

# Long Term Plan – Music

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE</b>		<b>Being Me</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Curriculum Drivers</b>		<b>Independence</b>	<b>Curiosity</b>	<b>Possibility</b>	<b>Resilience</b>	<b>Equality</b>	<b>Aspiration</b>
<b>EYFS</b>	Topic	<b>There's No Place Like Home</b>	<b>Celebrating Festivals</b>	<b>Winter Wonderland</b>	<b>Help is at Hand</b>	<b>Tell us a Story</b>	<b>Big Wide World</b>
	<b>N</b>	Let's be friends	Travel and movement	This is me	Animal tea party	I've got feelings	Let's jam and move your body
	<b>R</b>	I can make music	Festivals of light	1. I've got a grumpy face 2. Row, row, row your boat	Exploring sounds	Down there under the sea	1. Five fine bumblebees 2. bow, bow, bow Belinda
<b>1</b>	<b>The Rhythm Family</b> 'Rhythmic notation, composing and performing'	<b>Light up the World</b> 'Developing voices singing about light'	<b>The King is in the Castle</b> 'Pulse, timbre and purpose'	<b>Fairy Tales</b> 'Tempo, dynamics and timbre'	<b>Who stole my Chickens and my Hens?</b> 'Pulse, rhythm and writing lyrics'	<b>Superheroes</b> 'Pitch and melodies'	
<b>2</b>	<b>Creepy Castle</b> 'Vocal tone and sound effects'	<b>Shiver me Timbers</b> 'Vocal tone and creating an accompaniment'	<b>Here is a House</b> 'Reading pitches'	<b>Playing in Stave House</b> 'Instrumental and ensemble skills'	<b>Space</b> 'Responding creatively to music and soundscapes'	<b>Carnival of the Animals</b> 'Instrumental families and timbres'	
<b>3</b>	<b>Clapping Games</b> 'Ostinatos, rhythm and ensemble skills'	<b>I've been to Harlem</b> 'Instrumental skills, notation and rhythm'	<b>The Maya (a stone cold classic)</b> 'Syncopation and Latin inspired rhythms'	<b>Global Pentatonics</b> 'Using a pentatonic scale, instrumental and ensemble skills'	<b>Jazz</b> 'History of jazz music, syncopation, swung rhythms'	<b>Just Three Notes</b> 'Notation, structure, pitch and rhythm'	
<b>4</b>	<b>Name Compositions</b> 'Ostinatos, structure, texture and rhythm'	<b>British Folk Music</b> 'Vocal technique and instrumental skills'	<b>Romans</b> 'Non-traditional notation, melody-writing'	<b>Hanami</b> 'Timbre, melody-writing, pentatonic scale'	<b>Storytime</b> 'Tempo, dynamics, timbre and instrumental skills'	<b>Fly with the Stars</b> 'Ensemble skills, instrumental skills, rhythmic notation'	
<b>5</b>	<b>Blues and Jazz</b> 'Syncopation, 12-bar blues, improvisation, blues scale'		<b>Rhythm Piece No1</b> 'Rhythmic notation, phrasing, arranging/adapting existing music and composing'	<b>South and West Africa</b> 'Polyrhythmic textures, call and response and ensemble skills'	<b>What's it Worth, Planet Earth?</b> 'Pulse and Rhythm, creating own instruments, ensemble and vocal skills'	<b>Musicals</b> 'History of musicals, performance and ensemble skills'	
<b>6</b>	<b>We are your Children</b> 'Classical Indian music, bhangra and Bollywood music, raga, tala, chaal rhythm'	<b>Rhythm Piece No1</b> 'Rhythmic notation, phrasing, arranging/adapting existing music and composing'	<b>WW2 Songs</b> 'Comparing music, purpose, vocal technique, ensemble skills'	<b>Film Music</b> 'Musical cliches, timbre, composing for film'	<b>Composing a Leaver's Song</b> 'Purpose, structure, writing lyrics, composing melodies'		