

Blessed John Duckett RC Primary School

Music: Long Term Plan

Year A					
	Forests	Voyages of Discovery	Mountains		
	Autumn	Spring	Summer		
	ME: Unit 1	ME: Unit 3	ME: Unit 5		
	Special People	Moving Patterns	Growth and Change		
EVEO	Beat and tempo	Structure	Loud and quiet		
EYFS		ME: Unit 2	ME: Unit 6		
	ME: Unit 2 Going places	We: Unit 2 Working World	Our Senses		
	High and low	Texture	Timbre		
	ME: Year 1 Unit 1	ME: Year 1 Unit 3	ME: Year 1 Unit 5		
	Exploring Sounds	Exploring pulse and rhythm	Exploring instruments and symbols.		
	Identify, changing and using	Recognise the difference between	Recognise different ways sounds are		
	different sounds expressively in	beat and rhythm. Perform with a	made and changed. Name and know		
	response to a stimulus.	sense of beat.	how to play a variety of classroom		
			instruments.		
Year 1/2	ME: Year 2 Unit 1	ME: Year 2 Unit 3			
	Exploring duration	Exploring Pitch	ME: Year 2 Unit 5		
	Discriminate between longer and	Discriminate between higher and	Exploring timbre, tempo and dynamics		
	shorter sounds. Use sounds to	lower sounds. Create simple	Recognise how sounds and		
	create interesting sequences.	melodic patterns.	instruments can be used expressively		
			and combined to create music in		
			response to a stimulus.		
	ME: Year 3 Unit 1	ME: Year 3 Unit 3	ME: Year 3 Unit 5		
	Exploring descriptive Sounds. Create, perform and analyse short	Exploring arrangements Create, combine and perform	Exploring sounds and colour To create, perform and analyse		
	descriptive compositions that	rhythmic and melodic material as	expressive compositions and extend		
	combine sounds, movements and	part of a class performance.	their sound vocabulary.		
	words.	part of a class performance.	then sound vocabulary.		
Year 3/4	Wordd.	ME: Year 4 Unit 3	ME: Year 4 Unit 5		
	ME: Year 4 Unit 1	Exploring melodies and scales	Exploring signals		
	Exploring rhythmic patterns.	Develop ability to recognise, use	Recognise and explore some		
	Create simple rhythmic patterns	scales and create short melodies	characteristics of signals. Consolidate		
	and perform them rhythmically	and accompaniments.	sense of pulse and ability to perform		
	using notation as a support.		with others.		
	ME: Year 5 Unit 1	ME: Year 5 Unit 3	ME: Year 5 Unit 5		
	Exploring rhythm and pulse	Exploring sound sources	Performing together		
	Perform rhythmic patterns	Extend sound vocabulary,	Take part in a class performance with		
	confidently and with a strong sense of pulse.	including the use of ICT, and compose a soundscape.	confidence, expression and control.		
Year 5/6	sense or pulse.	compose a soundscape.	ME: Year 6 Unit 6		
1001 0/0	ME: Year 6 Unit 1	ME: Year 6 Unit 3	Exploring musical processes		
	Exploring rounds	Exploring lyrics and melody	Develop and demonstrate the musical		
	Sing and play music in two, or	Compose a song with an	skills, knowledge and understanding		
	more, parts.	awareness of the relationship	achieved in years 5 & 6.		
		between lyrics and melody.			
		Year B			
	African Adventures	Festival of Britain	Dig, Dig, Dig		
	Autumn	Spring	Summer		

