

Long Term Plan 2021/22 – Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Topic: All About me People Who Help Us	Topic: Light and Dark Celebrations	Topic: Winter Wonderland	Topic: Living Things	Topic: Traditional Tales	Topic: Seaside
	Books: Zog Zog and the Flying Doctors Room on the Broom	Books: Rama and Sita The Gunpowder Plot Owl Babies Kipper's Birthday The First Christmas The Nativity Story	Books: Percy the Park Keeper: One Snowy Night Lost and Found	Books: What the Ladybird Heard I Don't Want to be a Frog We're Going on an Egg Hunt The Easter Story	Books: Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Troll	Books: What the Ladybird Heard at the Seaside The Lighthouse Keeper's Lunch The Rainbow Fish Commotion in the Ocean
	It is important for the pupils to take part in simple pretend play, using an object to represent something else even though they are not similar. Such as a pan and spoon as a drum. Pupils will need to be given lots of opportunities to listen with increased attention to sounds. Pupils can start by singing along to nursery rhymes and action songs. This will then lead them to sing their own songs or improvise a song around one they know. It is an essential skill for the pupils to take part in listening and responding to different styles of music. They need to be given the opportunity to move appropriately to music at different speeds. For example, running, crawling, walking (tempo). repetition. Pupils will need to make their voices louder and quieter. They will also be able to sing high like a mouse and low like a lion.	Playing instruments are fundamental for pupils to develop their fine and gross motor skills. The pupils will learn to play instruments with increasing control to express their feelings and ideas. Using this skill, they can then respond to what they hear, expressing their thoughts and feelings. Encourage the pupils to say how a piece of music makes them feel. (happy, excited or sad.) Pupils will build on prior knowledge and will remember and sing entire songs. Pupils will be given the opportunity to match the pitch of a tone they hear. Pupils should explore playing a variety of instruments and move to a steady beat (pulse). Pupils will recognise that sounds are made in a variety of ways. (timbre). They will tap out a repeated pattern using their bodies, instruments tuned and untuned.	Building on prior skills, the pupils should now listen attentively. They will continue to express their feelings and responses about music they have listened to. Pupils will begin to watch and talk about different performances. How they make them feel. Such as happy, excited or sad.	The pupils will now be beginning to move in time to music (rhythm). This will lead onto the pupils beginning to sing and play an instrument in time with a song. The pupils will begin to share their ideas and perform their work to others, this is an essential skill to build on their confidence.	Music opportunities are all around us. Playing an instrument and singing along to pieces of music will begin to be embedded. Pupils will use their developing understanding to sing in a group or on their own. They will demonstrate matching the pitch and follow the melody. Once they have explored and engaged in making music using different instruments and performing in groups, they can deepen their knowledge by sharing their ideas and perform their work with support from others.	Pupils will tap out a beat to a piece of music or a simple song. Such as nursery rhymes of seaside songs. Opportunities for singing in a group or on their own will continue. With increasing control, pupils will demonstrate matching the pitch and follow the melody. Building on their skills of making music and performing in groups, they can continue to use their knowledge by sharing their ideas and perform their work with support from others.

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Around Us	Topic: Healthy Bodies, Healthy Minds	Topic: Modern Britain	Topic: Technology in Action	Topic: Culture	Topic: The World Beyond Us
	Book: But Why Can't I?	Book: The Tiger Who Came to Tea	Book: The Gruffalo	Book: Rosie Revere, Engineer	Book: The Hunter	Book: Rainforest Adventure
	<p>Pupils need to develop the skills to listen with concentration. They will learn to recognise instruments. Experience listening for different types of sounds, recognising pulse, pitch, rhythm. Music and songs can tell stories, and pupils should be taught that movement is an important part of music so they should learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Pupils will learn that songs have a musical style so they will learn songs by heart and begin to understand the structure of a song.</p>	<p>Voices should be used expressively and creatively by singing songs and speaking chants and rhymes so pupils will learn about pitch (high and low) and rhythm as well as develop skills in manipulating sounds with their voices. Vocal warmups are important - learn to find a comfortable singing position. and use their voices to sing in unison</p>	<p>Voices are tools of sound, pupils will develop further their work on using their voices expressively. They will enhance their skills by speaking chants and rhymes as well as investigating different types of sounds our voices can make including raps Pupils will learn control by following the leader in songs. They will enhance their learning by performing in unison and confidently singing from memory</p>	<p>Confidence is an area which performance in music can develop. Pupils will continue to sing songs, speak rhymes and chants with increasing confidence.</p> <p>The will learn about pitch and rhythm and how they can use their voices with increasing control, building on the previous terms work. Pupils will be able to explain the importance of a warm up as well as other important elements that make a performance.</p>	<p>Experimentation with music enables pupils to be creative with sounds. Pupils should be given the opportunity to play tuned and untuned instruments during these experimentation phases.</p> <p>Pupils should be taught to listen to a rhythm and respond by playing their own response back.</p> <p>Pupils can be introduced to the word improvise and given the opportunity with a partner to improvise using 1 or 2 notes.</p> <p>:</p>	<p>Pupils should experiment with, create, select and combine sounds using the inter-related dimensions of music They should be able to use a variety of tuned and untuned instruments to further improvise using one or two notes. Pupils will explore improvisation and change their improvisation if they want.</p>

