DARWEN ST JAMES' C OF E PRIMARY ACADEMY
MUSIC LONG TERM PLAN

CtDARI
Blackburn Diocese Multi Academy Trust

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	-Explore the musical instruments -An introduction to different types of music, calming, relaxing music Autumn 1- Itsy Bitsy spider Autumn 2- Humpty Dumpty		-Use the musical instruments to create sounds. -Creating sounds by tapping, blowing Spring 1- Hickory Dickory Spring 2- Twinkle twinkle little star		Beginning to make meaningful actions to music. -Looking at fast and slow -Joins in singing songs Summer 1- Row row row your boat Summer 2- Old Macdonald had a farm	
Preschool	- Learn new songs and use puppets to act out the song. -Express themselves through actions or sounds. - Use objects that represent something else. - Move your body to a beat or music. Autumn 1 - Head, shoulders, knees and toes Autumn 2 - I'm a little teapot		-Use musical instruments to link with songs. -Joining in with favourite songs Spring 1- Little Miss Muffet Spring 2 - Mary, Mary Quite contrary		-Create movements to music and actions. -Follow a beat with the musical instruments -Make different sounds independently using the musical instruments. Summer 1- We're going on a bear hunt Summer 2- There was a old woman who swallowed a fly	
EYFS	My Musical Classroom Step 1: Hear my voice Step 2: What's the music saying? Step 3: Instruments everywhere Step 4: Playing with songs		Musical Patterns and Performing Step 1: What's the pattern? Step 2: Playing Musical Patterns And Accompaniments Step 3: Exploring Descriptive Sounds Step 4: Let's Perform!		Sound Stories Step 1: Pitch Play And Changing Sounds Step 2: Patterns And Sequences Step 3: Meet The Characters Step 4: Perform A Story!	
YEAR 1	1. What is Pulse? To respond to music in creative ways; To maintain a steady pulse. 2 & 3. Copy Me To respond to music in creative ways; To maintain a steady pulse; To follow simple musical instructions. 4. Move Together To perform movements to a steady pulse; To recognize and respond to changes in tempo. 5 & 6. Play to the Pulse To play a steady pulse using percussion instruments; To create a musical accompaniment; To interpret a simple graphic score.	1. March to the Beat To explore pulse and rhythm through movement. 2 & 3. Body Rhythm To identify the rhythm of words and explore the rhythm through movement. 4. Clockwork Rhythms To perform a steady pulse using percussion instruments; To copy simple rhythmic patterns. 5 & 6. Copy My Pattern To copy rhythmic action patterns; To practise starting and stopping together.	1. Fast or Slow? To recognize changes in tempo. 2 & 3. Sound Collectors To investigate how sounds can be changed; To recognize and describe musical changes. 4. Musical Characters To explore vocal timbre; To perform songs with expression. 5 & 6. Sounds From Words To create vocal and instrumental sound effects; To choose, order and combine sounds; To use musical vocabulary to describe sounds.	1. Create a Character To recognize how music can communicate character. 2 & 3. The Mouse and the Giant To begin to control dynamics using voices and instruments; To use music to tell a story. 4. Inventing Notation To investigate different ways of playing an instrument; To create a variety of contrasting sounds; To create notation to represent sounds. 5 & 6. A Tiny Seed To experiment with musical texture; To follow simple notation To create a graphic score.	1. Up to the Sky, Down to the Ground To identify high and low sounds; To listen to and recall a sequence of high and low sounds. 2 & 3. Cuckoo Call To imitate changes in pitch; To improvise a two-note melody. 4. Climbing the Beanstalk To play and sing melodies that move up and down by step; To play a simple melodic accompaniment. 5 & 6. Sound Effects To create sound effects using voices and tuned percussion; To identify examples of musical storytelling; To perform songs to an audience.	1. Pipe Cleaners To imitate changes in pitch; To use informal notation. 2 & 3. Build a Melody To compose melodies using higher and lower notes; To create graphic notation to represent a pattern of higher and lower notes. 4. Perfect Picnic To prepare songs for performance; To write new lyrics for well-known songs; To follow simple musical scores. 5 & 6. Musical Sandwich To order sounds in a structure; To compose simple melodies; To perform simple rhythmic patterns based on spoken words.

