

MUSIC LONG TERM PLAN

KS1 & KS2 ANNUAL OVERVIEW

At Laburnum our Music curriculum is based on the Music Hub subsidised Charanga online resource: <https://www.inspiringmusiconline.co.uk/>

Music programmes of study: key stages 1 and 2 National curriculum in England

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Aims The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

<u>Key stage 1</u>	<u>Key stage 2</u>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and un-tuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Opportunities	
Nursery	Nursery Rhymes, Songs and Percussion						<i>Inspiring Music: CE12 Come and Sing</i>	
Reception	Me!	My stories	Everyone!	Our world	<i>Inspiring Music: CE15 Traditional Tales</i>	Big Bear Funk	Universal: <ul style="list-style-type: none"> YN&R Christmas Nativity performance Y1&2 Christmas church performance Y3 Sing Out, Play Out Concert – Bedford Corn Exchange Y3-6 Christmas playground performance Y6 02 Young Voices concert Y1-6 Weekly singing assembly (R to join in Summer term) Inspiring Music provision: <ul style="list-style-type: none"> N, YR, Y5, Y6 Inspiring Music Specialist Teaching for half a term (instrument / voice) Y1, Y2, Y3, Y4 Inspiring Music Specialist Teaching as PPA cover for full year Opt in: <ul style="list-style-type: none"> Y1-6 Sandy Christmas Lights Performance Y2-6 Christmas care home singing Y4&5 Singing playground project and performance in Bedford (supporting EYFS/KS1) Privately funded: <ul style="list-style-type: none"> Y1-6 Weekly Piano (small group and 1:1) Y1-6 Weekly Guitar (small group and 1:1) 	
Year 1	<i>Inspiring Music: LTP6 Learn to play iPads</i>				<i>Inspiring Music: CE11 Step into Music</i>	<i>Inspiring Music: CE14 Pentatonic Pitch Explores</i>		
Year 2	<i>Inspiring Music: SS1 Winter Wonderland</i>		<i>Inspiring Music: LTP9 Learn to play world percussion</i>					
Year 3	<i>Inspiring Music: Sing out play out (Singing)</i>		<i>Inspiring Music: Sing out play out (Ocarina)</i>		<i>Inspiring Music: CDH1 Full Music Curriculum Delivery</i>			
Year 4	<i>Inspiring Musics: LTP1 Learn to Play Brass</i>							
Year 5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel Air	<i>Inspiring Music: CE17 African Percussion</i>	Dancing in the street		
Year 6	Singing Young Voices 02 performance songs	Singing Young Voices 02 performance songs	A new year carol	Happy	You've got a friend	<i>Inspiring Music: Ukulele Rock</i>		

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Reception

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me!</p> <p>Cross-curricular links: growing homes colour toys how I look</p>	<p>Musical learning focus:</p> <ul style="list-style-type: none"> Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Learn to sing or sing along with nursery rhymes and action songs Improve leading to playing classroom instruments Share and perform the learning that has taken place Know, understand and refer to pulse: a steady beat which is the foundation of all music like a heartbeat that never stops. Know, understand and refer to rhythm: a long and short sound that happens over the pulse. Know, understand and refer to pitch: low and high sounds. Know the difference between pulse and rhythm. <p>Questions:</p> <ul style="list-style-type: none"> What can you hear? What does it sound like? What does it feel like? How can you move to it? Can you follow the pulse? Can you find the pulse? Can you follow the rhythm? Can you find a rhythm? Can you lead a rhythm? Can you create a rhythm? Are the sounds high or low? 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers
Autumn 2	<p>My stories</p> <p>Cross curricular links: Using your imagination Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's Pretend, Once Upon A Time</p>	<p>Musical learning focus</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song

