



# DARWEN ST JAMES' C OF E PRIMARY ACADEMY

## MUSIC LONG TERM PLAN



	AUTUMN	SPRING	SUMMER
<b>N u r s e r y N</b>	-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
<b>P r e s c h o o l</b>	- 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 teapot 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
<b>E Y F S</b>	Exploring sound <ol style="list-style-type: none"> <li>To explore using voices to make a variety of sounds.</li> <li>To explore how to use our bodies to make sounds.</li> <li>To explore the sounds of different instruments.</li> <li>To identify sounds in the environment and differentiate between them.</li> </ol> Music and movement <ol style="list-style-type: none"> <li>To understand why songs have actions.</li> <li>To learn some simple Makaton signs to accompany a song.</li> <li>To explore pitch and tempo through scarf dancing and body movement.</li> </ol>	Transport <ol style="list-style-type: none"> <li>To explore creating sound effects.</li> <li>To explore making sounds at different speeds.</li> <li>To explore moving to different tempos.</li> <li>To interpret symbols to show a change in speed.</li> <li>To interpret a simple score to show tempo changes.</li> </ol>	Big Band <ol style="list-style-type: none"> <li>To discuss what makes a musical instrument.</li> <li>To use recyclable materials to create a simple representation of a musical instrument.</li> <li>To learn what an orchestra is; to learn about the four different groups of musical instruments.</li> <li>To copy and follow a beat; to follow a beat using an untuned instrument.</li> <li>To experiment with playing tuned and untuned instruments; to play in time to familiar songs.</li> <li>To choose appropriate instruments to represent different parts of a song; to perform a practised song to a small audience.</li> </ol>
<b>Y E A R 1</b>	Keeping the pulse <ol style="list-style-type: none"> <li>To demonstrate an understanding of pulse using parts of the body.</li> <li>To keep a pulse and show a sound pattern using bodies and voices.</li> <li>To play short rhythms in time with the pulse.</li> </ol> Sound patterns (Fairy tales) <ol style="list-style-type: none"> <li>To explore and change dynamics using the voice.</li> <li>To experiment with creating different sounds using a single instrument.</li> <li>To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</li> <li>To play sound patterns in time with the pulse using a visual stimulus.</li> </ol>	Pitch (Superheroes) <ol style="list-style-type: none"> <li>To identify high- and low-pitched sounds.</li> <li>To explore pitch by creating two-pitch patterns.</li> <li>To demonstrate tempo changes.</li> <li>To create a superhero theme tune with a variety in tempo and pitch.</li> <li>To rehearse and refine a piece of superhero music showing a change of pitch and tempo.</li> <li>To perform a piece of superhero music showing a change of pitch and tempo.</li> </ol>	Musical symbols (Under the sea) <ol style="list-style-type: none"> <li>To explore tempo changes through movement.</li> <li>To explore how dynamics can be represented by different symbols.</li> <li>To clap simple rhythmic patterns while keeping the pulse.</li> <li>To interpret symbols to demonstrate a pitch pattern.</li> <li>To rehearse and refine a group performance to demonstrate dynamics, pitch and rhythm.</li> <li>To perform as part of a group to demonstrate dynamics, pitch and rhythm.</li> </ol>