YEAR 2					
1. Exercise Rhythms To maintain a steady pulse; To copy pulse action sequences; To compose call-and-echo movement sequences. 2 & 3. Musical Instructions To perform movements to music; To recognize and respond to musical instructions; To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch). 4 & 5. Foodie Rhythms To copy rhythm patterns; To create rhythm patterns based on spoken words; To play rhythms to a steady pulse. 6. How Will You Play? To play rhythm patterns; To begin to control dynamics when singing and playing instruments; To explore the timbre of instruments.	1. Body Percussion To recognize repeated rhythmic patterns; To compose and perform a simple rhythmic ostinato. 2 & 3. Combining Rhythms To explore pulse and rhythm through movement; To copy rhythm patterns; To experiment with musical texture; To perform a rhythmic ostinato. 4. Choose Your Beat To internalise pulse; To identify beats in a bar; To compose simple beat patterns; To follow a simple graphic score. 5 & 6. Meet The Beat Monsters! To identify patterns in music; To copy rhythm patterns; To identify rests in music; To compose and play simple rhythm patterns.	1. Musical Moods To recognize how music can communicate different moods; To explore vocal timbre; To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.). 2 & 3. Happy Or Sad? To recognize and describe changes in musical mood; To respond to changes in major and minor tonality; To recognize musical contrasts, e.g. changes in tempo, dynamics, articulation, duration. 4 & 5. Peaceful Percussion To begin to control dynamics; To select appropriate vocal and percussion sounds to match a theme. 6. Musical Doodle Boards To use symbols to represent instrumental or vocal sounds; To use musical vocabulary to describe sounds; To follow a graphic score.	1 & 2. Stormy Weather To identify and describe a sequence of sounds; To identify and control dynamics. 3. Weather Improvisation To select sounds to accompany a song; To create and perform a sequence of weather sounds; To improvise sounds within a structure. 4 & 5. Spring Soundscapes To recognize different instrumental timbres; To improvise sounds on a given theme; To experiment with and recognize changes in musical texture. 6. Morning Soundscapes To begin to define and recognize a range of timbres and dynamics; To create a musical story using appropriate timbres and dynamics on instruments.	1. Pitch Doodles To use movement to respond to changes in pitch; To use 'higher' or 'lower' to describe sounds. 2 & 3. High, Middle, Low To identify high-, mid- and low-pitched sounds; To listen to and recall a sequence of sounds; To use graphic notation to represent pitch. 4 & 5. Up And Down To identify changes in pitch; To play ascending and descending melodies on tuned percussion. 6. Vocal Story Maps To imitate and describe changes in pitch; To compose and notate a short composition using graphic notation.	1. Pentatonic Play To compose simple pentatonic melodies. 2 & 3. Step Or Leap? To play and sing melodies that move up and down by step; To recognize melodies that move by step or leap; To use graphic notation to represent a melody. 4. Summer Songs To play and sing melodies that move up and down by step; To play a simple melodic accompaniment. 5 & 6. Songs Of The Sea To perform songs with instrumental accompaniment; To play a simple rhythmic and/or melodic ostinato.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y E A R 3	1. Stretch, Stamp, Clap To recognize and define the duration of different note values while maintaining a steady beat; To maintain movement accurately in time to music. 2. Find the Beat To recognize and maintain a pulse in different time signatures; To develop ensemble skills; To identify musical characteristics of the waltz. 3. How Does the Rhythm Go? To perform body-percussion rhythms at various tempos. 4 & 5. Copy Cups To identify the first beat of a bar in 44; To copy and create simple call-and-response rhythm patterns; To create a rhythmic accompaniment to a song; To identify musical characteristics of disco music. 6. Musical Jokes To identify the call-and-response structure of a song; To identify dynamics; To compose and perform call-and-response phrases; To identify the use of call and response in gospel music.	1 & 2. Ostinato Blues To identify beats in a bar; To compose and perform a rhythmic ostinato; To listen to and compare versions of a song. 3. Mystery Number To internalise pulse and rhythm; To create rhythmic layers and perform these as a group. 4. Cube Notation To compose melodic patterns; To create a simple graphic score; To use informal notation. 5 & 6. Beat Monsters! To play rhythmic patterns; To identify rests in music; To compose rhythmic patterns; To use informal notation.	1. Dynamic Actions To recognize differences in dynamic levels in music; To define different dynamic levels using musical vocabulary. 2. Dynamic Improvisation To define different dynamic levels using musical vocabulary; To improvise sound effects using body percussion, voices and instruments; To control dynamics. 3. Musical Doodling To use symbols to represent instrumental or vocal sounds; To identify and describe the inter-related dimensions of music. 