about places. They create accompaniments and sound pictures to reflect their local environment.</p>	<p>China</p> <p>The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p>	<p>BBC 10 Pieces Edward Elgar Enigma Variations</p> <p>Children will learn about the life and work of Edward Elgar. They will learn how 'Enigma Variations' was written about Elgar's different friends then create music to reflect people they know.</p>	<p>In the past</p> <p>Pitch notation is introduced here as the children make hand signals and compose three-note melodies. They learn basic dance steps to Tudor tunes.</p>	<p>Ancient Worlds Y4</p> <p>The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p>
<p>Year 4</p> <p>Composer study: Mozart (1756-1791) Classical</p>	<p>Ancient Worlds Y3 (Greeks)</p> <p>Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.</p>	<p>KS2 Play (Odd Years)/ BBC 10 Pieces Hans Zimmer Earth (Even Years)</p> <p>The children will look at the work of Hans Zimmer, a composer of music for film and TV. They will create and perform their own musical motifs inspired by 'Earth'.</p>	<p>BBC 10 Pieces Mozart Horn Concerto</p> <p>The children will learn about the life and work Wolfgang Amadeus Mozart. They will create and perform their own musical motifs and structure them to form a rondo.</p>	<p>Romans</p> <p>Children will begin by listening to BBC Teach – School Radio – Romans. They will learn about the Roman times whilst learning 3 new songs. Then they will create their own Roman song or rap using facts they have learnt in history.</p>	<p>Environment</p> <p>Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers through history.</p>	<p>Recycling</p> <p>The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>
<p>Year 5</p> <p>Wider Opps - one hour per week.</p> <p>Children will develop skills in playing an instrument and learning the first 5 notes, playing together, reading stave music (learning note names and values as well as reading notation on a stave) and listening to music - including a trip to the Halle. Their work will also involve a composer study and composition on their instruments.</p>						
<p>Year 6</p> <p>Composer study: JS Bach. (1685 – 1750) Baroque</p>	<p>Roots</p> <p>A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous Anansi.</p>	<p>KS2 Play (Even Years)/ Music from WWII (Odd Years)</p> <p>The children will learn, sing and perform some songs from WWII (incl BBC Time and Tune Evacuees) They will also learn about how people like Vera Lynn helped keep the spirits of the troops up with music.</p>	<p>BBC 10 Pieces JS Bach Tocatta & Fugue</p> <p>The children will learn about the life and work Johann Sebastian Bach. They will read notation to clap rhythms and play sections of the piece. Then create and perform their own toccata and fugue and use them to create their own class piece.</p>	<p>At the Movies</p> <p>Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p> <p>They will also learn about the life and music of George Gershwin (using BBC 10 pieces Rhapsody in Blue)</p>	<p>Class Awards</p> <p>An opportunity to celebrate the children's achievements at the end of primary school. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	

Colour coded key:

Colour coded triangles on the document below refer to the music strands from the National Curriculum.

KS1:

- ▲ Use of voice expressively and creatively.
- ▲ Play tuned and untuned instruments musically.
- ▲ Listen with concentration and understanding to a range of high-quality music.
- ▲ Experiment with, create, select and combine sounds.

KS2:

- ▲ Play and perform
- ▲ Improvise and compose music for a range of purposes.
- ▲ Listen with attention to detail and recall sounds
- ▲ Use and understand staff and other musical notation.
- ▲ Appreciate and understand a wide range of live and recorded music.
- ▲ Develop and understanding of the history of music.

