

DARWEN ST JAMES' C OF E PRIMARY ACADEMY

MUSIC LONG TERM PLAN

	AUTUMN	SPRING	SUMMER
N u r s e r y N	Explore the musical instruments An introduction to different types of music, calming, relaxing music Autumn 1- Itsy Bitsy spider Autumn 2- Humpty Dumpty	Use 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 Join in singing songs Summer 1- Row row row your boat Summer 2- Old Macdonald had a farm
P r e s c h o o l	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 -We're going on a bear hunt	Use musical instruments to link with songs. Joining in with favourite songs Spring 1- I'm a little teaspoon Spring 2 - Little Miss Muffet	Create movements to music and actions. Follow a beat with the musical instruments Make different sounds independently using the musical instruments. Summer 1- Mary, Mary Quite Contrary Summer 2- There was an old woman who swallowed a fly
E Y F S	Exploring sound - To explore using voices to make a variety of sounds. - To explore how to use our bodies to make sounds. - To explore the sounds of different instruments. - To identify sounds in the environment and differentiate between them. - To use voices to imitate nature sounds. Celebration music - To learn about music from another culture, particularly when related to the festival of Diwali; To respond to music with movement - To learn about music from another culture, particularly when related to the festival of Hanukkah; To learn the names of some traditional Jewish musical instruments; To play and move to traditional Jewish Hanukkah music. - To learn about music from another culture, particularly when related to the festival of Kwanzaa; To take part in a traditional call and response song; To find classroom objects to use as drums and play in response to African music. - To learn about traditional Christmas music; To take part in a group song involving singing, voice sounds and playing instruments; To sing and move to a Christmas song. - To suggest appropriate actions to match song lyrics; To sing and move to Christmas songs.	Music and movement - To understand why songs have actions. - To learn some simple Makaton signs to accompany a song. - To explore beat through body movement; To express feelings and emotions through movement to music. - To explore pitch and tempo through scarf dancing and body movement. - To perform action songs to a small audience. Musical stories - The lyrics to the Teddy Bear's Picnic on the Link: 'Lyrics to the Teddy Bear's Picnic'. - To use actions to retell a story to music: To sing and perform a group song. - To learn how instruments can represent a certain mood, character or action: To experiment with the sounds of different instruments. - To create a musical story based upon a familiar routine; To use instruments to represent moods or actions; To play an instrument as part of a group story. - To create a musical story based upon a familiar routine; To use movement to express moods or actions within a musical story; To play an instrument as part of a musical story and perform as a group.	Transport - To explore creating sound effects. - To explore making sounds at different speeds. - To explore moving to different tempos. - To interpret symbols to show a change in speed. - To interpret a simple score to show tempo changes. Big Band - To discuss what makes a musical instrument. - To use recyclable materials to create a simple representation of a musical instrument. - To learn what an orchestra is; to learn about the four different groups of musical instruments. - To copy and follow a beat; to follow a beat using an untuned instrument. - To experiment with playing tuned and untuned instruments; to play in time to familiar songs. - To choose appropriate instruments to represent different parts of a song; to perform a practised song to a small audience.

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Y E A R 1	Keeping the pulse My Favourite Things) - To demonstrate an understanding of pulse using parts of the body. - To keep a pulse and show a sound pattern using bodies and voices. - To explore using a thinking voice to show the pulse. - To play short rhythms in time with the pulse. - To demonstrate an understanding of pulse through performance. Tempo (Snail and mouse) - To use voices and bodies expressively, while exploring tempo. - To practice a rhyme using fast and slow beats on instruments. - To use voices to perform a song with a fast and slow beat. - To use singing voices and an instrument to perform a song with a fast and slow beat. - To demonstrate fast and slow beats within the context of a story.	Dynamics (Seaside) - To understand how music can be used to represent an environment. - To understand how music can represent changes in an environment. - To explore using instruments, body and voice to create a seaside soundscape. - To identify how dynamics can reflect environments. - To create and represent sounds using symbols. Sound patterns (Fairy tales) - To explore and change dynamics using the voice. - To experiment with creating different sounds using a single instrument. - To read simple rhythmic patterns comprising of one beat sounds and one beat rests. - To play sound patterns in time with the pulse using a visual stimulus. - To show awareness of different roles when performing in a group performance.	Pitch (Superheroes) - To identify high- and low-pitched sounds. - To explore pitch by creating two-pitch patterns. - To demonstrate tempo changes. - To create a superhero theme tune with a variety in tempo and pitch. - To rehearse and refine a piece of superhero music showing a change of pitch and tempo. - To perform a piece of superhero music showing a change of pitch and tempo. Musical symbols (Under the sea) - To explore tempo changes through movement. - To explore how dynamics can be represented by different symbols. - To clap simple rhythmic patterns while keeping the pulse. - To interpret symbols to demonstrate a pitch pattern. - To rehearse and refine a group performance to demonstrate dynamics, pitch and rhythm. - To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Y E A R 2	Call and Response (Animals) - To create short sounds with varied dynamics that represent an animal. - To copy a short sound pattern. - To explore call and response using instruments. - To create sound patterns based on call and response. - To perform different sound patterns with contrasting dynamics. Instruments (Musical storytelling) - To explore listening and analysing a piece of music in relation to a story. - To explore how music and sound effects can tell a story. - To select appropriate sounds to match events, characters and feelings in a story. - To suggest appropriate sounds to represent parts of a story. - To perform a composition showing changes in tempo and dynamics.	Singing (On this island) - To learn to sing a British folk song. - To practise and perform a song relating to the countryside. - To practise and perform a song relating to the city. - To create symbols to represent sounds. - To develop and perform a musical composition. Contrasting dynamics (Space) - To create a simple soundscape using dynamic changes. - To listen to music and respond creatively, considering how dynamics can be represented. - To compare two pieces of music. - To create a short pitch pattern to represent a planet. - To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	Structure (Myths and legends) - To read and clap a rhythm based on a phrase from a story. - To hear, write and clap rhythms based on a phrase from a story. - To use a rhythm in different ways to demonstrate structure. - To create a structure using rhythmic patterns. - To perform a group composition. Pitch (Musical me) - To understand and practice reading different symbols to show pitch. - To sing and draw pitch patterns. - To read and understand the notation for the song 'Once a Man Fell in a Well.' - To use a tuned percussion instrument to play a song. - To complete the notation for a short song using a three-line stave(1). - To complete the notation for a short song using a three-line stave(2).

