

MUSIC LONG TERM PLAN 2024 - 2025

Music LTP	Autumn 1 4.9.24 – 24.10.24	Autumn 2 4.11.24 – 20.12.24	Spring 1 6.1.25 – 14.2.25	Spring 2 24.2.25 – 4.4.25	Summer 1 22.4.25 – 23.5.25	Summer 2 2.6.25 – 18.7.25
YR Instrument: VOICE	<p><b>I've Got a Grumpy Face</b> Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Sing with a sense of pitch, following the shape of the melody with voices.</p> <p>Mark the beat of the song with actions.</p> <p><b>The Sorcerer's Apprentice</b> Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p>	Nativity	<p><b>Bird Spotting – Cuckoo Polka</b> Explore the range and capabilities of voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music.</p> <p><b>Shake My Sillies Out</b> Create a sound story using instruments to represent different animal sounds/movements.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p>	<p><b>Up and Down</b> Make up new lyrics and accompanying actions.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p><b>Five Fine Bumble Bees</b> Improvise a vocal/physical soundscape about minibeasts.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance</p>	<p><b>Down There Under the Sea</b> Develop a song by composing new words and adding movements and props.</p> <p>Sing a song using a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p><b>It's Oh So Quiet</b> Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed</p>	<p><b>Slap, Clap, Clap</b> Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner</p> <p><b>Bow, Bow Bow Belinda</b></p> <p>Invent and perform actions for new verses.</p> <p>Sing a song while performing a sequence of dance steps.</p> <p>Play a two-note accompaniment, playing</p>

	Respond to music in a range of ways e.g. movement, talking, writing.		Listen to music and show the beat with actions.		through listening to Beethoven's 5th symphony.  Play different instruments with control.  Explore dynamics with voices and instruments.  Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	the beat, on tuned or untuned percussion.  Listen to and talk about folk songs from North America.
Year 1 Instrument: Untuned Percussion	<p><b>Menu Song</b> Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p>	Nativity	<p><b>Colonel Hathi's March</b></p> <p>Compose music to march to, using tuned and untuned percussion.</p> <p>Respond to musical characteristics through movement.</p> <p>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).</p>	<p><b>Football</b></p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p>	<p><b>Dawn from Sea Interludes</b></p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p><b>Cat and Mouse</b></p> <p>Create rhythm patterns, sequencing them, and</p>	<p><b>Come Dance with Me</b></p> <p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>

	Listen and move in time to the song.		<p><b>Magical Musical Aquarium</b> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	<p>'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	Copy call-and-response patterns with voices and instruments
Year 2  Instrument: Untuned Percussion  AND  (Glocks) in small groups (not whole class ensemble teaching)	<p><b>Tony Chestnut</b> Improvise rhythms along to a backing track using the note C or G.</p> <p>Play the song's melody on a tuned percussion instrument.</p> <p>Sing with good diction to emphasise word play. Listen to, recognise and play echoing phrases by ear.</p>	Nativity	<p><b>Carnival of the Animals</b> Select instruments and compose music to reflect an animal's character.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p>	<p><b>Orawa</b> Structure short, musical ideas to form a larger piece.</p> <p>Perform composed pieces for an audience (rest of year group)</p> <p>Listen with attention to detail and recall sounds and patterns.</p> <p><b>Trains</b></p>	<p><b>Swing-a-long with Shostakovich</b> Create action patterns in 2- and 3-time.</p> <p>Mark the beat by tapping, clapping and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs.</p>	<p><b>Tanczymy labada</b> Compose rhythm patterns to accompany the song.</p> <p>Sing confidently in another language and play a cumulative game with spoken call-and-response sections.</p> <p>Play an accompaniment on tuned percussion.</p>