4 & 5. Suitably Samba To identify instruments used in samba music; To select appropriate instruments according to their timbre; To perform simple samba rhythms. 6. Musical Instructions To recognize and define different dynamics and articulation in music; To perform using different musical techniques; To use notation for dynamics and articulation.	1. Sound Actions To begin to define and recognize different timbres of instruments; To improvise sounds in response to stimuli; To play instruments with varied dynamics, articulation and tempo; To use musical vocabulary to describe sounds. 2 & 3. Poetry in Motion To explore and select suitable sounds to communicate mood and atmosphere; To vary the inter-related dimensions of music to achieve an intended effect; To identify some features of a symphonic poem. 4. The Sound of the Wind To recognize different instrumental timbres and their effects; To combine several layers of sound and describe the effect; To create and follow a graphic score. 5 & 6. Composition Wheels To recognize different instrumental timbres and their effects; To combine several layers of sound and describe the effect; To create and follow a graphic score.	1. Farewell Melodies To recognize and describe changes in pitch; To pitch-match with growing accuracy; To compose a two-note melody based on the rhythm of words. 2 & 3. Park Soundscape To use pitch to create an effect; To describe pitch; To compose motifs, using appropriate pitch and timbre. 4. Pipe Cleaner Notation To imitate and describe changes in pitch; To use graphic notation to represent pitch. 5. & 6. Dotty Call and Response To create simple call-and-response (question and answer) phrases; To represent music using graphic notation.	1. Try a Pentatonic Scale To recognize and play a pentatonic scale; To improvise and compose a pentatonic melody; To perform an ostinato accompaniment on tuned percussion; To compose a melody to reflect the mood of the lyrics. 2 & 3. Pentatonic Haiku To work as a class to compose a pentatonic melody for a haiku; To perform a pentatonic melody; To read informal notation (note names). 4. In Harmony To perform a simple harmony; To maintain a part in an ensemble. 5 & 6. Musical Interludes To combine ostinato patterns; To perform a melodic tuned ostinato; To compose a musical interlude for a performance.
YE A R 4	1. One Action Behind To perform rhythmic actions to a steady pulse; To internalise pulse; To develop ensemble skills. 2 & 3. Call and Response Cups To identify the first beat of a bar in 44; To copy and create simple call-and-response rhythm patterns; To create a rhythmic accompaniment to a song. 4. Introducing Note Values To recognise and define the duration of different note values while maintaining a steady beat; To maintain movement accurately in time to music. 5 & 6. Recognising Note Lengths To recognise and define the duration of different note values while maintaining a steady beat; To maintain movement accurately in time to music.	1 & 2. Samba Band To perform individual rhythms accurately and in time on instruments; To play instrumental polyrhythms accurately and in time as an ensemble; To identify instruments used in samba music; To select instruments according to their timbre. 3. More Mystery Numbers To internalise pulse and rhythm; To maintain an independent part in an ensemble; To perform rhythmic patterns together accurately and in time. 4. This is Me To compose a verse of a song following a rhythmic structure; To perform a rhythmic ostinato. 5 & 6. Rhythmic Layers To compose music using spoken phrases; To combine musical layers; To develop a rhythmic composition; To follow graphic notation; To vary dynamics, tempo and articulation to enhance a performance.	1. Instrument Families To recall instruments of all orchestral families: strings, woodwind, brass and percussion; To recognise different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion. 2 & 3. Instruments of the Orchestra To recognise and define the instrumental families in an orchestra; To recognise and define timbres of different instruments; To recognise and recall the structure of a piece of music. 4. Major or Minor To begin to recognise major and minor tonalities. 5 & 6. Melancholic Music To begin to recognise major and minor tonalities; To create musical ideas to communicate different moods; To organise sounds in a musical structure.	1. Scarfing Around To recognise the difference between staccato and legato articulation; To perform a dance sequence in response to staccato and legato articulation; To identify the structure of a piece of music. 2 & 3. Sound Movement Improvisation To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo; To lead performance directions. 4, 5 & 6. Catchy Chorus Returns To create music with contrasting sections; To recognise a rondo structure To follow a graphic score.	1. Up and Down the Stairs To recognise and describe direction of pitch To internalise pitch; To represent pitch using actions and staff notation. 2. Ascending or Descending? To recognise direction of pitch accurately; To use musical vocabulary to describe changes in pitch; To recognise how melodies can be used as a 'call to action'. 