Music Long Term Plan Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our senses (Music Express)	Working World (Music Express)	Moving Patterns (Music Express)	Growth and change (Music Express)	Special People (Music Express)	Going places (Music Express)
Early Learning Goals taught:	<p>Seaside</p> <ul style="list-style-type: none"> ▲ Listen to sounds associated with the seaside, and respond with voice and movement. <p>Clocks</p> <ul style="list-style-type: none"> ▲ Match actions, vocal and instrumental sounds to experiences at certain times of day. <p>Sound wall</p> <ul style="list-style-type: none"> ▲ Recognise and explore how sounds can be made and changed. <p>Papery sounds</p> <ul style="list-style-type: none"> ▲ Investigate a variety of ways to create sounds with paper. ▲ Play the sounds expressively and descriptively. <p>Cake makers</p> <ul style="list-style-type: none"> ▲ Recognise and control ways in which using different actions can make sounds change. <p>Teddy bear</p> <ul style="list-style-type: none"> ▲ Match body actions to playing instruments. ▲ Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard. 	<p>Farm time</p> <ul style="list-style-type: none"> ▲ Listen to music and respond by using animal movements ▲ Performing movements alone and in combination using a simple graphic score. <p>Our town</p> <ul style="list-style-type: none"> ▲ Create and perform combinations of sounds used expressively to illustrate a town at night and day. <p>Recycling</p> <ul style="list-style-type: none"> ▲ Investigate a variety of ways to create environmental sounds using litter. <p>Light</p> <ul style="list-style-type: none"> ▲ Express feelings in music by responding to the moods suggested by the colours of the rainbow. <p>Working toys</p> <ul style="list-style-type: none"> ▲ Create and perform a variety of sound sequences based on movements, first singly then in combination. <p>Robots</p> <ul style="list-style-type: none"> ▲ Select sounds from of metallic instruments and soundmakers and create a sequence to follow a song and a story. ▲ Use a simple graphic score. 	<p>Minibeasts</p> <ul style="list-style-type: none"> ▲ Perform cumulative circle game-songs and chants adding in sounds of different instruments. <p>All aboard!</p> <ul style="list-style-type: none"> ▲ Chant and sing 'call and response' patterns and join in with an African passing game using a steady beat. <p>Dumplings</p> <ul style="list-style-type: none"> ▲ Sing a Caribbean 'call and response' song and play a circle game to a chant. <p>Stamp and clap</p> <ul style="list-style-type: none"> ▲ Sing a song and reverse the actions, arrange and rearrange musical sounds. ▲ Use vocal effects in an echo chant. <p>Shape up!</p> <ul style="list-style-type: none"> ▲ Sing cumulative songs using dried food shakers to add instrumental sounds. ▲ Explore and use body percussion sounds to create a new song with a similar structure. <p>Wheels</p> <ul style="list-style-type: none"> ▲ Sing cumulative songs with actions and accompaniments on instruments and other sound sources. 	<p>Winter</p> <ul style="list-style-type: none"> ▲ Listen to music and respond with hand and whole body movements. ▲ Explore loud and quiet vocal and instrumental sounds. <p>Storm</p> <ul style="list-style-type: none"> ▲ Listen to a poem and explore hand percussion sounds, which grow louder and quieter. ▲ Select movements and use them expressively to compose and perform a storm piece. <p>Boo!</p> <ul style="list-style-type: none"> ▲ Explore quiet and loud instrumental and vocal sounds to create a mood. ▲ Sing a song with different sounds effects and moods. <p>Caterpillar</p> <ul style="list-style-type: none"> ▲ Sing an action song. ▲ Listen to music and respond using hand and whole body movements. <p>Water, water everywhere</p> <ul style="list-style-type: none"> ▲ Listen to water sounds and respond with quiet and loud vocal effects. ▲ Sing songs and respond to sounds through movement. ▲ Compose music using voices, body percussion, instruments and sound sources. <p>The special drum</p> <ul style="list-style-type: none"> ▲ Respond in movement to loud and quiet drumming. ▲ Perform a song that grows louder and then fades away. ▲ Listen to a story about a drum which plays quiet and loud sounds. 	