



LONG TERM PLAN for MUSIC

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Can I explore how music makes me feel?	Can I sing in a group? Performing in a Nativity	Can I make different sounds?	Can I move in time to the music?	What is an orchestra?	Can I compose a piece of music?
Year 1/2	Sing: Menu Song Can we develop muscle memory with a cumulative song? Can we create a theatrical performance using kitchen-themed sound-makers and props? Compose: Magical Musical Aquarium Can we respond to music by moving, exploring the sound of instruments and composing our own musical aquarium?		Sing: The King is in the Castle. Can we sing a song about people and mythical creatures that might inhabit a castle? How do we explore vocal and instrumental timbre, structure, rhyme, dynamics and pitch? Listen: Colonel Hathi's March Based around 'Colonel Hathi's March' from the Jungle Book, can we explore moving in time and exploring low and high pitch?		Sing: Who stole my chickens and my hens? Can we practise beat work and simple clapping games? Listen: 'Dawn' from Sea Interludes. Can we actively listen to 'dawn' from Benjamin Britten's Sea interludes? Can we bring to life this piece by creating a moving, musical picture?	
Year 3/4	Sing and compose: 'I've been to Harlem' Can I identify/play melodic and rhythmic accompaniments to a song and compose/play a pentatonic ostinato? Listen: Can I identify two (folk) songs which are from different places in the world, use different instruments, have a different beat, and are different speeds? 'Mingulay boat song' and 'Nao chariya de'		Compose and appraise: Can I compose a tune to reflect the sounds of a rainforest? What does a rainstorm sound like and how can this be shown using symbols in notation? Can I research any traditional chants from tribes which could be included?		Sing and appraise and compose: 'The Fantasy Football Team' Can I identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests, and minims. Can I compose and perform a whole-class 'rondo' with melodic patterns?	
Year 5/6	Sing: Madina tun Nabi: How can I create our own drone accompaniment, and improvise melodies. Listen: Época: How can I explore and create musical texture through movement?		Listen: You to me are everything: Can I explore the key musical features of this track and develop an understanding of the term 'cover version'? Sing: Hey Mr Miller: Can I explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance?		Listen: Why we sing by Kirk Franklin: How have gospel songs developed from the American civil war? Compose: Song-writing: How can I create and perform our own songs?	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Can I explore how music makes me feel?	Can I sing in a group? Performing in a Nativity	Can I make different sounds?	Can I move in time to the music?	What is an orchestra?	Can I compose a piece of music?
Year 1/2	Sing: Tony Chestnut Song Can we explore call-and-response, improvise with our voices and instruments? Listen: Carnival of the Animals How can we explore 5 of the movements and find inspiration to create our own animal sound pictures?		Sing: Grandma Rap Can we explore beat and rhythm work, performing as a two-part round? Can we create 4-beat patterns with looped backing to perform with? Compose: Musical conversations How do we invent and compose short pieces featuring call-and-response and antiphony? Can we take turns, lead and follow, read a 'score', and create our own graphic scores?		Sing: Minibeasts Can we sing an alliterative song exploring timbre and rhythm? How do we use percussion instruments to represent the crawling, scurrying creatures? Listen: Orawa How can we invent new music using vocal chants and body percussion?	
Year 3/4	Listen and appraise: 'The Pink Panther Theme' tune. Can I recognise elements of the music e.g. the rhythm that establishes the mood and character? Compose: Can I create a mood/ scene based on a given set of instruments and talk about the effect of particular sounds?		Listen and appraise: Copland's 'Fanfare for the Common Man' Can I describe how timbre, dynamics and texture can be used to create impact in a fanfare? Compose: Can I create a fanfare melody using a note set combined with short, repeated rhythms? Does it reflect a special occasion using melody, rhythm, texture, and silence?		All on a theme of railways: Can I listen to pieces of music, identifying and comparing how composers have combined words and music? Can I explore a variety of ways in which words can be used to create music? E.g. The Night Mail/From a Railway Carriage Can I use words to create atmosphere and effect in music, creating rhythm patterns and longer sequences with words?	
Year 5/6	Sing: Keep the Home Fires Burning: Can I explore the social & historical context of music written around the time of WW1? Listen: Shadows: Can I explore music that is a fusion of country, electronic dance music (EDM), and rock.		Sing: Touch the Sky: Can I explore Scottish folk music, improvise melodies using the pentatonic scale & perform in an ensemble of a traditional folk song in a waltz rhythm. Compose: Can I use the pentatonic scale to compose music on 'Garage Band'?		Sing: What shall we do with the drunken sailor? How can we create rhythm? Compose: Song-writing: Can we write lyrics for an intended audience?	