3. Missing Words To internalise pitch and melody; To perform movements to a steady pulse. 4 & 5. Pentatonic Lucky Dip To recognise a pentatonic scale; To create pentatonic music; To begin to recognise features of aleatoric music. 6. Flowers in Spring To improvise on instruments using notes from the F major pentatonic scale; To maintain a part in an ensemble; To compose and notate a pentatonic melody.	1 & 2. Leaping and Stepping! To use graphic notation to represent pitch and duration; To identify and describe changes in pitch; To identify monophonic texture in contrasting pieces of music. 3. Class Conducting To follow graphic notation; To play as part of an ensemble; To lead an ensemble; To use dynamics to enhance a performance. 4, 5 & 6. Let's Perform! To prepare songs for performance; To suggest ways to improve a performance.

DARWEN ST JAMES' C OF E PRIMARY ACADEMY
MUSIC LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	**1 & 2. The Rhythm of Life** To perform rhythms accurately and in time as an ensemble To perform a canon; To identify note values and follow rhythmic notation. **3. Hot Potato** To recognize and maintain a pulse in different metres (44 and 43 time); To recognize some characteristics of minuets and polkas. **4. Colour Palette Dynamics** To listen to and copy rhythmic patterns; To use dynamics expressively in performance; To use musical vocabulary to describe dynamics; To recognize some characteristics of music from the Romantic period. **5 & 6. National Anthems** To copy rhythms accurately; To follow rhythmic notation; To use dynamics in performance; To identify characteristics of a national anthem.	**1. Rhythmic Layers** To maintain an independent part in an ensemble; To perform rhythms accurately; To experiment with rhythmic texture. **2 & 3. Watch the Conductor** To maintain rhythms accurately and in time as a group; To perform polyrhythms accurately and in time with others; To follow accurately the directions of a conductor, with an understanding of dynamic contrasts. **4, 5 & 6. Video Call Composition** To experiment with musical texture; To create graphic notation; To describe the structure of a piece of music; To research information about significant composers.	**1. Musical Ingredients** To identify and describe the inter-related dimensions of music (pitch, dynamics, rhythm/duration, tempo, timbre, articulation); To use the inter-related dimensions of music to enhance a performance; To recognize Italian musical vocabulary. **2 & 3. Symbols and Colours** To listen to and describe how the dimensions of music are used in a piece of music; To use musical vocabulary associated with timbre, tempo and dynamics; To devise graphic notation in response to music. **4. Beat Improvisation** To create sounds using voices and body percussion; To improvise sounds to a four-beat pulse; To develop ensemble skills, playing sounds accurately and together. **5 & 6. Musical Conversations** To play call-and-response rhythms; To improvise rhythmic patterns, performing to a steady pulse; To develop ensemble skills, playing accurately and together.	**1. That's Jazz** To recognize some stylistic features of jazz music; To find out about influential jazz musicians; To sing songs with an awareness of style. **2 & 3. Scat** To explore vocal timbre, imitating instrumental sounds; To compose rhythms using 'scat' sounds; To use the inter-related dimensions of music (timbre, dynamics, structure, tempo) in a composition; To gain an understanding of 'scat' singing as a feature of jazz and blues music. **4, 5 & 6. Volcano** To use the inter-related dimensions of music expressively when composing; To identify how music can be used to create an atmosphere or mood; To create and perform from a graphic score.	**1. Round We Go** To maintain a part in a group when singing; To perform a simple round; To sing with a good awareness of pitch. **2. Round and Round** To identify the structure of a round; To identify phrases in a round; To sing in two parts, identifying the difference between unison and harmony singing; To compare rounds. **3. Play a Round** To identify the structure of a round; To play phrases from a round; To play a round in two parts. **4 & 5. Melodies from Words** To identify scalic patterns; To compose simple melodies. **6. Exploring Intervals** To hear the difference between musical intervals; To identify, play and sing musical intervals; To begin to recognize intervals that are consonant or dissonant.	**1 & 2. Drones and Melodies** To compose a short pentatonic melody above a drone; To notate a melody using staff and letter notation; To sing a song with harmony parts. **3. Now That's Called Harmony!** To identify notes from the C major chord (triad); To listen to and play short melodies by ear; To combine melodic parts to create harmony. **4. Lyrics and Melody** To compose a song following a melodic structure; To perform a melody and harmony part on tuned percussion; To notate a melody using letter notation. **5 & 6. We're Building a Song** To compose a song following a melodic structure; To perform a melody and harmony part on tuned percussion; To notate a melody using letter notation.