Spring 1	Everyone!	<p>Musical learning focus:</p> <ul style="list-style-type: none"> ▪ Listening and responding to different styles of music ▪ Embedding foundations of the interrelated dimensions of music ▪ Learning to sing or sing along with nursery rhymes and action songs ▪ Improvising leading to playing classroom instruments ▪ Singing and learning to play instruments within a song ▪ Share and perform the learning that has taken place <p>Questions:</p> <ul style="list-style-type: none"> ▪ What can you hear? ▪ What does it sound like? ▪ What does it feel like? ▪ How can you move to it? ▪ Can you follow the pulse? ▪ Can you find the pulse? ▪ Can you follow the rhythm? ▪ Can you find a rhythm? ▪ Can you lead a rhythm? ▪ Can you create a rhythm? ▪ Are the sounds high or low? 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ▪ Wind The Bobbin Up ▪ Rock-a-bye Baby ▪ Five Little Monkeys Jumping On The Bed ▪ Twinkle Twinkle ▪ If You're Happy And You Know It ▪ Head, Shoulders, Knees and Toes
Spring 2	Our world	<p>Musical learning focus:</p> <ul style="list-style-type: none"> ▪ Listening and responding to different styles of music ▪ Embedding foundations of the interrelated dimensions of music ▪ Learning to sing or sing along with nursery rhymes and action songs ▪ Improvising leading to playing classroom instruments ▪ Singing and learning to play instruments within a song ▪ Share and perform the learning that has taken place <p>Questions:</p> <ul style="list-style-type: none"> ▪ What can you hear? ▪ What does it sound like? ▪ What does it feel like? ▪ How can you move to it? ▪ Can you follow the pulse? ▪ Can you find the pulse? ▪ Can you follow the rhythm? ▪ Can you find a rhythm? ▪ Can you lead a rhythm? ▪ Can you create a rhythm? ▪ Are the sounds high or low? 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ▪ Old Macdonald ▪ Incy Wincy Spider ▪ Baa Baa Black Sheep ▪ Row, Row, Row Your Boat ▪ The Wheels On The Bus ▪ The Hokey Cokey
Summer 1	Inspiring Music: Traditional Tales	<ul style="list-style-type: none"> ▪ <i>Listening, singing and performing.</i> 	<ul style="list-style-type: none"> ▪ <i>Inspiring Music workshops</i>

Summer 2	<p style="text-align: center;">Big Bear Funk</p>	<p>Musical learning focus:</p> <ul style="list-style-type: none"> ▪ 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>Questions:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">▪ What can you hear?</td> <td style="width: 50%;">▪ Can you follow the rhythm?</td> </tr> <tr> <td>▪ What does it sound like?</td> <td>▪ Can you find a rhythm?</td> </tr> <tr> <td>▪ What does it feel like?</td> <td>▪ Can you lead a rhythm?</td> </tr> <tr> <td>▪ How can you move to it?</td> <td>▪ Can you create a rhythm?</td> </tr> <tr> <td>▪ Can you follow the pulse?</td> <td>▪ Are the sounds high or low?</td> </tr> <tr> <td>▪ Can you find the pulse?</td> <td></td> </tr> </table>	▪ What can you hear?	▪ Can you follow the rhythm?	▪ What does it sound like?	▪ Can you find a rhythm?	▪ What does it feel like?	▪ Can you lead a rhythm?	▪ How can you move to it?	▪ Can you create a rhythm?	▪ Can you follow the pulse?	▪ Are the sounds high or low?	▪ Can you find the pulse?		<ul style="list-style-type: none"> ▪ Big Bear Funk
▪ What can you hear?	▪ Can you follow the rhythm?														
▪ What does it sound like?	▪ Can you find a rhythm?														
▪ What does it feel like?	▪ Can you lead a rhythm?														
▪ How can you move to it?	▪ Can you create a rhythm?														
▪ Can you follow the pulse?	▪ Are the sounds high or low?														
▪ Can you find the pulse?															

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YEAR 1

	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1	Inspiring music: Learn to play Ocarina	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians increase their self-confidence, creativity and sense of achievement. develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Inspiring Music workshops (Ocarina)
Autumn 2			
Spring 1			
Spring 2			
Summer 1	Inspiring Music: Step into music	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians increase their self-confidence, creativity and sense of achievement. develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Inspiring Music workshops

Summer 2	<p><i>Inspiring Music: Pentatonic Pitch Explorers</i></p>	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> ▪ <i>provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians</i> ▪ <i>increase their self-confidence, creativity and sense of achievement.</i> ▪ <i>develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</i> ▪ <i>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</i> ▪ <i>learn to sing and to use their voices, to create and compose music on their own and with others,</i> ▪ <i>have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</i> ▪ <i>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i> 	<ul style="list-style-type: none"> ▪ <i>Inspiring Music workshops</i>
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YEAR 2



	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1	<i>Inspiring Music: SS1 Winter Wonderland</i>	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians increase their self-confidence, creativity and sense of achievement. develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> <i>Inspiring Music workshops</i>
Autumn 2			
Spring 1	<i>Inspiring Music: LTP9 Learn to play world percussion</i>		
Spring 2			
Summer 1			
Summer 2			

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YEAR 3



	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1	Inspiring Music: Sing out play out (singing)	Reference to National Curriculum: <ul style="list-style-type: none"> provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians increase their self-confidence, creativity and sense of achievement. develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians 	<ul style="list-style-type: none"> Inspiring Music workshops
Autumn 2			
Spring 1	Inspiring Music: Sing out play out (Ocarina)	<ul style="list-style-type: none"> learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Inspiring Music workshops (Ocarina)
Spring 2			
Summer 1	Inspiring Music: Full Music Curriculum Delivery		<ul style="list-style-type: none"> Inspiring Music workshops
Summer 2			

