

Music Long Term Plan

	Autumn		Spring		Summer	
<b>CYCLE A</b>						
<b>EYFS, Year 1 &amp; 2</b>	<b>Keeping the pulse – My favourite things</b> Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things.	<b>Tempo – Snail and Mouse</b> Using voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo.	<b>Pitch – Superheroes</b> Exploring pitch by identifying high and low notes and combining different pitches to compose a simple superhero melody.	<b>Instruments – Musical storytelling</b> Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments.	<b>Signing – On this island</b> Identifying how music can represent different environments by singing songs and creating contrasting soundscapes.	<b>Pitch – Musical me</b> Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments.
<b>Year 3 &amp; 4</b>	<b>Creating composition in response to an animation – Mountains</b> Listening to music and considering the narrative it could represent.	<b>Rock and roll</b> Learning about the origins and features of rock and roll music.	<b>Adapting and transposing motifs (Theme: Romans)</b> Drawing upon knowledge of repeating patterns in music and being introduced to motifs.	<b>Body and tune Percussion (Theme: rainforest)</b> Exploring the rainforest through music and learning new technical skills.	<b>Jazz</b> Learning about ragtime style music, traditional jazz and scat singing.	<b>Samba and carnival sounds – South America</b> Being introduced to Samba and learning about the culture of South American music.
<b>Year 5 &amp; 6</b>	<b>Film music</b> Exploring and identifying the characteristics of film music.	<b>Composition notation – Ancient Egypt</b> Identifying the pitch and rhyme of written notes through the context of Ancient Egypt.	<b>Musical theatre</b> Learning how to sign, dance and act in combination.	<b>Theme and variation – Pop art</b> Exploring the music concepts of theme and variation and how rhythm can translate into different instruments.	<b>Blues</b> Being introduced to Blues music and its history, identifying and playing the 12-bar blues correctly.	<b>Composing and performing a Leaver’s song</b> Creating their own leaver’s song personal to their own experiences.
<b>CYCLE B</b>						
<b>EYFS, Year 1 &amp; 2</b>	<b>Dynamics - Seaside</b> Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion.	<b>Call and Response – Animals</b> Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.	<b>Musical Symbols - Under the Sea</b> Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments.	<b>Contrasting dynamics – Space</b> Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and create their own space-themed compositions.	<b>Structure - Myths and Legends</b> Investigating musical structure by listening to, analysing and performing a song based on a well-known myth.	<b>Sound Patterns – Fairytales</b> Examining a range of fairytales, pupils identify key moments in each story and clap along to repeated words and phrases, creating rhythmic patterns.
<b>Year 3 &amp; 4</b>	<b>South Africa Instrumental</b> Developing rhythmic, singing and notation skills through South-African music.	<b>Developing singing: Vikings</b> Developing singing techniques and rhythm through the context of the Vikings.	<b>Caribbean (Instrumental lessons)</b> Learning about the history and features of calypso music, performing a calypso-style song with voices and tuned percussion.	<b>Haiku, music and performance – Hanami festival</b> Exploring the springtime festival of Hanami celebrating the beauty of spring through music.	<b>Changes in pitch, tempo and dynamics – Rivers</b> Learning to listen to the changes in pitch, tempo and dynamics within the context of rivers.	<b>Ballads</b> Learning what Ballads are and how to identify their features, and how to convey different emotions when performing.
<b>Year 5 &amp; 6</b>	<b>Looping and Remixing</b> Learning how dance music is created, focusing on the use of digital technology.	<b>Dynamics, pitch and tempo</b> Exploring <i>Fingal's Cave</i> by Felix Mendelssohn and further developing improvisation and composition skills.	<b>Composition to represent the festival of colour</b> Exploring the association between music, sound and colour: composing and performing.	<b>Percussion and chords - South and West Africa</b> Learning a <i>Shosholozza</i> , a traditional South African song, playing accompanying chords using percussion.	<b>Composing and performing a Leavers’ Song</b> Creating their own leaver’s song personal to their own experiences.	<b>Songs of WW2</b> Developing greater accuracy in pitch and control.