<p>Hello</p> <ul style="list-style-type: none"> ▲ Sing echo songs and perform greeting actions to a steady beat. <p>Hands, feet and faces</p> <ul style="list-style-type: none"> ▲ Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster. <p>My turn, your turn</p> <ul style="list-style-type: none"> ▲ Create and perform actions and play instruments to a steady beat. <p>Happy New Year</p> <ul style="list-style-type: none"> ▲ Select sounds and movements and use them expressively within a steady beat, following variable speeds. <p>Spider tricks</p> <ul style="list-style-type: none"> ▲ Move, sing and play sounds at different speeds. <p>Magic dove</p> <ul style="list-style-type: none"> ▲ Move, sing and perform actions at speeds which illustrate moods and emotions. 	<p>Noah</p> <ul style="list-style-type: none"> ▲ Perform a rap, using high and low instrumental and vocal sounds to represent different animal voices. <p>Jack-in-the-box</p> <ul style="list-style-type: none"> ▲ Sing songs with high and low notes reinforced with matching hand or body positions. <p>The three bears</p> <ul style="list-style-type: none"> ▲ Perform a rap with high, medium, and low vocal sounds. <p>Popcorn</p> <ul style="list-style-type: none"> ▲ Sing a song with steps and leaps, accompanied by pitched instrumental sounds. <p>Rhyme time</p> <ul style="list-style-type: none"> ▲ Recognise and explore how sounds can be changes (high and low notes). ▲ Listen to high and low notes and respond by using body movement to match the pitch. <p>Mousie Brown</p> <ul style="list-style-type: none"> ▲ Sing stepping notes that move up and down accompanied by tuned percussion and hand actions.
Vocabulary	Action, Sound, Sing, Play, Tap, Perform, Loud, Quiet, Slow, Fast, Lively, Low, High, Up, Down, Rhyme, Line, Poem, Beat, Steady beat, Tune.					

Music Long Term Plan Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Travel (Music Express)	KS1 Play (Odd Years) Composers (BBC Teach lessons 6&7 – KS1 Music: History – Famous people) & Christmas songs	Water (Music Express)	Number (Music Express)	Our School (Music Express)	Seasons (Music Express)
Composer		Bach, Vivaldi, Mozart and Haydn	Composer: Saint-Saëns	Tchaikovsky & Edvard Grieg		Composer: Saint-Saëns
Objectives taught:	<ul style="list-style-type: none"> ▲ Begin to sing in tune, with expression, confidence and creativity to an audience. ▲ Investigate making sounds that are very different (fast and slow – tempo / loud and quiet – dynamics) ▲ Create music with others ▲ Explore own ideas and change as desired. ▲ Pupils use their voices expressively by performing a chant. 	<ul style="list-style-type: none"> ▲ Begin to sing in tune, with expression, confidence and creativity to an audience. ▲ Reflect on music and say how it makes people feel, act and move. ▲ Respond to different composers and discuss different genres of music. ▲ Discover how instruments be played high and low (pitch), loudly and quietly, can produce a rhythm or a steady beat and create different effects. 	<ul style="list-style-type: none"> ▲ Understand how to play an instrument with care and attention. ▲ Begin to sing in tune, with expression, confidence and creativity to an audience. ▲ Investigate making sounds that are very different (high and low – pitch / loud and quiet - dynamics) ▲ Respond to different composers and discuss different genres of music. <p><i>(Dynamics) loud/quiet louder/quieter (Timbre) splash, ripple, crash, slide, bubbling, wooden (Tempo) fast/slow, faster/ slower Glissando (slide) (Pitch) high/low, higher/ lower, steps, jumps, ascending: low to high Rhythm</i></p>	<ul style="list-style-type: none"> ▲ Respond to different composers and discuss different genres of music. ▲ Investigate making sounds that are very different (fast and slow – tempo) ▲ Repeat and investigate simple beats and rhythms. ▲ Learn to play sounds linking with symbols. ▲ Play instruments and sing with increasing control. ▲ Create music on their own and with others and represent sounds with symbols. 	<ul style="list-style-type: none"> ▲ Play instruments showing an awareness of others. ▲ Investigate making sounds that are very different (loud and quiet – dynamics) ▲ Investigate how instruments can create different sounds (timbre). ▲ Begin to sing in tune, with expression, confidence and creativity. ▲ Create music with others. 	<ul style="list-style-type: none"> ▲ Investigate making sounds that are very different (high and low – pitch / fast and slow – tempo) ▲ Discover how the voice can produce high and low, fast and slow sounds. ▲ Create a sequence of long and short notes, with help. ▲ Explore ideas and change as desired. ▲ Respond to different composers and discuss different genres of music.