			<p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>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.</p> <p><b>Composing Music Inspired by Birdsong</b> Invent simple patterns using voices, body percussion and then instruments.</p> <p>Follow signals given by a conductor/ leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	<p>Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>	<p>Move freely and creatively to music using a prop.</p> <p><b>Charlie Chaplin</b> Understand and use notes of different duration.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics. Compose a soundtrack to a clip of a silent film.</p>	<p>Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</p>
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<p>Year 3</p> <p>Instrument: Ukulele</p>	<p><b>Ukulele 1</b></p> <p>The anatomy of a ukulele.</p> <p>How to read chord diagrams.</p> <p>Chords C Am F</p> <p>Introducing rhythm 4/4 time</p> <p>Songs: Pump it Up Reindeer Hokey Pokey Hush Little Baby</p> <p>Chord G</p> <p>Songs: Drunken Sailor London Bridge is Falling Down</p>	<p><b>Ukulele 2</b></p> <p>Review of chords, rhythms and songs</p> <p>Chords C Am F G</p> <p>New Songs: Skip to my Lou The Lion Sleeps Tonight Happy Birthday Old MacDonald Had a Farm</p>	<p><b>SingUp Play Ukulele</b></p> <p>New Songs: A Sailor went to Sea Latin Dance Baby Shark Feliz Navidad Hound Dog</p> <p>Use ukulaliens playalongs and justinguitar to learn and practise songs for Spring Bonanza.</p> <p><b>From a Railway Carriage</b></p> <p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p>	<p><b>NO NEW SONGS Practise all songs learnt for Spring Bonanza</b></p> <p><b>Spring Bonanza Performance Wed 26<sup>th</sup> March pm</b></p> <p><b>Nao chariya de/Mingulay boat song</b></p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds.</p> <p>Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p>	<p><b>'March' from The Nutcracker</b></p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A)</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p><b>Just Three Notes</b></p> <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow and create a 'score'.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p>	<p><b>Mangrove Twilight</b></p> <p>Learn a range of tuned percussion techniques: right/left sticking, playing two-note chords. Clap and play a clave rhythm.</p> <p>Learn to play two parts from Mangrove twilight.</p> <p>Improvise in a call-and-response format.</p> <p>Take part in an ensemble performance of Mangrove twilight</p> <p><b>Samba with Sergio</b></p> <p>Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Move in time with the beat of music.</p> <p>Talk about what has been learnt about Brazil and Carnival. i.e. Samba batucada instruments and playing in call-and-response;</p>
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						samba schools; in Brazil music helps communities thrive; that word rhythms are an important way to earn rhythm patterns; that you can freely express yourself at a Carnival.
Year 4 Strings with RGS  Instrument: Violin/cello	<p><b>Pink Panther</b> 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).</p> <p><b>Care, Posture, Strumming</b> Parts of the violin Tips for practice Handling techniques – warm up, bow hold, posture, stance Strumming open strings E A D G</p>	<p><b>Compose with Colour</b> 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.</p> <p><b>STRINGS Rhythm</b> Create 4 beat rhythm patterns Use the rhythm names - Ta, ti-ti, ta-a, syn-co-pa Play music with 3 crotchets beats in a bar and 2 crotchet beats in a bar Key of C Key of D Key of F</p>	<p><b>Fanfare for the Common Man</b> 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.</p> <p><b>Pitch</b> Play music with 4 crotchet beats in a bar Slur Fingering (colours black (open), red 1, green 2, blue 3) Key of G</p>	<p><b>Spain</b> Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically</p> <p><b>STRINGS Metre</b> Compound Time Play music with 6 quaver beats in a bar Use rhythm names - Syn-co-pa and tika-tika (semiquavers) Key of A Play starting from different ends of the bow</p> <p><b>Spring Bonanza Performance</b></p>	<p><b>Global Pentatonics</b> 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.</p> <p><b>STRINGS Pitch</b> B minor Twinkle Twinkle Little Star Scale of E minor Play in a round</p>	<p><b>Horse in Motion</b> Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context</p> <p><b>STRINGS Duration</b> Scale of D major Rests Semibreve</p>

<p>Year 5 Musical Theatre</p> <p>Instrument: Recorders</p>	<p><b>Musical Theatre Choreography, Singing Diction and Articulation</b></p> <p><b>MUSICALS</b></p> <p>When I Grow Up</p> <p>My Favourite Things</p> <p>The Greatest Showman</p>	<p><b>Musical Theatre Choreography, Singing Diction and Articulation</b></p> <p><b>DISNEY</b></p> <p>Supercalifragilistic..</p> <p><b>CHRISTMAS</b></p> <p>Sparkle and Shine Rockin Around the Christmas Tree</p>	<p><b>Introduction to Songwriting</b></p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and 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> <p><b>Building a Groove</b></p> <p>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.</p>	<p><b>Recorders</b></p> <p>Care, posture, tonguing</p> <p>B A G BAG Tunes CD More Tunes Breathing</p> <p><b>Spring Bonanza Tues 25<sup>th</sup> March ?</b></p>	<p><b>Balinese Gamelan</b></p> <p>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</p> <p><b>Composing in Ternary Form</b></p> <p>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 and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p>	<p><b>Madina tun nabi</b></p> <p>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.</p> <p><b>Banaaya</b></p> <p>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.</p>
<p>Year 6</p> <p>Instrument: Body Percussion –</p>	<p><b>African Body Percussion: Tribal Groove</b></p>	<p><b>Hey Mr Miller</b></p> <p>Compose a syncopated melody using the notes of the C major scale.</p>	<p><b>Composing for Protest!</b></p> <p>Create their own song lyrics.</p>	<p><b>You to Me are Everything</b></p> <p>Use music vocabulary and knowledge to discuss similarities and</p>	<p><b>SATs pms Music Technology – ipad Garage Band</b></p> <p><b>Twinkle Variations</b></p>	<p><b>Exploring Identity through Song</b></p> <p>Identify ways songwriters convey</p>



Tribal Groove	Communicate messages through body percussion.	<p>Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>	<p>differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Decipher a graphic score  <i>Play Twinkle, Twinkle Little Star</i></p>	<p>meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p><b>Race!</b>  Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure ideas into a full soundtrack.</p>
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