EYFS	ME: Unit 1 Special People Beat and tempo ME: Unit 2 Going places High and low	ME: Unit 3 Moving Patterns Structure ME: Unit 2 Working World Texture	ME: Unit 5 Growth and Change Loud and quiet ME: Unit 6 Our Senses Timbre		
Year 1/2	ME: Year 2 Unit 6 Exploring Sounds Identify, changing and using different sounds expressively in response to a stimulus. ME: Year 1 Unit 2 Exploring duration Discriminate between longer and shorter sounds and use them to create interesting sequences	ME: Year 2 Unit 2 Exploring pulse and rhythm Recognise the difference between beat and rhythm and perform with a sense of beat. ME: Year 1 Unit 4 Exploring Pitch Discriminate between higher and lower sounds and create simple melodic patterns.	ME: Year 2 Unit 4 Exploring instruments and symbols. Recognise different ways sounds are made and changed. Name, and know how to play, a variety of classroom instruments. ME: Year 1 Unit 6 Exploring timbre, tempo and dynamics Recognise how sounds and instruments can be used expressively and can be combined to create music in response to a stimulus		
Year 3/4	ME: Year 4 Unit 6 Exploring descriptive Sounds Create, perform and analyse short descriptive compositions that combine sounds, movements and words. ME: Year 3 Unit 2 Exploring rhythmic patterns. Create simple rhythmic patterns and perform them rhythmically using notation as a support.	ME: Year 4 Unit 2 Exploring arrangements Create, combine and perform rhythmic and melodic material as part of a class performance of a song. ME: Year 3 Unit 4 Exploring pentatonic scales Recognise, and use, pentatonic scales and create short melodies and accompaniments.	ME: Year 4 Unit 4 Exploring sounds colours Create, perform and analyse expressive compositions and extend their sound vocabulary. ME: Year 3 Unit 6 Exploring singing games Recognise and explore some characteristics of singing games. Consolidates their sense of pulse and ability to perform with others.		
Year 5/6	ME: Year 6 Unit 4 Exploring rhythm and pulse Perform rhythmic patterns confidently and with a strong sense of pulse. ME: Year 5 Unit 2 Exploring rounds. Sing and play music in two, or more, parts.	ME: Year 6 Unit 2 Exploring sound sources Extend their sound vocabulary, including the use of ICT, and compose a soundscape. ME: Year 5 Unit 4 Exploring lyrics and melody Compose a song with an awareness of the relationship between lyrics and melody.	ME: Year 6 Unit 5 Performing together Take part in a class performance with confidence, expression and control. ME: Year 5 Unit 6 Exploring musical processes Develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6.		
Year C					
	Myths & Legends	Explorers and Travellers	Helpful Heroes		
	Autumn	Spring	Summer		

EYFS	ME: Unit 1 Special People Beat and tempo ME: Unit 2 Going places High and low	ME: Unit 3 Moving Patterns Structure ME: Unit 2 Working World Texture	ME: Unit 5 Growth and Change Loud and quiet ME: Unit 6 Our Senses Timbre		
Year 1/2	ME: Year 1 Unit 1 Exploring Sounds Identify, changing and using different sounds expressively in response to a stimulus. ME: Year 2 Unit 1 Exploring duration Discriminate between longer and shorter sounds. Use sounds to create interesting sequences.	ME: Year 1 Unit 3 Exploring pulse and rhythm Recognise the difference between beat and rhythm. Perform with a sense of beat. ME: Year 2 Unit 3 Exploring Pitch Discriminate between higher and lower sounds. Create simple melodic patterns.	ME: Year 1 Unit 5 Exploring instruments and symbols. Recognise different ways sounds are made and changed. Name and know how to play a variety of classroom instruments. ME: Year 2 Unit 5 Exploring timbre, tempo and dynamics Recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.		
Year 3/4	ME: Year 3 Unit 1 Exploring descriptive Sounds. Create, perform and analyse short descriptive compositions that combine sounds, movements and words. ME: Year 4 Unit 1 Exploring rhythmic patterns. Create simple rhythmic patterns and perform them rhythmically using notation as a support.	ME: Year 3 Unit 3 Exploring arrangements Create, combine and perform rhythmic and melodic material as part of a class performance. ME: Year 4 Unit 3 Exploring melodies and scales Develop ability to recognise, use scales and create short melodies and accompaniments.	ME: Year 3 Unit 5 Exploring sounds and colour To create, perform and analyse expressive compositions and extend their sound vocabulary. ME: Year 4 Unit 5 Exploring signals Recognise and explore some characteristics of signals. Consolidate sense of pulse and ability to perform with others.		
Year 5/6	ME: Year 5 Unit 1 Exploring rhythm and pulse Perform rhythmic patterns confidently and with a strong sense of pulse. ME: Year 6 Unit 1 Exploring rounds Sing and play music in two, or more, parts.	ME: Year 5 Unit 3 Exploring sound sources Extend sound vocabulary, including the use of ICT, and compose a soundscape. ME: Year 6 Unit 3 Exploring lyrics and melody Compose a song with an awareness of the relationship between lyrics and melody.	ME: Year 5 Unit 5 Performing together Take part in a class performance with confidence, expression and control. ME: Year 6 Unit 6 Exploring musical processes Develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 & 6.		
Year D					
	Our World, One World	Travel and Transport	Castles and Coast		
	Autumn	Spring	Summer		