Vocabulary	Steady beat loud and quiet high and low fast and slow Rhythm	Steady beat loud and quiet Tune high and low Singing Playing Composer		Beat Fast and slow Forte and piano	Timbre - eg rustle, scrunch,tear, tap, rub Dynamics - forte/piano Duration - long/short Texture	Dynamics - forte / piano, - louder/quieter Pitch - high/low, - higher/lower - step, leap, slide falling/rising Beat Composer

Music Long Term Plan Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	<p>Ourselves (Music Express)</p> <p>(Also 3 BBC music lessons on Samuel Peyps)</p>	<p>KS1 Play (Odd Years)</p> <p>Composers (BBC Teach lessons 6&7 – KS1 Music: History – Famous people) & Christmas songs</p>	<p>Weather (Music Express)</p>	<p>Pattern (Music Express)</p>	<p>Storytime (Music Express)</p>	<p>Water (Music Express)</p>	
Composer		Bach, Vivaldi, Mozart and Haydn	Antonio Vivaldi		Composers: Tchaikovsky & Mussorgsky		
Objectives taught:	<ul style="list-style-type: none"> ▲ Sing with a sense of the shape of a melody ▲ Use their voices expressively and creatively by singing songs and speaking rhymes. ▲ Improvise in making sounds with the voice. ▲ Use sounds to achieve an effect. ▲ Explore changes in pitch to communicate an idea. ▲ Play sounds following a simple score. 	<ul style="list-style-type: none"> ▲ Perform songs using creativity and expression and create dramatic effect. ▲ Notice how music can be used to create different moods and effects and to communicate ideas. ▲ Listen to, review, and evaluate music across a range of styles, including the works of the great composers. ▲ Discover how instruments be played high and low (pitch), loudly and quietly, can produce a rhythm or a steady beat and create different effects. 	<ul style="list-style-type: none"> ▲ Use their voices expressively and creatively by singing a song and speaking a chant. ▲ Listen to, review, and evaluate music across a range of styles, including the works of the great composers. ▲ Work with others to create short musical patterns. ▲ Represent sounds with symbols. 	<ul style="list-style-type: none"> ▲ Read and represent sounds with symbols. ▲ Investigate long and short sounds. ▲ Use their voices expressively. ▲ Perform simple patterns and accompaniments keeping to a steady pulse. ▲ Understand how to control playing a musical instrument so that they sound, as they should. ▲ Listen and understand how to improve own composition. 	<ul style="list-style-type: none"> ▲ Use their voices expressively and creatively by speaking chants ▲ Experiment with, creating, selecting, and combining sounds. ▲ Work with others to create short musical patterns. ▲ Understand how to control playing a musical instrument so that they sound, as they should. ▲ Listen to, review, and evaluate music across a range of styles, including the works of the great composers 	<ul style="list-style-type: none"> ▲ Sing with a sense of the shape of a melody. ▲ Explore changes in pitch, timbre, and duration to communicate an idea. ▲ Experiment with, create, select, and combine sounds. ▲ Understand how to control playing a musical instrument so that they sound, as they should. ▲ Work with others to create short musical pieces. 	
