



Long Term Plan Music

	Autumn Term			
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Year R	'I've got a grumpy face' <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions 	'The Sorcerer's Apprentice' <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. 	Witch, Witch <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	Row, row, row your boat <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.
	Year I	Menu song <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song 		Colonel Hathi's March <ul style="list-style-type: none"> • Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).



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			of the music through movement.
Year 2	Tony Chestnut	Carnival of the animals	Composing music inspired by birdsong
	<ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear 	<ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement 	<ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.
Year 3	I've been to Harlem	Nao chariya de/Mingulay boat song	Sound symmetry
	<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. 	<ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music 	<ul style="list-style-type: none"> • Compose a simple song using symmetry to develop a melody,



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	<ul style="list-style-type: none"> • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up 	<p>from different musical traditions.</p> <ul style="list-style-type: none"> • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place 	<p>structure, and rhythmic accompaniment.</p> <ul style="list-style-type: none"> • Sing by improvising simple melodies and rhythms. • Identify how the pitch and melody of a song has been developed using symmetry.
Year 4	This little light of mine	The Pink Panther Theme	Composing with colour
	<ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part I of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	<ul style="list-style-type: none"> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). 	<ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.
Year 5	What shall we do with the drunken sailor?	Why we sing	Introduction to songwriting
	<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. 	<ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. 	<ul style="list-style-type: none"> • Improvise and compose, 'doodling' with sound, playing around with pitch and



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	<ul style="list-style-type: none"> • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<ul style="list-style-type: none"> • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). 	<ul style="list-style-type: none"> • rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process.
<p style="text-align: center;">Year 6</p>	<p>Hey, Mr Miller</p>	<p>Shadows</p>	<p>Composing for protest</p>
	<ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<ul style="list-style-type: none"> • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music 	<ul style="list-style-type: none"> • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song



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Year R	Bird Spotting	Shake my sillies out	Up and Down	Five fine Bumble bees
	<ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music 	<ul style="list-style-type: none"> Create a sound story using instruments to represent different animal sounds/movements. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Listen to music and show the beat with actions 	<ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch 	<ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Listen to a piece of classical music and respond through dance
Year I	Football		'Dawn' from Sea Interludes	Musical conversations
	<ul style="list-style-type: none"> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a pattern with notes (pitched) and without (unpitched) 		<ul style="list-style-type: none"> Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture 	<ul style="list-style-type: none"> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform from simple graphic scores.



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			<ul style="list-style-type: none"> Recognise how graphic symbols can represent sound
Year 2	Grandma rap	Orawa	Trains
	<ul style="list-style-type: none"> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically, and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) 	<ul style="list-style-type: none"> Improvise and compose, structuring short musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns 	<ul style="list-style-type: none"> Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Follow signals from a conductor. Listen to and analyse four pieces of music inspired by travel/vehicles
Year 3	Latin Dance	'March' from The Nutcracker'	From a railway carriage
	<ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. 	<ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. 	<ul style="list-style-type: none"> Explore ways to create word-based pieces of music. Explore ways to communicate atmosphere and effect. Listen and compare how different composers have approached



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	<ul style="list-style-type: none"> Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. 	<ul style="list-style-type: none"> Experience call-and-response patterns through moving with a partner. 	creating word-based compositions
Year 4	The doot doot song	Fanfare for the common man	Spain
	<ul style="list-style-type: none"> 'Doodle' with voices over the chords in the song. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Listen and identify similarities and differences between acoustic guitar styles 	<ul style="list-style-type: none"> Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary 	<ul style="list-style-type: none"> Invent a melody. Fit two patterns together. Structure musical ideas into compositions. Play repeating rhythmic patterns. Count musically
Year 5	Madina tun nabi	Building a groove	Epoca
	<ul style="list-style-type: none"> Improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns. 	<ul style="list-style-type: none"> Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices 	<ul style="list-style-type: none"> Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the



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				history of Argentine Tango
Year 6	Dona nobis pacem		You to me are everything	Twinkle variations
	<ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). 		<ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. 	<ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star.
	Summer Term			
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Year R	Down there under the sea	It's oh so quiet	Slap clap clap	Bow, bow, bow Belinda
	<ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a 	<ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's • 5th symphony. • Play different instruments with control. 	<ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. 	<ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.



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	<p>short, stepping tune (C-D-E).</p> <ul style="list-style-type: none"> Listen to a range of sea-related pieces of music and respond with movement 	<ul style="list-style-type: none"> Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. 	<ul style="list-style-type: none"> Find the beat and perform a clapping game with a partner 	
Year 1	Dancing and drawing to Nautilus		Cat and mouse	Come dance with me
	<ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music 	<ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns 	<ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments. 	
Year 2	Swing-a-long with Shostakovich		Charlie Chaplin	Tanczmy labada
	<ul style="list-style-type: none"> Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. 	<ul style="list-style-type: none"> Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. 	<ul style="list-style-type: none"> Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. 	



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	<ul style="list-style-type: none"> • Move freely and creatively to music using a prop. 	<ul style="list-style-type: none"> • Understand and use dynamics. 	<ul style="list-style-type: none"> • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture
<p style="text-align: center;">Year 3</p>	<p>Just three notes</p>	<p>Samba with Sergio</p>	<p>Fly with the stars</p>
	<ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. 	<ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms • to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word 	<ul style="list-style-type: none"> • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations • to create accompaniment ideas for the song.



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		rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).	
Year 4	Global pentatonics	The horse in motion	Favourite song
	<ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. 	<ul style="list-style-type: none"> • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context 	<ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.
Year 5	Balinese Gamelan	Composing in ternary form	Kisne baneeya
	<ul style="list-style-type: none"> • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. 	<ul style="list-style-type: none"> • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. 	<ul style="list-style-type: none"> • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato



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		<ul style="list-style-type: none">• Understand and recognise ternary form.	
Year 6	Race!	Exploring identity through song	Ame sau vala tara bal
	<ul style="list-style-type: none">• Create an accompaniment.• Create an extended melody with four distinct phrases.• Experiment with harmony.• Structure ideas into a full soundtrack.	<ul style="list-style-type: none">• Identify ways songwriters convey meaning: through lyrics, the music, and the performance.• Understand different ways that rhymes work in songs.• Identify different elements of a song's structure.• Understand the concept of identity and how you can express that in songs.	<ul style="list-style-type: none">• Create a rhythmic piece for drums and percussion instruments.• Sing the chorus of Throw, catch in three-part harmony with dancing.• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.• Demonstrate coordination and keeping a steady beat by dancing to bhangra music