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Around Us	Topic: Healthy Bodies, Healthy Minds	Topic: Modern Britain	Topic: Technology in Action	Topic: Culture	Topic: The World Beyond Us
	Book: But Why Can't I?	Book: The Tiger Who Came to Tea	Book: The Gruffalo	Book: Rosie Revere, Engineer	Book: The Hunter	Book: Rainforest Adventure
	<p>Pupils need to develop the skills to listen with concentration. Pupils will learn to recognise instruments. They should experience listening for different types of sounds, recognising pulse, pitch, rhythm.</p> <p>Music and songs can tell stories, and pupils should be taught that movement is an important part of music so pupils should learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Pupils will learn that songs have a musical style so they will learn songs off by heart and begin to understand the structure of a song including that some songs have a chorus or a response/ answer part.</p>	<p>Voices should be used expressively and creatively by singing songs and speaking chants and rhymes so pupils will learn about pitch (high and low) and rhythm as well as develop skills in manipulating sounds with their voices.</p> <p>Pupils will learn the importance of vocal warmups, learn to find a comfortable singing position.</p> <p>They will develop skills in using their voices to sing in unison and the importance of start and stop singing when following a leader.</p>	<p>Voices are tools of sound; therefore, pupils will develop further their work on using their voices expressively. They will enhance their skills by speaking chants and rhymes as well as investigating different types of sounds our voices can make including raps</p> <p>Pupils will learn control by following the leader in songs. They will enhance their learning by performing in unison and confidently singing from memory</p>	<p>Confidence is an area which performance in music can develop. Pupils will continue to sing songs, speak rhymes and chants with increasing confidence</p> <p>The will learn about pitch and rhythm and how they can use their voices with increasing control, building on the previous 2 terms work. Pupils will be able to explain the importance of a warm up as well as other important elements of performance.</p>	<p>Experimentation with music enables pupils to be creative with sounds. Pupils should be given the opportunity to play tuned and untuned instruments during these experimentation phases.</p> <p>Pupils should be taught to listen to a rhythm and respond to that. Pupils should listen to a rhythm and then play their own response back.</p> <p>Pupils can be introduced to the word improvised and given the opportunity with a partner to improvise using 1 or 2 notes.</p>	<p>Pupils should experiment with, create select and combine sounds using the inter-related dimensions of music</p> <p>They should be able to use a variety of tuned and untuned instruments to further improvise using one or two notes. Pupils will explore improvisation and change their improvisation if they want.</p>