Vocabulary	<p><i>Solo</i></p> <p><i>Duet</i></p> <p><i>Pitch – high and low</i></p> <p><i>Duration</i></p> <p><i>Texture</i></p> <p><i>Score</i></p> <p><i>Call and response</i></p> <p><i>Rhythm</i></p>	<p><i>Steady beat</i></p> <p><i>Dynamics – piano / forte</i></p> <p><i>Melody</i></p> <p><i>Harmony</i></p> <p><i>Pitch – high and low</i></p> <p><i>Singing</i></p> <p><i>Playing</i></p> <p><i>Composer</i></p>	<p><i>Duration – long and short</i></p> <p><i>Rhythm</i></p> <p><i>Ostinato</i></p> <p><i>Accompaniment</i></p> <p><i>Beat</i></p> <p><i>Dynamics – piano and forte</i></p> <p><i>Tempo – fast and slow</i></p>	<p><i>Duration – long and short</i></p> <p><i>Notation</i></p> <p><i>Symbol</i></p> <p><i>Beat</i></p> <p><i>Score</i></p> <p><i>Rhythm pattern</i></p>	<p><i>Timbre</i></p> <p><i>Texture</i></p> <p><i>Dynamics</i></p> <p><i>Duration</i></p> <p><i>Pitch</i></p> <p><i>Structure</i></p> <p><i>Melody</i></p> <p><i>Rhythm</i></p>	<p><i>Beat</i></p> <p><i>Score</i></p> <p><i>Tempo</i></p>	<p><i>Pitch – high and low</i></p> <p><i>Melody</i></p> <p><i>Score</i></p> <p><i>Timbre</i></p> <p><i>Duration</i></p> <p><i>Dynamics – piano and forte</i></p> <p><i>Glissando</i></p> <p><i>Conductor</i></p>




Music Long Term Plan Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Human body (Music Express)	KS2 Play (Even Years)/ Environment (Odd Yrs) (Lesson 2 may be omitted for extended composition)	China (Music Express)	BBC 10 Pieces Edward Elgar Enigma Variations	In the past (Music Express)	Ancient Worlds Y4 (Music Express)
Composer				Edward Elgar (1857-1934)		
Musical Style			Chinese	Romantic Period	Baroque (Tudor)	
Objectives taught:	<ul style="list-style-type: none"> ▲ Play simple melodic and rhythmic parts. ▲ Sing in tune and start to show some control. ▲ Explore structure, texture, and timbre ▲ Improvise and compose music that combines musical elements. ▲ Pupils create music on their own and with others. 	<p style="text-align: center;">KS2 play:</p> <ul style="list-style-type: none"> ▲ Perform alone and in a group. ▲ Perform with confidence. ▲ Beginning to understand the importance of pronouncing the words in a song well. <p style="text-align: center;">Environment:</p> <ul style="list-style-type: none"> ▲ Sing in tune and start to show control. ▲ To compose music, ordering ideas effectively. ▲ Use images and simple notation represent music they have created. ▲ Pupils create music on their own and with others 	<ul style="list-style-type: none"> ▲ Pupils explore pitch, and timbre. ▲ Pupils use note names to represent music they have created. ▲ Pupils play a simple melody on a musical instrument. ▲ Listen to and talk about music from other traditions. ▲ Recognise how musical elements can be used together to create music. ▲ Describe the different purposes of music in other cultures. 	<ul style="list-style-type: none"> ▲ Play and perform with others. ▲ Perform simple melodic and rhythmic parts. ▲ Create short musical patterns with long and short sequences and rhythmic phrases. ▲ Pupils use images or simple notation to represent music they have created. ▲ To notice and explore the way sounds can be combined and used expressively. ▲ Learn about music from different times in history and from different composers. 	<ul style="list-style-type: none"> ▲ Explore pitch, structure. ▲ Begin to use and understand staff notations. ▲ To notice and explore the way sounds can be combined and used expressively. ▲ Describe the different purposes of music throughout history and in other cultures. 	<ul style="list-style-type: none"> ▲ Explore structure, dynamics, and texture. ▲ Pupils develop an understanding of the history of music. ▲ To create music with others ▲ Sing in tune and start to show some control. ▲ Carefully choose sounds and order them to achieve an effect.