	ME: Unit 1	ME: Unit 3	ME: Unit 5
	Special People	Moving Patterns	Growth and Change
	Beat and tempo	Structure	Loud and guiet
EYFS			
	ME: Unit 2	ME: Unit 2	ME: Unit 6
	Going places	Working World	Our Senses
	High and low	Texture	Timbre
	ME: Year 2 Unit 6	ME: Year 2 Unit 2	ME: Year 2 Unit 4
	Exploring Sounds	Exploring pulse and rhythm	Exploring instruments and symbols.
	Identify, changing and using	Recognise the difference between	Recognise different ways sounds are
	different sounds expressively in	beat and rhythm and perform with	made and changed. Name, and know
	response to a stimulus.	a sense of beat.	how to play, a variety of classroom
			instruments.
Year 1/2	ME: Year 1 Unit 2	ME: Year 1 Unit 4	
	Exploring duration	Exploring Pitch	ME: Year 1 Unit 6
	Discriminate between longer and	Discriminate between higher and	Exploring timbre, tempo and dynamics
	shorter sounds and use them to	lower sounds and create simple	Recognise how sounds and
	create interesting sequences	melodic patterns.	instruments can be used
	3 - 1		expressively and can be combined to
			create music in response to a stimulus
	ME: Year 4 Unit 6	ME: Year 4 Unit 2	ME: Year 4 Unit 4
	Exploring descriptive Sounds	Exploring arrangements	Exploring sounds colours
	Create, perform and analyse short	Create, combine and perform	Create, perform and analyse
	descriptive compositions that	rhythmic and melodic material as	expressive compositions and extend
	combine sounds, movements and	part of a class performance of a	their sound vocabulary.
Year 3/4	words.	song.	
			ME: Year 3 Unit 6
	ME: Year 3 Unit 2	ME: Year 3 Unit 4	Exploring singing games
	Exploring rhythmic patterns.	Exploring pentatonic scales	Recognise and explore some
	Create simple rhythmic patterns	Recognise, and use, pentatonic	characteristics of singing games.
	and perform them rhythmically	scales and create short melodies	Consolidates their sense of pulse and
	using notation as a support.	and accompaniments.	ability to perform with others.
	ME: Year 6 Unit 4	ME: Year 6 Unit 2	ME: Year 6 Unit 5
	Exploring rhythm and pulse	Exploring sound sources	Performing together
	Perform rhythmic patterns	Extend their sound vocabulary,	Take part in a class performance with
	confidently and with a strong	including the use of ICT, and	confidence, expression and control.
	sense of pulse.	compose a soundscape.	
Year 5/6			ME: Year 5 Unit 6
	ME: Year 5 Unit 2	ME: Year 5 Unit 4	Exploring musical processes
	Exploring rounds.	Exploring lyrics and melody	Develop and demonstrate the musical
	Sing and play music in two, or	Compose a song with an	skills, knowledge and understanding
	more, parts.	awareness of the relationship	achieved in years 5 and 6.
		between lyrics and melody.	