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Book: George's Marvelous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: The Chocolate Tree	Book: The Edible Pyramid	Book: The Explorer
	<p>Pupils should begin to experience the playing of instruments as well as using their voices to create sounds, with increasing accuracy, fluency, control and expression.</p> <p>They will begin to recognise different styles of music and the sounds of musical instruments, (from an orchestra) as well, as the basic key features and how our voices can be used.</p> <p>This should be presented through listening to examples of the same style and develop an understanding of its musical structure and style indicators. Through this journey pupils should begin to use musical language (pitch, pulse and dynamics). They should gain the knowledge of the names of some basic percussion instruments</p>	<p>Building on previous knowledge, pupils will listen to a range of music which will enhance their understanding and skills for future performances.</p> <p>Pupils will build on their understanding by recognising the sound of musical instruments with increasing accuracy, (from an orchestra) as well, as the basic key features of musical styles.</p> <p>They will continue to play and perform on their own as well as in groups. Pupils will perform using body percussion and untuned percussion with increasing accuracy and control.</p> <p>Through this journey, pupils should continue to use musical language. (pitch, duration, dynamics, tempo, timbre, texture) and build on their knowledge of how different instrument can be used</p>	<p>Pupils will build on their understanding by recognising the sound of musical instruments with increasing accuracy, (from an orchestra) as well, as the key features of musical styles.</p> <p>They will develop more confidence to play and perform on their own as well as in groups. Pupils should experience the playing tuned percussion, with increasing accuracy, fluency, control and expression.</p> <p>With increasing confidence, pupils should recognise basic style indicators and be able to explain their instrument choices and use correct terminology (pitch, duration, dynamics, tempo, timbre, texture) when evaluating their performances.</p>	<p>Pupils will deepen their knowledge and confidence to play and perform on their own as well as in groups.</p> <p>Pupils will select their own untuned instrument and will play with increasing confidence, accuracy, fluency, control and expression.</p> <p>They should build on their prior knowledge of recognising the sound of musical instruments through their own performance and evaluating the performances of others.</p> <p>Musical language will be used in the comparing and evaluation of performances. Pupils will be given the opportunity to watch recordings of performances and compare and evaluate them</p>	<p>It is important that pupils know that music is used for different purposes and explore these. Pupils will improvise and compose music for a range of purposes using the inter-related dimensions of music – these are pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Pupils should be introduced to musical notations and their names. Pupils will use tuned percussion (glockenspiel) These compositions can be recorded in sound or written using any appropriate notation taught.</p> <p>When appraising music, pupils should use the inter related dimensions of music vocabulary as part of their evaluations</p>	<p>Building on prior knowledge to improvise and compose for a range of purposes using the inter-related dimensions of music.</p> <p>They will develop a further understanding of musical composition, organising, manipulating ideas within musical structures, and reproducing sounds from aural memory. They will listen and appraise samba styled music.</p> <p>They should recall the names of basic percussion instruments from listening to samba styled music.</p> <p>They should create their own compositions in small groups in a Samba style, drawing on the techniques they have listened and appraised.</p>

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Book: George's Marvelous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: The Chocolate Tree	Book: The Edible Pyramid	Book: The Explorer
	<p>Pupils should begin to experience the playing of instruments as well as using their voices to create sounds, with increasing accuracy, fluency, control and expression.</p> <p>They will begin to recognise different styles of music and the sounds of musical instruments, (from an orchestra) as well, as the basic key features and how our voices can be used and controlled</p> <p>This should be presented through listening to examples of the same style and develop an understanding of its musical structure and style indicators. Through this journey pupils should use musical language (pitch, pulse, dynamics, tempo, timbre). They should gain the knowledge of the names of a variety percussion instrument</p>	<p>Building on previous knowledge, pupils will listen to a range of music which will enhance their understanding and skills for future performances.</p> <p>Pupils will build on their understanding by recognising the sound of musical instruments with increasing accuracy, (from an orchestra) as well, as the basic key features of musical styles.</p> <p>They will continue to play and perform on their own as well as in groups. Pupils will perform using body percussion and untuned percussion with increasing accuracy and control.</p> <p>Through this journey, pupils should confidently use musical language. (pitch, duration, dynamics, tempo, timbre, texture) and build on their knowledge of how different instruments can be used.</p>	<p>Pupils will build on their understanding by recognising the sound of musical instruments with increasing accuracy, (from an orchestra) as well, as the key features of musical styles.</p> <p>They will have confidence to play and perform on their own as well as in groups. Pupils should experience the playing tuned percussion, with increasing accuracy, fluency, control and expression.</p> <p>With increasing confidence, pupils should recognise basic style indicators and be able to explain their instrument choices and use correct terminology (pitch, duration, dynamics, tempo, timbre, texture) when evaluating their performances as well as their peers.</p>	<p>Pupils will deepen their knowledge and confidence to play and perform on their own as well as in groups.</p> <p>Pupils will select their own untuned instrument and will play with increasing confidence, accuracy, fluency, control and expression.</p> <p>They should build on their prior knowledge of recognising the sound of musical instruments through their own performance and evaluating the performances of others using correct terminology.</p> <p>Musical language will be used in the comparing and evaluation of performances. Pupils will be given the opportunity to watch recordings of performances and compare and evaluate them</p>	<p>It is important that pupils know that music is used for different purposes and explore these. Pupils will improvise and compose music for a range of purposes using the inter-related dimensions of music – these are pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Pupils will recall musical notations and their names. Pupils will use tuned percussion (glockenspiel) These compositions can be recorded in sound or written using any appropriate notation taught.</p> <p>When appraising music, pupils should use the inter related dimensions of music vocabulary as part of their evaluations with confidence.</p>	<p>Building on prior knowledge to improvise and compose for a range of purposes using the inter-related dimensions of music.</p> <p>They will deepen a further understanding of musical composition, organising, manipulating ideas within musical structures, and reproducing sounds from aural memory following listening and appraising samba styled music</p> <p>They should recall the names of percussion instruments used for Samba.</p> <p>They will create their own compositions in small groups in a Samba style, drawing on the techniques they have listened and appraised and be able to explain their choices.</p>