Vocabulary (used to understand, analyse and describe a range of music.). ▲	<i>Call and response</i> <i>Beat</i> <i>Rhythm</i> <i>Melody</i> <i>Binary form</i> <i>Tempo</i> <i>Dynamics</i>	<i>Timbre</i> <i>Ostinato</i> <i>Pitch</i> <i>Drone</i> <i>Tempo</i> <i>Dynamics</i> <i>Expression</i> <i>Ternary</i> <i>Rondo</i> <i>Chorus</i> <i>Verse</i> <i>Rhythm</i> <i>Phrase</i> <i>Soundscape</i>	<i>Chordophone</i> <i>Pentatonic</i> <i>Pitch</i> <i>Glissando</i>	<i>Drone</i> <i>Motif</i> <i>Pitched percussion</i> <i>Theme</i> <i>Unpitched percussion</i>	<i>Pitch</i> <i>Drone</i> <i>Notation</i> <i>Stave</i> <i>Crotchet</i> <i>Quaver</i> <i>Dynamics</i> <i>Beat</i> <i>Rhythm</i>	<i>Structure</i> <i>Verse</i> <i>Chorus</i> <i>Coda</i> <i>Dynamics</i> <i>Phrase</i> <i>Crescendo</i> <i>Diminuendo</i> <i>Ostinato/ostinati</i> <i>Graphic score</i> <i>Texture</i>

Music Long Term Plan Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Worlds Y3 (Greeks) (Music Express)	KS2 Play (Odd Years)/ BBC 10 Pieces Hans Zimmer - Earth (Even Years)	BBC 10 Pieces Mozart Horn Concerto	Romans (Teacher Developed Unit)	Environment (Music Express)	Recycling
Composer		Hans Zimmer	Wolfgang Amadeus Mozart (1756-1791)		Vivaldi, Vaughan Williams & Maxwell Davies	
Musical Style			Classical Period			Jazz
Objectives taught:	<ul style="list-style-type: none"> ▲ Develop an understanding of the history of music. ▲ Use their voices and play musical instruments with increasing accuracy, fluency, control, and expression. ▲ Develop an awareness of the effect of several layers of sound. ▲ Select, control and organise sounds when composing. 	<p>KS2 play:</p> <ul style="list-style-type: none"> ▲ Sing songs from memory with accurate pitch and control in voice. Maintain a simple part within a group. ▲ Understand the importance of pronouncing the words in a song well. <p>Hans Zimmer:</p> <ul style="list-style-type: none"> ▲ Perform with control and awareness of what others in the group are playing. ▲ Compose music that combines several layers of sound. ▲ To notice, analyse and explore the way sounds can be combined and used expressively. ▲ Use musical notation when composing work. ▲ Begin to recognise and identify instruments being played. 	<ul style="list-style-type: none"> ▲ Perform simple melodic and rhythmic parts with awareness of others. ▲ Compose music with contrasting effects then carefully order, combine and control sounds with awareness of their effect. ▲ To comment on composer's intentions and musicians use of technique to create effect. ▲ Develop and understanding of the history of music. ▲ Use musical notation when composing work. ▲ Know how many beats in a quaver, minim, crotchet and semibreve and recognise their symbols. ▲ Know the symbol for a rest in music, and use silence for effect in my music. ▲ Begin to recognise and identify instruments being played. 	<ul style="list-style-type: none"> ▲ Learn songs and sing in tune with awareness of others. ▲ Understand the importance of pronouncing the words in a song well. ▲ Use musical notation when composing work. ▲ Compose and perform melodies and songs. <p><i>(During this term there will also be a whole-school singing assembly. The children will learn a song to perform.)</i></p> <ul style="list-style-type: none"> ▲ Sing songs from memory with accurate pitch and control in voice. 	<ul style="list-style-type: none"> ▲ Explore timbre, structure, tempo, and dynamics ▲ Listen to, review, and evaluate music across a range of historical periods, including the works of the great composers ▲ Compose music, organising ideas to create an effect. ▲ Sing with expression. ▲ Develop and understanding of the history of music. 	<ul style="list-style-type: none"> ▲ Explore structure, timbre, and appropriate musical notations ▲ Play instruments with care and control so the sounds are clear. ▲ Appreciate and understand a wide range of music, across a range of genres and traditions. ▲ Use their voices expressively. ▲ Explain how musical elements can be used together to compose music.
