



Music Long Term Curriculum Plan

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



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



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



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EYFS	<p>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 learn about pulse, rhythm and pitch.</p>	<p>Spring 1 Charanga: Everyone! – listening to music from China and music for dragon dancing. The children will learn to sing nursery 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.</p>	<p>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.</p>
	<p>Autumn 2 Christmas performance 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.</p>	<p>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.</p>	<p>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.</p>



<p>Year 1</p>	<p>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</p>	<p>Spring Charanga: In the Groove – Children will be listening and 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 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.</p>	<p>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.</p>
	<p>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.</p>		<p>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</p>
<p>Year 2</p>	<p>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.</p>	<p>Spring 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.</p>	<p>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.</p>
	<p>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.</p>		



<p>Year 3</p>	<p>Autumn 1 Charanga: Glockenspiel Stage 1 This unit 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.</p> <p>Autumn 2 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.</p>	<p>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 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 of texture.</p>	<p>Summer Create and sing opera (Carmen) Wider Opportunities Developed by the Royal Opera House, this programme allows pupils to create their own 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 how music can be used to tell a story.</p>
<p>Year 4</p>	<p>Autumn 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 handling and learn about the 4 strings of the instrument.</p>	<p>Spring Wider Opportunities – learning to play stringed instrument 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.</p>	<p>Summer Wider Opportunities – learning to play stringed instrument 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 the other instrument families and prepare for a large scale performance for a real audience.</p>



Year 5	<p>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</p>	<p>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.</p>	<p>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).</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>



Year 6	<p><u>Autumn 1</u> WW2 music – 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.</p>	<p><u>Spring 1</u> 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.</p>	<p>Summer <u>Presentation Unit for Yr 6</u> 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.</p>
	<p><u>Autumn 2</u> 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.</p>	<p><u>Spring 2</u> 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.</p>	