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: The World Beyond Us		Topic: Culture		Topic: Healthy Bodies, Healthy Minds	
	Book: Cosmic		Book: The Boy at the Back of the Class		Book: Cogheart	
	<p>Pupils need to understand and appreciate a wide range of high-quality music drawn from different traditions as well as listening to great composers and musicians. Pupils should use different methods (ICT/ reading) to research famous musicians and what impact their music has on culture and society today and to evaluate and compare different genres of music. They will explore and discuss if and how musical traditions have changed over time. Pupils will focus on different genres of music and use the knowledge they gain from this to create their own composition in a similar style to the focus genre. They should use musical notations when creating their compositions drawing on previously taught vocabulary (stave, crochet, quaver)</p> <p>They should explore the use of technology and different instruments in music production.</p> <p>During this unit, pupils should be able to listen carefully to and describe music using the musical terms: pitch, duration, dynamics, tempo, timbre, texture and structure.</p>		<p>Performance in music is an essential skill. Pupils should be taught to use their voices and play musical instruments with increasing accuracy, fluency, control and expression. Pupils will build on understanding the basics and foundations of formal notation musical notation to play differentiated rhythms maintaining an appropriate pulse. Pupils will perform in ensembles contexts – maintaining an independent part in a small group- with increasing accuracy and fluency understanding that how you perform can influence how the music is presented. They will draw upon prior learning when using musical vocabulary: pitch, pulse and rhythm during performances.</p> <p>Pupils will be given the opportunity to watch recordings of performances and compare and evaluate them</p>		<p>Knowing that music is used for different purposes is an essential aspect of music knowledge. Pupils understand and explore how music is created, produced and communicated, including demonstrating a deeper understanding of the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Pupils will deepen their understanding of what musical improvisation means to then improvise and perform confidently in solo and ensemble contexts; using a variety of notes (pentatonic scale) to create their own rhythmic patterns. They will use the pentatonic scale to create melodies which link to their canon book theme.</p> <p>Compositions should be recorded using a stave and appropriate notation and performances recorded to enable them to compare and evaluate</p>	

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: The World Beyond Us</p>		<p>Topic: Culture</p>		<p>Topic: Healthy Bodies, Healthy Minds</p>	
	<p>Book: Cosmic</p>		<p>Book: The Boy at the Back of the Class</p>		<p>Book: Cogheart</p>	
	<p>Pupils need to understand and appreciate a wide range of high-quality music drawn from different traditions as well as listening to great composers and musicians. Pupils should use different methods (ICT/ reading) to research famous musicians and what impact their music has on culture and society today and to evaluate and compare different genres of music. They will explore and discuss if and how musical traditions have changed over time. Pupils will focus on different genres of music and use the knowledge they gain from this to create their own composition in a similar style to the focus genre. They should use musical notations when creating their compositions drawing on previously taught vocabulary (stave, crochet, quaver)</p> <p>They should explore the use of technology and different instruments in music production and then use technology as an avenue to explore different methods of creating music for their own compositions.</p> <p>During this unit, pupils should be able to listen carefully to and describe music using the musical terms: pitch, duration, dynamics, tempo, timbre, texture and structure with increasing confidence.</p>		<p>Performance in music is an essential skill. Pupils should be taught to use their voices and play musical instruments with increasing accuracy, fluency, control and expression. Pupils will build on understanding the basics and foundations of formal notation musical notation to play differentiated rhythms maintaining an appropriate pulse. Pupils will perform in ensembles contexts – maintaining an independent part in a small group- with increasing accuracy and fluency understanding that how you perform can influence how the music is presented. They will draw upon prior learning when using musical vocabulary: pitch, pulse and rhythm during performances to explain their choices and adaptations</p> <p>Pupils will be given the opportunity to watch recordings of performances and compare and evaluate them</p>		<p>Knowing that music is used for different purposes is an essential aspect of music knowledge. Pupils understand and explore how music is created, produced and communicated, including demonstrating a deeper understanding of the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Pupils will deepen their understanding of what musical improvisation means to then improvise and perform confidently in solo and ensemble contexts; creating more complex rhythms and melodies, using a variety of notes (pentatonic scale) to create their own rhythmic patterns. They will use the pentatonic scale to create melodies which link to their canon book theme.</p> <p>Compositions should be recorded using a stave and appropriate notation and performances recorded to enable them to compare and evaluate</p>	