Vocabulary (used to understand, analyse and describe a range of music.)	<i>Ostinato/ostinato</i> <i>Dynamics</i> <i>Echo</i> <i>Sequence.</i> <i>Pitch</i> <i>Round</i>	<i>Crescendo</i> <i>Duration</i> <i>Dynamics</i> <i>Motif</i> <i>Piano, forte,</i> <i>pianissimo</i> <i>Pitched / Unpitched percussion</i>	<i>Cadenza</i> <i>Coda</i> <i>Concerto</i> <i>Movement</i> <i>Musicologist</i> <i>Trill</i> <i>Pitched / unpitched percussion</i> <i>Rondo</i>	<i>Tune</i> <i>Melody</i> <i>Lyrics</i> <i>Vocal</i> <i>Rhythm</i> <i>Beat</i> <i>Verse</i> <i>Chorus</i>	<i>Timbre</i> <i>Texture</i> <i>Pitch</i> <i>Dynamics</i> <i>Duration</i> <i>Tempo</i> <i>Structure</i> <i>Drone</i> <i>Ostinato/ostinato</i> <i>Introduction</i> <i>Coda</i>	<i>Binary</i> <i>Rhythm</i> <i>Verse</i> <i>Chorus</i> <i>Groove</i> <i>Ternary</i> <i>Improvisation</i> <i>Rondo structure (ABACA)</i>

Music Long Term Plan Year 5

	Autumn	Spring	Summer
Topic	Topic: <i>FA Woodwind and Brass</i>		
Objectives taught:   	<p>What will the children do?</p> <ul style="list-style-type: none"> Children will listen to, sing and play 1/2/3/4 note pieces for brass and woodwind instruments. Children will improvise rhythmically, using 1 note <p>What will the children learn?</p> <ul style="list-style-type: none"> Children will learn to assemble, hold and take care of their brass or woodwind instrument. Children will learn to make sounds and play up to 4 pitches on their brass or woodwind instrument. Children will learn to listen to and analyse simple pieces of music using the elements of music vocabulary with increasing complexity over the term. Children will learn to play simple pieces of music with increasing range and complexity over the term. Children will learn to read staff notation appropriate to their instrument. Children will learn to play as an ensemble and follow directions from the teacher. 'Making and controlling musical sounds: developing technique': Produce a controlled column of air Form and establish an appropriate embouchure 	<p>What will the children do?</p> <ul style="list-style-type: none"> Children will listen to, sing and play up to 5 note pieces for brass and woodwind instruments. Children will listen to, sing and play pieces with 2 parts. Children will improvise using 1/2/3 notes. <p>What will the children learn?</p> <ul style="list-style-type: none"> Children will learn to play up to 5 pitches on their brass or woodwind instrument. Children will learn to listen to and analyse simple pieces of music using key vocabulary with increasing complexity over the term. Children will learn to play simple pieces of music with increasing range and rhythmic complexity over the term. Children will learn to read staff notation appropriate to their instrument. Children will learn to play as an ensemble and follow directions from the teacher. 	<ul style="list-style-type: none">
Vocabulary (used to understand, analyse and describe a range of music.).	Brass: embouchure / valves / bell / mouthpiece Woodwind: embouchure / mouthpiece/ barrel / upper joint / lower joint / reed / ligature / bell Pulse Repeat High, low Rhythm Quaver, crotchet, minim, semibreve.	Brass: embouchure / valves / bell / mouthpiece Woodwind: embouchure / mouthpiece/ barrel / upper joint / lower joint / reed / ligature / bell Metre Dynamics Repetition / <i>ostinato</i> Melody / accompaniment / unison Crotchet, quavers, minims, semibreve stave	

Music Long Term Plan Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Roots (Odd Years) (Music Express)	KS2 Play (Even Years) Music from WWII	BBC 10 Pieces JS Bach - Toccata & Fugue		At the Movies (Music Express)	Class Awards (Music Express)
