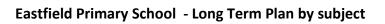




Music Long Term Curriculum Plan

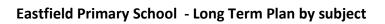
Music at a Glance – EYFS							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Me!	<u>Christmas</u>	<u>Everyone</u>	Music from Around	Big Bear Funk	End of EYFS mini		
Learn to sing	<u>Performance</u>	Listening to	the World	Transition unit for	<u>performance</u>		
nursery rhymes and	Sing songs from	music from	Listening and	year 1. Playing	Perform a short		
action songs	memory	China	responding to songs	percussion	performance to the pre-		
			from around the	instruments	school pupils		
			world				
	Music at a Glance – Year 1						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<u>Animals</u>	<u>Christmas</u>	In the Groove		What's the Score	By the Sea		
Focus on PULSE -	<u>Performance</u>	Listen and appraise blues, baroque,		Focus on PITCH –	Creating sequences of		
dynamic and tempo	Sing songs from	latin, bhangra, folk and funk music		using untuned	sounds and recording		
	memory with			instruments to	sounds using graphic		
	accuracy in pitch			replicate sounds	notation		
	and perform to a						
	wider audience						
Music at a Glance – Year 2							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
British songs and	Feel the Pulse	Recorder Course		<u>Year 2 P</u>	<u>erformance</u>		
<u>sounds</u>	Focus on responding	Playing a tuned instrument, matching		Singing songs from memory with a small pitch			
Listen and appraise	to PULSE and	dot notation to at least 3 notes		range, applying dynamics (fast/slow) to an			
Folk music	exploring and			audience			
	understanding						
	RHYTHM						







Music at a Glance – Year 3						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Glockenspiel 1	Three Little Birds	Creating Compositions		Create and Sing Carmen		
Develop facility in	Listen and appraise	Create compositions for a film scene		Singing a range of unison songs from Carmen		
playing a tuned	reggae music and	with tuned and untuned instruments		tunefully and with expression. Perform as a choir		
instrument.	develop knowledge	played in groups. Structure musical				
Introduce staff	and understanding	ideas in response to different stimuli				
notation and begin	of the stories,					
to use reading	origins, traditions,					
notation.	history and social					
Understand the	context of the music					
difference between						
types of musical						
notes.						
		Music at a	Glance – Year 4			
Wider Opportunities		Wider Opportunities		Wider Opportunities		
Learning to play a stringed instrument		Learning to play a stringed		Learning to play a stringed instrument		
		instrument				
Music at a Glance – Year 5						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<u>Blues</u>	<u>Hip Hop</u>	Glockenspiel 2	<u>Rock</u>	<u>Opera</u>	<u>Pop</u>	
Listen and appraise	Listen and appraise	Play melodies on	Listen and	Royal Opera House	Listen and appraise pop	
blues songs	hip hop songs and	tuned percussion	appraise classic	project: Create &	songs	
	create own lyrics.	following staff	rock songs	Sing.		
		notation.		'The Magic Flute'.		
		Develop the skill				
		of playing by ear				







Music at a Glance – Year 6						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
WW2 songs	<u>Ukulele</u>	Pop Art	<u>Baroque</u>	<u>Presentation</u>		
Sing WW2 songs	Play melodies on a	Explore the musical	Liston to and appraise	Understand the concept of	of musical theatre and	
observing rhythm,	stringed instrument	concept of theme	Baroque music and	learn about its history an	d how it has changed	
phrasing accurate		and variation,	identify features Play	over time. Develop under	standing of the role of	
pitching and		explore rhythmic	several parts of a canon	different	songs.	
appropriate style.		patterns and	and compose a ground			
Sing in 3 and 4 part		compose rhythms	bass melodic ostinato.			
rounds (run rabbit)		to perform	Learn about Baroque			
and introduce a			composers.			
harmony						





Music Long Term Plan

EYFS

Autumn 1

Charanga: Me!

Learn to sing nursery rhymes and action songs. In this unit children will be listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. They will

Autumn 2

All children from EYFS will be involved in learning and performing a 30-minute presentation which includes singing, acting, movement and dance. Children will perform their Christmas play to the school and parents.

learn about pulse, rhythm and pitch.

Christmas performance

Spring 1

Charanga: Everyone! – listening to music from China and music for dragon dancing.

The children will learn to sing nursey rhymes and action songs relating to the themes of friends, family and people with a focus on music from around the world. They will begin by listening and responding, moving onto exploring and creating using their voices before singing and performing the song with actions.

Spring 2

Charanga- Learn to sing nursery rhymes and action songs focusing on music from. around the world.

In this unit children will be listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place. They will learn about pulse, rhythm and pitch.

Summer 1

Charanga- Big Bear Funk - A Transition Unit: 1.

Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs

Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.

Summer 2

End of term bug performance

All children in EYFS will be involved in learning and performing a 15-minute presentation which includes singing, movement and instruments. Children will perform their performance to parents and the local preschools.