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Y E A R 3	Ballads - To use musical vocabulary to explain the stylistic features of a ballad. - To explore how actions can impact performance. - To plan a musical structure inspired by a story. Developing singing technique (The Vikings) - To sing in time with others. - To recognise simple rhythmic notation by ear and by sight. - To use simple rhythmic notation to compose a Viking battle song. - To perform music with confidence and discipline.	Pentatonic melodies and composition (Chinese New Year) - To learn about the music used to celebrate the Chinese New Year festival. - To play a pentatonic melody on a tuned percussion instrument - To write and perform a pentatonic melody. - To perform a group composition. - Perform a piece of music as a group.	Traditional instruments and improvisation (India) - To form an opinion of Indian music. - To be able to improvise using given notes. - To be able to improvise using given notes. - To create a piece of music using a drone, rag and tal. - To rehearse a piece of music using musical notation. - To perform a piece of music using musical notation.
Y E A R 4	Body and tuned percussion (Rainforests) - To identify structure and texture in music. - To use body percussion. - To create musical rhythms using body percussion. Changes in pitch, tempo and dynamics (Rivers) - To sing in two parts using expression and dynamics. - To recognise key elements of music. - To perform a vocal ostinato. - To create and perform an ostinato.	Samba and carnival sounds and instruments - To recognise and identify the main features of samba music. - To understand and play syncopated rhythms. - To play syncopated rhythms as part of a group. - To compose a basic rhythmic break. - To perform rhythmic breaks within a samba piece.	Adapting and transposing motifs (Romans) - To sing in tune and on time. - To understand what a musical motif is. - To compose and notate a motif. - To develop and transpose a musical motif. - To combine different versions of a musical motif. - To perform different versions of a musical motif.
Y E A R 5	Composition notation (Ancient Egypt) - To sing with accuracy, fluency, control and expression. - To explore and use different forms of notation. - To understand note length. - Read simple pitch notation. Blues - To know some features of blues music. - To play the first line of the 12-bar blues. - To be able to play the blues scale on a tuned instrument.	South and West Africa - To sing a traditional African song unaccompanied. - To use tuned percussion to play a chord progression. - To use vocals or tuned percussion to perform a piece of music as an ensemble. - To play call and response rhythms using percussion instruments. - To create an eight-beat break to play within a performance.	Composing to represent the festival of colour (Holi festival) - To understand that music can be represented with colours. - To represent a piece of music as a graphic score. - To create a vocal composition based on a picture. - To create a piece of music inspired by a single colour. - To work as a group to rehearse a piece of music. - To work as a group to perform a piece of music.
Y E A R 6	Dynamics, pitch and tempo (Fingal's Cave) - To appraise the work of a classical composer (Felix Mendelssohn). - To improvise as a group, using dynamics and pitch. - To improvise as a group, using texture. Theme and variations (Pop art) - To explore the musical concept of theme and variations. - To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra. - To use complex rhythms to be able to perform a theme. - To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.	Baroque - To understand the importance of Monteverdi in the history of opera. - To read and play a canon from staff notation. - To demonstrate an understanding of Baroque music features when composing. - To combine knowledge of staff notation and aural awareness to play a fugue. - To apply their understanding of fugue structure when performing with others.	Composing and performing a leavers song. - To listen to and describe music. - To write lyrics for a song. - To organise lyrics into a song structure. - To use vocal improvisation and known melodies against a backing track. - To compose a melody. - To compose a verse melody.



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**‘LET US NOT LOVE WITH WORDS OR SPEECH ALONE BUT WITH ACTIONS AND TRUTH’ JOHN 3:18
NURTURING AMBITION THROUGH A LIVING FAITH**