Composer			Johann Sebastian Bach (1685 – 1750)		George Gershwin	Modest Mussorgsky
Musical style	West African	Christmas OR WWII	Baroque Period		1920s	
Objectives taught:	<p>Roots:</p> <ul style="list-style-type: none"> ▲ Improvise and compose music for a range of purposes ▲ Appreciate and understand music drawn from different traditions ▲ Sing and play musically with increasing confidence and control ▲ Explain and evaluate how musical elements, features and styles can be used together to compose music. 	<p>KS2 play:</p> <ul style="list-style-type: none"> ▲ Perform alone and in a group, displaying a variety of techniques. ▲ Notice and explore how music reflects time, place and culture. ▲ Listen with attention to detail and recall sounds. ▲ Perform alone and in a group, displaying a variety of techniques. 	<ul style="list-style-type: none"> ▲ Play and perform in ensemble contexts, using voices and playing musical instruments ▲ Improvise and compose music for a range of purposes using the interrelated dimensions of music ▲ Listen with attention to detail and recall sounds with increasing aural memory ▲ Describe music using musical words and use this to identify strengths and weaknesses in music. ▲ Notice and explore how music reflects time, place and culture. ▲ Create my own musical patterns. ▲ Use of a variety of notation when performing and composing. <p><i>(During this term there will also be a whole-school singing assembly. The children will learn a song to perform.)</i></p> <ul style="list-style-type: none"> ▲ Sing a harmony part confidently and accurately. 		<ul style="list-style-type: none"> ▲ Develop an understanding of the history of music ▲ Listen with attention to detail and recall sounds with increasing aural memory. ▲ Develop an understanding of musical composition, organising and manipulating ideas within musical structures ▲ Explore tempo, texture, structure, duration, and appropriate musical notations 	<ul style="list-style-type: none"> ▲ Play and perform alone and in a group, displaying a variety of techniques. ▲ Sing and play musically with increasing confidence and control ▲ Listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers ▲ Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music ▲ Use of a variety of notation when performing and composing.
Vocabulary (used to understand, analyse and describe a range of music.) ▲	<p><i>Beat</i></p> <p><i>Rhythm</i></p> <p><i>Improvise</i></p> <p><i>Structure</i></p> <p><i>Tempo</i></p> <p><i>Dynamics-</i></p> <p><i>Texture</i></p> <p><i>Timbre</i></p> <p><i>Unison</i></p>	<p><i>Tune</i></p> <p><i>Melody</i></p> <p><i>Lyrics</i></p> <p><i>Vocal</i></p> <p><i>Rhythm</i></p> <p><i>Beat</i></p> <p><i>Verse</i></p> <p><i>Chorus</i></p> <p><i>Chord</i></p> <p><i>Accompaniment</i></p>	<p><i>Fugue</i></p> <p><i>Graphic score</i></p> <p><i>Orchestrate</i></p> <p><i>Pitched / unpitched percussion</i></p> <p><i>Round</i></p> <p><i>Tempo</i></p> <p><i>Toccata</i></p>		<p><i>Tempo</i></p> <p><i>Dynamics</i></p> <p><i>Timbre</i></p> <p><i>Phrase</i></p> <p><i>Pitch</i></p> <p><i>Texture</i></p> <p><i>Melody</i></p> <p><i>Rhythm</i></p>	<p><i>Verse</i></p> <p><i>Melody</i></p> <p><i>Fanfare</i></p> <p><i>Rap</i></p> <p><i>Pitch</i></p> <p><i>Timbre</i></p> <p><i>Rhythm</i></p> <p><i>Chorus</i></p> <p><i>Phrase</i></p> <p><i>Structure</i></p> <p><i>Dynamics</i></p> <p><i>Tremolo</i></p> <p><i>Tempo</i></p> <p><i>Texture</i></p>