# DARWEN ST JAMES' C OF E PRIMARY ACADEMY

## MUSIC LONG TERM PLAN



Y E A R 2	<p>Call and Response (Animals)</p> <ol style="list-style-type: none"> <li>To create short sounds with varied dynamics that represent an animal.</li> <li>To copy a short sound pattern.</li> <li>To explore call and response using instruments.</li> </ol> <p>Instruments (Musical storytelling)</p> <ol style="list-style-type: none"> <li>To explore listening and analysing a piece of music in relation to a story.</li> <li>To explore how music and sound effects can tell a story.</li> <li>To select appropriate sounds to match events, characters and feelings in a story.</li> <li>To suggest appropriate sounds to represent parts of a story.</li> </ol>	<p>Structure (Myths and legends)</p> <ol style="list-style-type: none"> <li>To read and clap a rhythm based on a phrase from a story.</li> <li>To hear, write and clap rhythms based on a phrase from a story.</li> <li>To use a rhythm in different ways to demonstrate structure.</li> <li>To create a structure using rhythmic patterns.</li> <li>To perform a group composition.</li> </ol>	<p>Pitch (Musical me)</p> <ol style="list-style-type: none"> <li>To understand and practice reading different symbols to show pitch.</li> <li>To sing and draw pitch patterns.</li> <li>To read and understand the notation for the song 'Once a Man Fell in a Well.'</li> <li>To use a tuned percussion instrument to play a song.</li> <li>To complete the notation for a short song using a three-line stave.(1)</li> <li>To complete the notation for a short song using a three-line stave.(2)</li> </ol>
Y E A R 3	<p>Ballads</p> <ol style="list-style-type: none"> <li>To use musical vocabulary to explain the stylistic features of a ballad.</li> <li>To explore how actions can impact performance.</li> <li>To plan a musical structure inspired by a story.</li> </ol> <p>Developing singing technique (The Vikings)</p> <ol style="list-style-type: none"> <li>To sing in time with others.</li> <li>To recognise simple rhythmic notation by ear and by sight.</li> <li>To use simple rhythmic notation to compose a Viking battle song.</li> <li>To perform music with confidence and discipline.</li> </ol>	<p>Pentatonic melodies and composition (Chinese New Year)</p> <ol style="list-style-type: none"> <li>To learn about the music used to celebrate the Chinese New Year festival.</li> <li>To play a pentatonic melody on a tuned percussion instrument</li> <li>To write and perform a pentatonic melody.</li> <li>To perform a group composition.</li> <li>Perform a piece of music as a group.</li> </ol>	<p>Traditional instruments and improvisation (India)</p> <ol style="list-style-type: none"> <li>To form an opinion of Indian music.</li> <li>To be able to improvise using given notes.</li> <li>To be able to improvise using given notes.</li> <li>To create a piece of music using a drone, rag and tal.</li> <li>To rehearse a piece of music using musical notation.</li> <li>To perform a piece of music using musical notation.</li> </ol>
Y E A R 4	<p>Body and tuned percussion (Rainforests)</p> <ol style="list-style-type: none"> <li>To identify structure and texture in music.</li> <li>To use body percussion.</li> <li>To create musical rhythms using body percussion.</li> </ol> <p>Changes in pitch, tempo and dynamics (Rivers)</p> <ol style="list-style-type: none"> <li>To sing in two parts using expression and dynamics.</li> <li>To recognise key elements of music.</li> <li>To perform a vocal ostinato.</li> <li>To create and perform an ostinato.</li> </ol>	<p>Samba and carnival sounds and instruments</p> <ol style="list-style-type: none"> <li>To recognise and identify the main features of samba music.</li> <li>To understand and play syncopated rhythms.</li> <li>To play syncopated rhythms as part of a group.</li> <li>To compose a basic rhythmic break.</li> <li>To perform rhythmic breaks within a samba piece.</li> </ol>	<p>Adapting and transposing motifs (Romans)</p> <ol style="list-style-type: none"> <li>To sing in tune and on time.</li> <li>To understand what a musical motif is.</li> <li>To compose and notate a motif.</li> <li>To develop and transpose a musical motif.</li> <li>To combine different versions of a musical motif.</li> <li>To perform different versions of a musical motif.</li> </ol>
Y E A R 5	<p>Composition notation (Ancient Egypt)</p> <ol style="list-style-type: none"> <li>To sing with accuracy, fluency, control and expression.</li> <li>To explore and use different forms of notation.</li> <li>To understand note length.</li> <li>Read simple pitch notation.</li> </ol> <p>Blues</p> <ol style="list-style-type: none"> <li>To know some features of blues music.</li> <li>To play the first line of the 12-bar blues.</li> <li>To be able to play the blues scale on a tuned instrument.</li> </ol>	<p>South and West Africa</p> <ol style="list-style-type: none"> <li>To sing a traditional African song unaccompanied.</li> <li>To use tuned percussion to play a chord progression.</li> <li>To use vocals or tuned percussion to perform a piece of music as an ensemble.</li> <li>To play call and response rhythms using percussion instruments.</li> <li>To create an eight-beat break to play within a performance.</li> </ol>	<p>Composing to represent the festival of colour (Holi festival)</p> <ol style="list-style-type: none"> <li>To understand that music can be represented with colours.</li> <li>To represent a piece of music as a graphic score.</li> <li>To create a vocal composition based on a picture.</li> <li>To create a piece of music inspired by a single colour.</li> <li>To work as a group to rehearse a piece of music.</li> <li>To work as a group to perform a piece of music.</li> </ol>



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



<b>Y E A R 6</b>	<p>Dynamics, pitch and tempo (Fingal's Cave)</p> <ol style="list-style-type: none"><li>1. To appraise the work of a classical composer (Felix Mendelssohn).</li><li>2. To improvise as a group, using dynamics and pitch.</li><li>3. To improvise as a group, using texture.</li></ol> <p>Theme and variations (Pop art)</p> <ol style="list-style-type: none"><li>1. To explore the musical concept of theme and variations.</li><li>2. To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.</li><li>3. To use complex rhythms to be able to perform a theme.</li><li>4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.</li></ol>	<p>Baroque</p> <ol style="list-style-type: none"><li>1. To understand the importance of Monteverdi in the history of opera.</li><li>2. To read and play a canon from staff notation.</li><li>3. To demonstrate an understanding of Baroque music features when composing.</li><li>4. To combine knowledge of staff notation and aural awareness to play a fugue.</li><li>5. To apply their understanding of fugue structure when performing with others.</li></ol>	<p>Composing and performing a levers song.</p> <ol style="list-style-type: none"><li>1. To listen to and describe music.</li><li>2. To write lyrics for a song.</li><li>3. To organise lyrics into a song structure.</li><li>4. To use vocal improvisation and known melodies against a backing track.</li><li>5. To compose a melody.</li><li>6. To compose a verse melody.</li></ol>
----------------------------------	---	--	--