Year 1	Autumn 1 Animals: Classical music, dynamics and tempo Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo	Spring Charanga: In the Groove – Children will be listening an appraising songs in different styles of music. The unit covers styles such as, Blues, Baroque, Latin, Bhangra, Folk and Funk In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The pupils will listen and learn a	Summer 1 What's the score? Pupils will build on the 'Animals' unit, using percussion instruments to create sounds. They will recognize different ways sounds are made and changed and to name and know how to play, a variety of classroom instruments. Pupils will use a simple score to match notation with sound and that different symbols can identify how an instrument should be played.
	Autumn 2 Christmas performance: singing and performing All children from year 1 will be involved in learning and performing a 30- minute presentation which includes singing, optional instrumental parts, acting, movement and dance. Children will perform their Christmas play to parents.	different style of In The Groove. In the Listen and Appraise section of this unit the pupils will also listen to a well-known song in that week's style.	Summer 2 By the Sea: Vocal and body sounds. Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments
Year 2	Autumn 1 On this island: British songs and sounds - Folk Music Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would sound like and then use this to create their own soundscapes. Autumn 2 Feel the Pulse This unit develops the children's ability to recognize the difference between pulse and rhythm and to perform with a sense of pulse.	Charanga – Jane Sebba's recorder course Pupils will learn from the beginning how to play the recorder using 3 notes learned over the course. They will learn how to hold the recorder properly, understand the main parts of the musical score and its related vocabulary. They will apply their knowledge of rhythm to play long and short sounds and will learn the names of different length notes.	Summer End of year performance (links/journey from year 1 story songs/rhyme) All children from Y2 involved in learning and performing a presentation which includes singing, optional instrumental parts, acting, movement and dance to be performed to parents.

handling and learn about the 4 strings of the

instrument.





the other instrument families and prepare for a large scale performance for a real audience.

Year 3	Autumn 1 Charanga: Glockenspiel Stage 1 This unit introduces the children to learning about the language of music through playing the glockenspiel.	Spring Creating compositions in response to an animation Theme: Mountains. In this topic, pupils learn to tell stories through music. They begin this by first listening to music and considering the narrative it could	Summer Create and sing opera (Carmen) Wider Opportunities Developed by the Royal Opera House, this programme allows pupils to create their own
	The learning is focused around exploring and developing playing skills through the glockenspiel. Autumn 2	represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They then go on to create their own original compositions to match an animation, building up layers	accessible version of Carmen using specially arranged extracts from the opera. They will learn about the main characters and plot of the opera, find out what it is like to be an opera singer and
	Charanga: Three little Birds – Reggae Music All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	of texture.	how music can be used to tell a story.
Year	Autumn	Spring	Summer
4	Wider Opportunities – learning to play stringed instrument	Wider Opportunities – learning to play stringed instrument	Wider Opportunities – learning to play stringed instrument
	Children will revise their understanding of pitch, tempo, dynamics, duration and tempo through song. They will use this knowledge to compose simple sequences of sounds and record using graphic notation as a score. They will then start to learn about the basic instrumental care and	Pupils will listen to a variety of music and identify rhythmic and melodic patterns. They will build on their singing skills by singing in unison, in rounds and in parts, from memory with accuracy of pitch. Pupils will begin to use the bow to play notes more confidently and use repeated down bows.	Final performance at Hull City Hall. Pupils will create a compositional sequence of sounds in writing as a graphic score, they will play in unison and in simple parts and will experiment some different sound effects that can be made with a stringed instrument. They will learn about





Year	
5	

Autumn 1

Blues

12 bar blues and the blues scale.

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of blues music and its importance and purpose. They can also get to grips with the 12 bar blues and the blues scale, and combine these to create an improvised piece with a familiar, repetitive backing

Spring 1

Charanga: Glockenspiel Stage 2

This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.

The learning is focused around exploring and developing playing skills through the glockenspiel. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. Start to use the scores provided in this unit.

Summer 1 Opera

Pupils will use the resources provided through the Royal Opera House's project: Create & Sing. This unit introduces students to the world of dramatic singing through the opera 'The Magic Flute'. Pupils will perform as part of an Opera Chorus with: knowledge of the history and context of opera; an understanding of dramatic singing, an increased awareness of vocal technique; and an ability to make connections and reflect on other performances (and art forms).

Autumn 2

Charanga: The Fresh Prince of Bel-Air: Hip hop

This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Spring 2

Charanga: Livin' on a Prayer: Rock

All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

Summer 2

Pop

Compare interrelated dimensions of music in Elton John's 'Rocket Man' and Bowie's 'Space Oddity'. Compose journey through space using graphic notation.





Year 6

Autumn 1

<u>WW2 music</u> – look at music as propaganda, Run Rabbit Run / White Cliffs of Dover / We'll Meet Again

sentimental connections

Children will develop greater accuracy in pitch and control. They will identify pitches within an octave when singing and use knowledge of pitch to develop confidence when singing in parts. Perform to parents for VE Day celebration.

Autumn 2

Ukulele

During this unit, children will learn the names of the parts of the ukulele, how to read which strings to hold down to produce notes and chords and how to read music.

They will also learn about beat and tempo when playing different types of music. Children will complete the unit by accompanying full songs by playing the ukulele and singing the lyrics too.

Spring 1 Pop Art

As musicians, the children will be exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Children will perform rhythms confidently as well as keeping the pulse with body percussion.

Spring 2 Baroque

Children will define some key features of Baroque music (recitative, canon, ground bass and fugue). They will play several parts of a canon and compose a ground bass melodic ostinato. They will learn some names of well-known Baroque composers and describe what musical features they were known for. Children will also learn a fugue part by reading staff notation and perform a fugue.

Summer

Presentation Unit for Yr 6

Listening and appraising, singing, acting, dancing – performance to parents

Children are introduced to the concept of musical theatre and learn about its history including how it has changed over time. They will develop their understanding of the role of different songs within a production and they will learn how to identify character songs and action songs. Children will create their own scene for a musical as a group including, singing, acting and dancing. Pupils will decide on their roles and begin rehearsing, ending with performing their musical to a wider audience.