YEAR 6	**1+2. Cup Rhythms** To maintain a steady pulse in different time signatures(4 4 and 6) 8; To maintain a part in an ensemble; To perform rhythmic patterns accurately **3+4. African Drums** To play three different tones on an African drum; To play a rhythmic ostinato on drums or other untuned percussion; To perform polyrhythms accurately and in time as part of a group **5+6+7. Latin Rhythms** To perform polyrhythms; To recognize some features of Latin music; To create and perform an ostinato as an accompaniment	**1+2+3. Write a rap** To recognize the structure of a song written in rap style; To compose appropriate rap lyrics over an eight-bar verse **4+5. Cup Choreography** To perform rhythms accurately and expressively; To organise rhythmic ideas into a structure To identify and describe changes in musical texture; To compose cup and body-percussion rhythms from rhythmic notation **6+7. Body Beat Composition** To perform body-percussion rhythms as an ensemble; To organise rhythmic ideas into musical structures; To notate a composition To compare how body percussion is used in different cultures and traditions	**1. Sound Effects** To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics; To follow a graphic score. **2 & 3. Fireworks!** To use a range of vocal timbres to create sound imagery; To perform a soundscape following a graphic score (with timeline); To identify key features of Tchaikovsky's 1812 Overture. **4. The Power of Intervals** To hear how different musical intervals sound; To identify, play and sing musical intervals; To recognize the difference between consonant and dissonant sounds in harmony. **5 & 6. Dark and Light** To select appropriate dynamics, harmony and timbre to establish mood and atmosphere; To use consonant and dissonant harmony to create 'tension' and 'release'; To listen to and suggest ways to improve a performance.	**1 & 2. On with the Show** To identify key features of musical theatre in a range of songs; To discuss the development of musical theatre; To consider ways to improve a vocal performance (e.g. using clear diction). **3. In the Pit!** To perform an instrumental accompaniment in 4/3 time; To recognize some characteristics of musical theatre performance; To perform an ostinato rhythm using standard notation. **4, 5 & 6. One Actor, Many Roles** To consider ways to communicate the lyrical meaning of a song; To compose music using a melodic motif, using the inter-related dimensions of music to evoke mood and atmosphere; To notate music using a combination of standard and graphic notation; To explore how composers use leitmotifs to represent characters.	**1 & 2. What's the Message?** To discuss how songs can be used to tell a story, express a feeling and communicate a message; To analyse a song, identifying how the musical dimensions are used to express the lyrical content; To recognize the importance of song lyrics in communicating a message. **3. Strong Structures** To evaluate the structure of a song; To listen for structural features in contrasting pieces of music; To recognize key characteristics of pop songs. **4 & 5. The Bells!** To identify melodic patterns in songs and music; To play melodies on tuned percussion from notation; To create music inspired by bell chimes. **6. Clearly Chromatic** To identify and sing a chromatic melody; To play a chromatic melody using tuned percussion; To sing a harmony part.	**1 & 2. This is the Blues** To perform a blues-style riff; To begin to recognize the structure of a 12-bar blues; To identify features of blues music. **3. Leavers' Ensemble** To describe the melodic structure of a song; To create musical textures using melodic ostinato; To play an instrumental ensemble accurately and in time; To follow notation. **4, 5 & 6. School Fare** To compose a fanfare; To recognize characteristics of fanfares; To notate a melody using letter or staff notation.