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YEAR 4



	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1	Inspiring Music: LTP1 Learn to Play Brass	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians increase their self-confidence, creativity and sense of achievement. develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Inspiring Music workshops (Brass instruments)
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

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YEAR 5

	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1	Livin' on a prayer	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<p>Rock anthems:</p> <ul style="list-style-type: none"> We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles
Autumn 2	Classroom Jazz 1	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> Instruments
Spring 1	Make you feel my love	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<p>Pop ballads:</p> <ul style="list-style-type: none"> Make You Feel My Love by Bob Dylan - Adele version Make You Feel My Love - Bob Dylan version So Amazing by Luther Vandross Hello by Lionel Richie The Way You Look Tonight by Jerome Kern Love Me Tender by Elvis Presle

Spring 2	<p>The fresh prince of Bel Air</p>	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> ▪ Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music ▪ Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ▪ Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ▪ Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ▪ Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. ▪ Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. ▪ Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<p>Old School Hip Hop:</p> <ul style="list-style-type: none"> ▪ Fresh Prince Of Bel-Air by Will Smith ▪ Me, Myself And I by De La Soul ▪ Ready Or Not by The Fugees ▪ Rapper’s Delight by The Sugarhill Gang ▪ U Can’t Touch This by MC Hammer ▪ It’s Like That by Run DMC
Summer 1	<p>Inspiring Music: African Drumming</p>	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> ▪ <i>provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians</i> ▪ <i>increase their self-confidence, creativity and sense of achievement.</i> ▪ <i>develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</i> ▪ <i>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</i> ▪ <i>learn to sing and to use their voices, to create and compose music on their own and with others,</i> ▪ <i>have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</i> ▪ <i>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i> 	<ul style="list-style-type: none"> ▪ <i>Inspiring Music workshops (drums)</i>
Summer 2	<p>Dancing in the street</p>	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> ▪ Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music ▪ Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ▪ Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ▪ Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ▪ Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. ▪ Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Motown music:</p> <ul style="list-style-type: none"> ▪ Dancing In The Street by Martha And The Vandellas ▪ I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops ▪ I Heard It Through The Grapevine by Marvin Gaye ▪ Ain’t No Mountain High Enough by Marvin Gaye and Tammi Terrell ▪ You Are The Sunshine Of My Life by Stevie Wonder ▪ The Tracks Of My Tears by Smokey Robinson And The Miracles

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YEAR 6

	Unit Title	Unit focus and knowledge	Specific Resources
Autumn 1 & 2	Young Voices: 02 performance songs	<p>In greater depth and with confidence:</p> <ul style="list-style-type: none"> Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Internalise, understand, feel, know how the dimensions of music work together. Focus on pulse, rhythm, pitch, tempo, dynamics. 	<ul style="list-style-type: none"> Young Voices pack Young Voices sheet music Young Voices CD
Spring 1	A new year carol	<p>In greater depth and with confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together 	<ul style="list-style-type: none"> Benjamin Britain's music
Spring 2	Happy	<p>In greater depth and with confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<p>Music that makes you happy:</p> <ul style="list-style-type: none"> Happy by Pharrell Williams Top Of The World by The Carpenters Don't Worry, Be Happy by Bobby McFerrin Walking On Sunshine by Katrina And The Waves When You're Smiling by Frank Sinatra Love Will Save The Day by Brendan Reill Three Little Birds by Bob Marley

MUSIC LONG TERM PLAN

Summer 1	<p>You've got a friend</p>	<p>Carol King: her life as a composer. In greater depth and with confidence:</p> <ul style="list-style-type: none"> ▪ Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. ▪ Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. ▪ Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ▪ Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ▪ Improvisation - create your own responses, melodies and rhythms. ▪ Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. ▪ Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together 	<p>Carole King's music:</p> <ul style="list-style-type: none"> ▪ You've Got A Friend by Carole King ▪ The Loco-Motion sung by Little Eva, written by Carole King ▪ One Fine Day sung by The Chiffons, written by Carole King ▪ Up On The Roof sung by The Drifters, written by Carole King ▪ Will You Still Love Me Tomorrow by Carole King ▪ (You Make Me Feel Like) A Natural Woman) by Carole King
Summer 2	<p>Inspiring Music: Ukulele Rock</p>	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> ▪ <i>provide a high-quality music education which engages and inspires pupils to develop their love of music and their talent as musicians</i> ▪ <i>increase their self-confidence, creativity and sense of achievement.</i> ▪ <i>develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</i> ▪ <i>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</i> ▪ <i>learn to sing and to use their voices, to create and compose music on their own and with others,</i> ▪ <i>have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</i> ▪ <i>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i> 	<ul style="list-style-type: none"> ▪ <i>Inspiring Music workshops (ukulele)</i>